

Online Expression

eMedia



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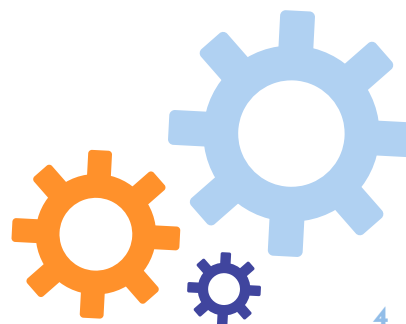
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INTRODUCTION

Nowadays, a growing number of people are active in producing and reproducing online content. The use of social media has incredibly spread in the last decade and more and more people are using it to express themselves, to communicate, to disseminate content and opinions.

But is this what we call online expression? In a certain way, yes.

Through our booklet, though, we do not want to encourage just "any kind" of online expression. We want to promote a specific way to express oneself online.

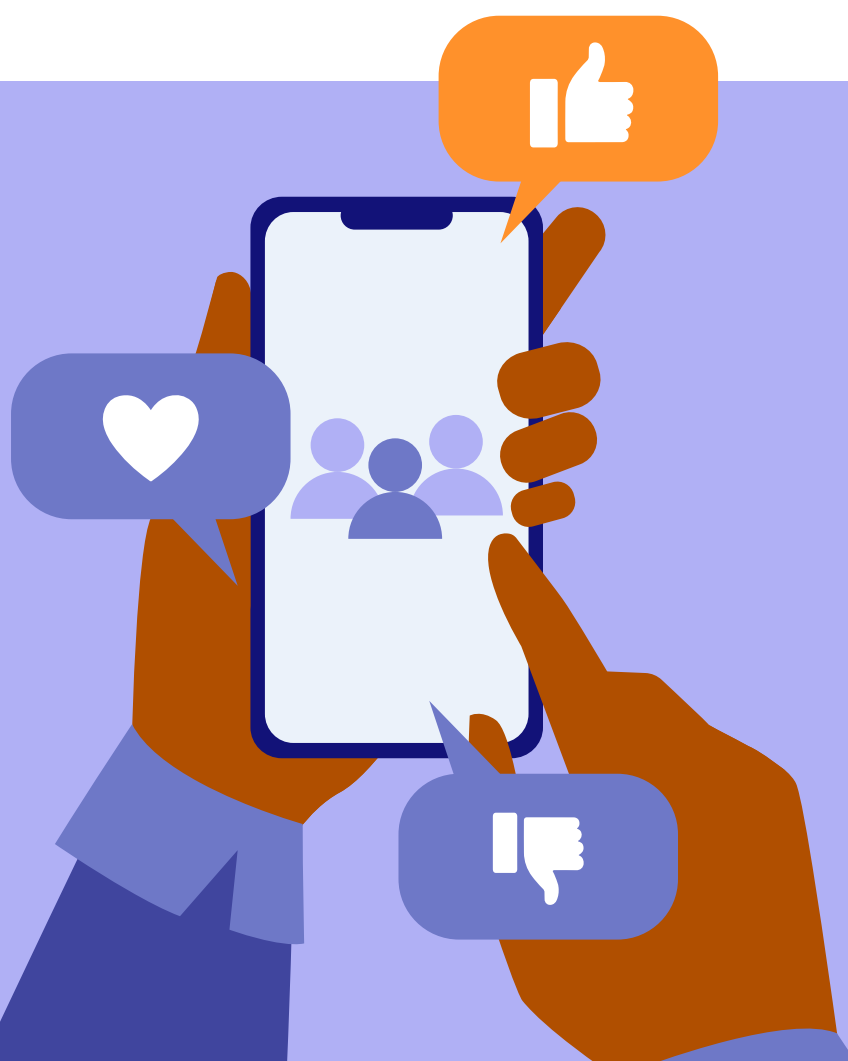
Our intention is to stimulate structured and socially oriented active participation online, as a continuation of Civil Society Organisations' effort to promote active participation in society.

In this sense, what characterizes online active participation is the presence of different elements:

- The creation of relationships;
- The building of a community or the fact of representing a community;
- The collective interest;
- The intention to produce a change, to influence society.

As civil society organisations, active participation of citizens is part of our mission, and today, more than ever, we have to be able to rethink our way to pursue it, including the online space within our range of intervention.

This is why we consider it a stimulating and important challenge to accompany educators and school teachers to promote a more creative, active and wise use of the web, exploring the opportunities given not only by social media and blogs, but also by more structured means such as web radio and web TV.



WHAT IS ONLINE EXPRESSION?

Internet is becoming more present in our everyday lives. According to the European Commission's Digital Economy and Society Index, which monitors the integration of the digital economy and society in Europe, over 85 percent of European households have an internet connection. However, access to the internet and online content is present more than just in households. It is omnipresent, on our mobile devices, at school, our workplaces etc.

Online expression includes creating and reacting to content online, which can be done through blogs, videos, podcasts, images and even communications. Similar to offline expression, online expression should be approached in a responsible manner and be held to the same rules and regulations as offline communication. We need to act like responsible citizens offline, and the eMedia project aims to support educators to teach young people to act like responsible citizens online.

To understand what online expression is, one needs to look at what is already being used online and how it is accessible. While Europeans have good access to the internet on average, it should not be taken for granted that everyone has equal access to the online sphere. Access can be contingent on internet connection, and speed, but also tools. Many people, including young people, are increasingly using a phone instead of a computer to connect to the internet, communicate and express themselves.

Online expression is part of communication, it can take the form of videos, images, sound and stories, but also comments and interactions. In addition, online expression is not in a static form, it is in dialogue with others, and it can cause reactions. This can be challenging as not all comments or reactions may be positive. Do you think reacting to something online

by sharing a like, heart or angry expression is part of online expression? Do you think one needs to be as considerate to it as much as to created content?

Most forms of expression and communication were previously done through static websites and e-mails. Usually, you needed a certain amount of digital skills to build your own website and create your online identity. Nowadays, you can start expressing yourself online by signing up to a platform like Facebook, Instagram or TikTok, and the platform can make it easier for you to create expressive content. These platforms are often free to use because they use your personal data as marketing value, so you will usually see advertisements directed to you, sometimes featuring products you may like. With these platforms, you can also interact with others, leave comments on their posts or your own posts, react, follow and be followed. This form of interaction is very instantaneous and you don't need many skills to partake in, but it can also have downsides. People can be addicted to social media, and isolate themselves from society. This was always the case with the internet, even in the early days; the issue today is that it's more accessible, so the risk is bigger.

Online expression can be part of expressing one's identity. To do so, teachers can guide young people on how to be proactive in their online expressions and less reactive, to become a digital prosumer and not a consumer. This booklet, the final one in the eMedia series aims at guiding young people to hone their online expression skills.

A NEED TO IMPROVE AND SUPPORT ONLINE EXPRESSION

State of art

Young people should be supported in becoming digital creators. They should benefit from the digital transformation by exercising control over their digital identity. Educators who are interested in developing critical and active digital citizens in the future should place particular concern on how digital tools are used.

The digital competence framework DigComp 2.0 identifies 5 areas of digital competences:

- 1) Information and data literacy
- 2) Communication and collaboration
- 3) Digital content creation
- 4) Safety
- 5) Problem solving

Digital content creation and problem solving are particularly important here, as they are very close to the online expression topic. Indeed, online expression is linked to creating and editing digital content, improving and integrating information and content into an existing body of knowledge, while understanding how copyright and licences are to be applied. It also encloses the knowledge about how to give understandable instructions for a computer system. Problem solving means identifying needs and problems, resolving conceptual problems and problematic situations in digital environments, using digital tools to innovate processes and products and keeping up-to-date with the digital evolution.

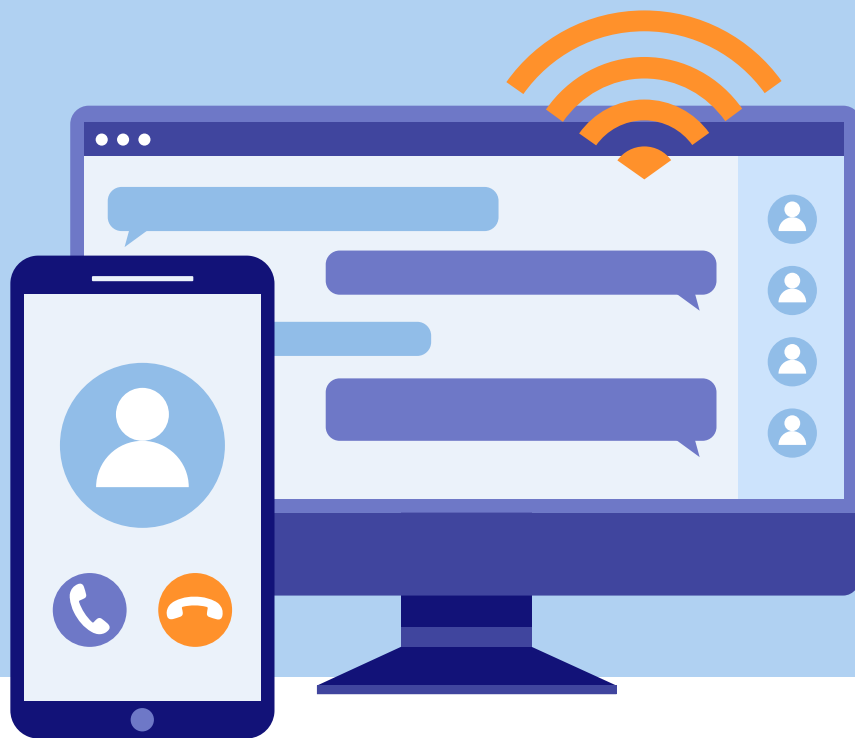
As mentioned previously, there are more and more people who daily use internet and digital tools. Today in Europe, less than 20% of people have never used the internet, or do not use it regularly, and this number is going lower every year, but young people are most likely to not be part of this group. Digital tools are being more integrated into our everyday lives, and how people use these tools is going to be of more importance in the future.

Research shows that there is an emerging digital divisions concerning how digital tools are used, and the

use of those tools by young people still in schools in particular will have implications for the future of the current generation. Students from higher socio-economic backgrounds are more likely to use digital tools to create and learn from them. For example, they may be encouraged by teachers and parents to not only find information on the internet, but understand how websites are built, how to code or how to add content to the internet. Furthermore, young people from lower socio-economic backgrounds are less exposed to education focused on proactive creation. This can be a consequence of schools in disadvantaged areas having less time to dedicate to updating their digital curriculum or less flexibility to adapt the main curriculum. Additionally, disadvantaged areas are equally likely to have less fixed internet connections at home and fewer computers, leaving young people to perhaps use mobile devices as their main point of access to the digital world. This divide pushes people into either being digital consumers or creators. This is perhaps the biggest issue in the European digital landscape: the digital division can lead to a social division. Different countries may have different processes regarding how this divide is recreated, but the focus is to be empowered and not victims of digital technology. It is through expression that this empowerment can happen.

Data is a big part of everyone's digital identity and if something is free online, often the person's digital identity is the real product that is finally sold. It is thus important to understand how digital identities can be exploited. Young people who are not aware of this process are also likely to be targeted by advertisers and fake news outlets who may not have their best interests in mind. They can also be profiled by algorithm's that repeat stereotypes.

Online expression can help counter this. Young people can learn not only how to add their stories to videos, soundscapes or narratives online, but also how to exercise their freedom of expression and most importantly, let their own story be known.



Online expression, between freedom of expression and toxicity

The Internet environment offers endless possibilities and it has an unlimited potential. Technologies and the online environment have changed the habits of communication and socialization and have provided an opportunity to express opinions and beliefs by reaching a wide audience.

Online expression provides freedom of expression, but it has to be noted that digital platforms push their users toward the performance of emotional expression. For example, Facebook and other digital platforms have increasingly sought ways to structure the behaviour of their users so that individuals produce their own classificatory data about feelings and behaviour. There are psychological and behavioural models incorporated into social media platforms that shape individuals aware/unaware of these models. Digital platforms offer possibilities to express their emotions by using a single or combination of so called 'emojis'. Facebook initially resisted such tokens of personalized expression, but began to enable users to tag content with simple emotional data through its 2009 introduction of the 'Like' Button. In spring of 2013, Facebook introduced a LiveJournal-like feature to its users' Status Update fields - the ability

to label posts with a wide variety of small graphic icons attached to a great diversity of verbs. In the 'feeling' category, at the top of the pull-down menu, users were given the option of choosing from over 200 simple facial pixel graphics mimicking the popular emoji character set. Individuals could indicate that they felt happy, sad, frustrated, blessed, ill or a variety of other emotions and sensations. In the fall of 2015, Facebook began to test yet another graphic means to enable users to tag content on the site with emotional data: a palette of six faces signifying basic emotions to complement the 'Like' button on all user-generated content. Released to all users in February of 2016, Facebook's reaction buttons drew heavily on the now well-known palette of emoji faces which had gained popularity among social media users, while simplifying user category choice as much as possible.

Expressing emotions may not seem like anything extraordinary, but Emotions are not always positive and may be aggressive and offensive to others. Context and various factors need to be considered, because emotions are not simply shaped by interpersonal relations, but are produced in the interaction

between an individual and a society, considering material settings, cultural symbols, etc. (Riis, Woodhead, 2010). Emotions are performative and only by expressing them to others they become 'real' (Ahmed, 2004). This leads to the so-called hate speech in online environments.

Online hate speech is generally defined as hostile remarks directed at individuals and/or groups in the form of articles, comments, e-mails, blog posts and various discussions on the internet (Sandell, 2018). The term 'hate speech' must be understood as "covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin" (Council of Europe, 1997, 107).

A study called "Online Harassment", released in 2014 by the Pew Research Centre, revealed that 73% of adult internet users involved in the study have seen someone be harassed in some way online and 40% have personally experienced online harassment. The first set of experiences is somewhat less severe; it includes for example name-calling and embarrassment in an online environment. The second category of harassment targets a smaller segment of the online public, but involves more severe experiences such as being the target of physical threats, harassment over a sustained period of time, stalking, and sexual harassment (Duggan, 2014).

The data collected during this research showed that those people who have personally experienced online harassment were the target of at least one of the forms mentioned below (Duggan, 2014):

- 27% of internet users have been called offensive names;
- 22% have had someone try to purposefully embarrass them;
- 8% have been physically threatened;
- 8% have been stalked;
- 7% have been harassed for a sustained period;
- 6% have been sexually harassed.

Toxic behaviour is pervasive in every online environment. Bullying, hate speech, harassment and toxicity in online environments are causing harm to people, but also irreparable damage to social products and social environments.

Negative emotions but another aspect is the ability to track users information about their personality, values, sexual orientation, etc., just by analyzing 'Likes'. By analyzing which content was "liked" by a user, it is now possible to predict many potentially private elements and behaviours with a high degree of statistical accuracy.

There is a need to educate users about the limits of freedom of expression, about cyber bullying, online hate speech and harassment, and each social network must have strict control mechanisms over their content and the content that users are creating.



A responsible and ethical use of social media: virtual identity, emotions in the virtual space, privacy

Your **online virtual identity** is highly influenced by your digital footprint. Your digital footprint is the trail of data you create while using the internet. Every time you like something, post something or click on something, you are giving information to an online platform about your online identity. This is developed passively and actively.

A passive digital footprint is developed when the owner is not aware about how his/her information is collected. This is often the case when referring to social media likes. One's Active digital footprint (intentional) takes place when a person shares his/her personal data deliberately.

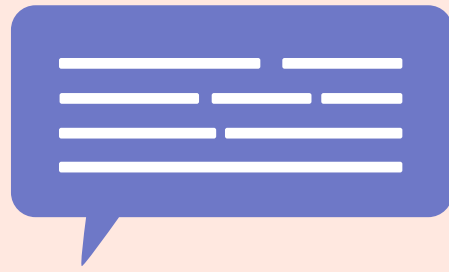
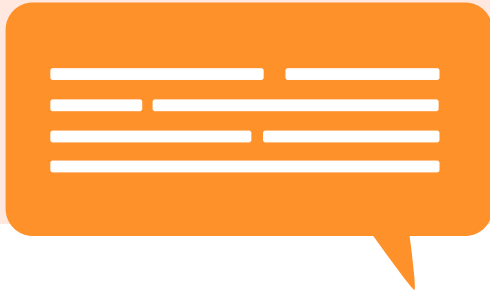
Overall, this does not cause much of a trouble, however, many companies are realizing the value of one's digital identity, and the amount of data collected by ones passive and active digital footprint. By using this data, they can create profiles of people, helping marketers to target specific audiences.

It is thus important to take care to manage one's online identity, particularly for young people, who many not know how their digital identity can affect their future career prospects or even lead to bullying. Companies' recruitment procedures review applicants' digital footprints and this data (photos, online posts, etc.) plays a major role in understanding applicant's suitability for a job. Cyber bullying is a usual practice on sites that are more frequently visited by a large number of teenagers.

To counter this, it is important for people to review their account settings on every online platform that they use, such as social media websites, email accounts, and even mobile phone settings. Thus, they can limit the amount of data platforms collect about them.

To counter the negative effects of an active online footprint, it is good practice to employ a netiquette. Netiquette is short for 'Internet etiquette'. In the same way etiquette is a code of polite behaviours in society, netiquette is a code of good behaviour on the internet. This includes several aspects of the Internet such as email, social media, online chat, web forums, website comments, multiplayer gaming, and other types of online communication.

It is important to monitor and consider how much time one spends online. Excessive internet use is not a problem as long as the time online is (or isn't) interfering with other important areas of life; such as work, school, health, and in-person relationships. If a person repeatedly goes online to avoid real world responsibilities or difficulties and this avoidance creates even more problems in their life, this may suggest excessive use or even the presence of an addiction to the Internet. Excessive use of the internet can be linked to psychological disorders such as anxiety, depression, social isolation and insomnia. Internet addiction can also reveal itself in a form of an addiction to online video games, online shopping or gambling, etc.



The responsibility to create **true** and **objective** information

The ultimate purpose of media literacy is that people can play an active role in social transformation. New technologies and the internet allow people not only to be consumers of information, but also producers of messages and content. This active role entails the responsibility to create true and objective information that respects recipients' right to be well informed, and also an obligation to not damage other people's rights and images. In order to become more responsible, the following guidelines should be taken into account:

- In news stories, qualities of individuals you report on, such as the country of origin, the ethnic group, the nationality, religion or culture should not be included if they are not necessary for the understanding of the story. News stories about people from a dominant group tend to not mention those qualities, whereas stories about minorities tend to highlight them, even if it's not necessary to understand the story.
- Generalization and simplifications of information have to be avoided. Media outlets seem to look for images and news which confirm stereotypes. Negative stereotypes tend to reinforce the exclusion of groups or people they refer to and to reinforce the association between ethnic minorities and social problems. Instead of helping the recipient in their understanding of the news, those news stories often falsify their conception of reality.
- Negative news and sensationalism should not be enhanced, but instead, one should be looking for positive news about minorities. News about immigrants seem to attract attention for their sensationalism and not for the content. If the information is highlighted just when it is negative, the perception of citizens' opinion will never be positive. This does not mean

that negative news should not be disseminated, but that we have to take care of their treatment and look for the counterpoint to them.

- It is necessary to compare different sources of information. Media institutionalized some sources of information to the detriment of others; it almost never listens to members of minorities. It is important to add to other alternative sources of information the institutional ones.
- Special attention and rigor are recommended in the identification of individuals and minority groups, as well as for the use of descriptions. The use of the masculine grammatical genre to refer to mixed groups makes women and their contributions in different areas of life invisible, simplifying and, in many cases, distorting reality. It is important not to use a sexist and discriminating vocabulary.
- It is necessary to be cautious in selecting and processing images. Images are the most susceptible elements to be manipulated and their well-known eloquence makes it necessary to practice extreme caution when selecting an image that can totally transform the meaning of an information. This involves to pay special attention to all possible meanings of the image, as well as to avoid morbid images or to exploit human dramas, especially when minors are involved.

What is social media?

As an introduction to this question, we suggest that the teachers lead discussions about representations and practices of students on social networks. The aim is to stimulate expression and opinion in order to catch the students' attention.

According to the age of the groups, the teacher will adapt the topics of expression and debate. For example, with the youngest students (between 12 and 14 years old), he or she will rather question practices: Do you watch videos on YouTube? Which ones? Do you read online newspapers or information on social networks? What about your parents? Do you use websites? Which ones? With older students (between 14 and 18 years old), he or she will be able to address broader themes, calling for more reflexivity: Is it the same to talk to someone via a social network and in "real life"? What difference does it make? Do you prefer to get information via TV, social networks or the internet? ...

Then, to echo the debates, the teacher can explain to the students the notions related to the relational connexions that are established on networks. For example, he or she can explain the "6 degrees of separation" rule, which states that each individual in the world is connected to another by a chain of individual relationships and influence. With social networks, this rule would change from 6 to 3 degrees:

- From one individual to his/ her friends;
- From one individual to his/her friends' friends;
- From one individual to the friends of his friends' friends.

The teacher can also discuss the notion of horizontal and vertical social networks with students:

- Horizontal social networks are those that address all types of Internet users, without a defined theme or topic (for example: Facebook, Instagram, Pinterest, Twitter);
- Vertical social networks are those whose activity is focused on a particular theme. They are restricted networks whose capacity to influence is greater than for "horizontal" social networks since their users are very interested in the content shared there (for example: LinkedIn, Viadeo, TripAdvisor, etc).

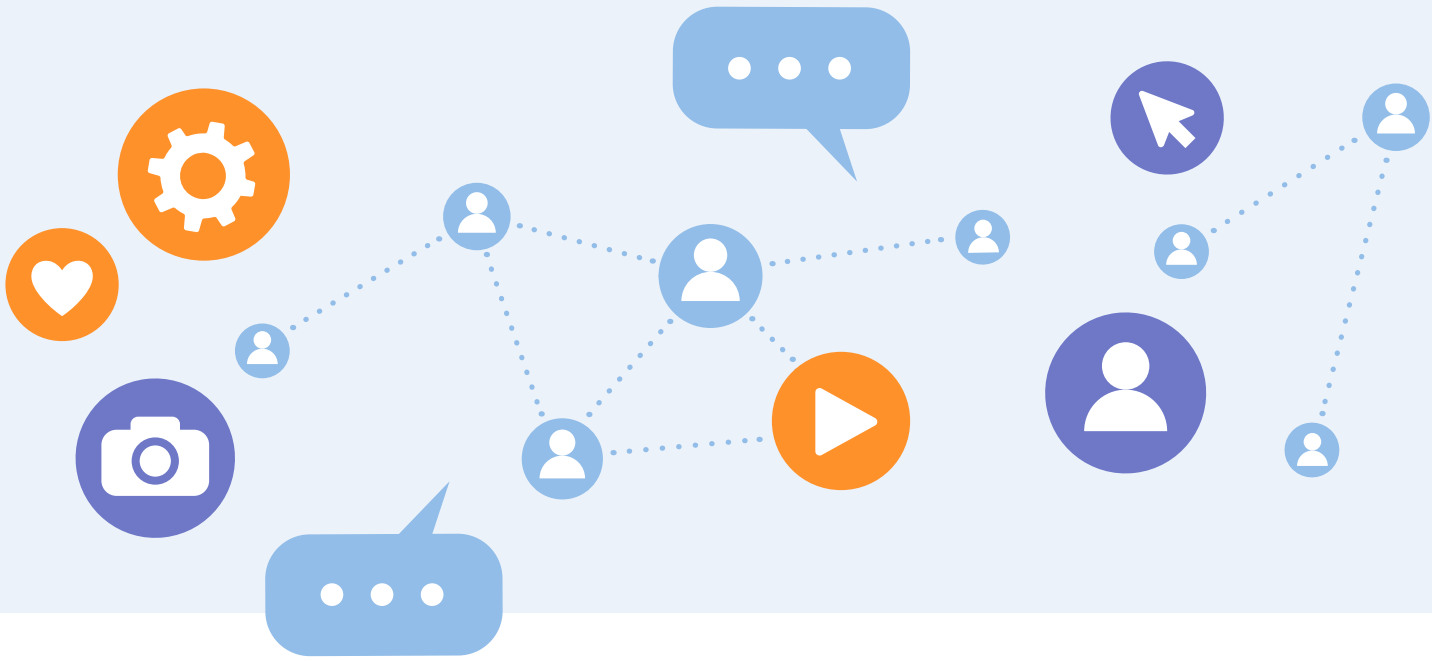
Finally, the teacher can conclude by making a list of the advantages and disadvantages of using social networks. This list will be based on the students' exchanges during the debates. However, the teacher may also, if they have not been mentioned, address the following concepts:

Advantages:

- Communication: to communicate easily with individuals in one's personal and/or professional sphere.
- Information: despite the legitimate controversies and mistrust linked to the faster and simpler propagation of "Fake News" on these networks, they remain channels of information that are widely consulted and, according to sources, relatively reliable.
- Entertainment: one can find playful (games) or comical (videos, photos, texts...) content on social networks.
- Engagement: many organizations use social networks to raise awareness or take a stand for societal and civic causes.
- Knowledge development: social networks can be both spaces where knowledge can be found and spaces where one can network with experts.

Disadvantages :

- The over-exposure of one's personal life can have sometimes dramatic consequences: the construction of a bad image, harassment, etc.;
- Identity theft;
- Cyber stalking;
- "Addiction" to social networks;
- "Revenge porn": sharing sexual pictures that can have serious consequences;
- "Grooming": when an adult on social networks makes contact with a minor to make sexual propositions;
- "Phishing": when one tries to get someone's personal data so that one can then hack the individual.



The moderation of content

Content moderation is vital for any online interaction. When the dialogue between participants begins, they read and respond to each other's comments, ask questions, question arguments or statements... but for all this there must be mutual respect, and it is here that moderation of content is crucial, providing a pragmatic set of guidelines and rules, labels and sanctions, that optimize problems and listen to the nuances of a problem within any given community context, provides the best possible experience for participants to engage and explore problems, allowing everyone to express their opinion without fear, intimidation or retribution.

Effective moderation of content, therefore, encourages and facilitates participants' willingness to engage online and participate in conversations that impact their lives. It also ensures a sense of accessibility and inclusion.

What types of content can we moderate?

Text

The language is tremendously complex so text moderation can be a difficult task. To detect cyberbullying or hate speech, for example, it is necessary to go beyond words and observe whether phrases, sentences or even paragraphs as a whole violate the code of conduct.

Image

While it may seem simple to identify inappropriate images, there are many challenges to consider in moderating them. For example, in order to consider if an image is inappropriate, you have to take into account cultural differences, the type of audience (adults? children?)...

Video

It is one of the most difficult types of content to moderate. While images and text can often be examined quickly, the video can take a long time and require moderators to watch a video to the end and perform several tasks simultaneously. Since in addition to actual video content, any audio or subtitle attached must be examined by explicit language or hate speech. Apart from actual video content, audio or subtitles may not match the video accurately or meet the required code of conduct and quality thresholds.



On the Internet, moderating content therefore means moderating interactions and reactions. Most of the time, communities are benevolent, and content moderation is limited to the animation of these communities (responses to comments, friendly exchanges, etc.). But in other cases, feelings of animosity and malicious intentions motivate some interactions. There are thus 3 cases that one can be confronted with when moderating a space or a content:

- **Fakes news:** when confronted with a comment which relays fake information, it should not be ignored. On the contrary, one has to fight against the spread of this false information. To do this, one must respond to these comments and interactions with some information which would be true and verified, and even, if possible, with fact checking tools that allow all Internet users to check information. On this purpose, the InVID plug-in: <chrome-extension://mhccpoafgdgbhjnfhkcmgknnndkeenfhe/we-verify.html>, could be useful.
- **"Trolls":** in web jargon, a "troll" is a person whose interactions and comments aim to create controversy and induce vehement exchanges between Internet users. When a troll interacts with content, especially as a moderator, "don't feed the troll". One should not interact with him, ignore his comments and push other Internet users to do the same.

- **Hateful and/or discriminatory content:** Hateful and/or discriminatory comments must always be reported. If this is not done, both the person who made the comment and the person in charge of moderation may be punished by law. In Europe, the criteria for discrimination that is punishable by law are as follows:

- Age
- Sex
- Origins of a person
- Belonging or not belonging, real or supposed, to an ethnic group, a nation or a so-called race
- Pregnancy
- Health situation
- Handicap
- Genetic characteristics
- Sexual orientation
- Gender identity
- Political opinions
- Trade union activities
- Philosophical opinions
- Beliefs, membership or non-membership, true or assumed, to a particular religion

LEARNING IN A DIGITAL ENVIRONMENT

Some pedagogical considerations for learning in a digital environment

Technology progress is increasingly being used in the educational environment to change different dimensions of the educational system. One of the dimensions of the education system is the learning process, which is using computer technology and communication network solutions already for some time (Daniela, 2020). Technology in the learning process is believed to help students make their own decisions, develop and diversify knowledge and skills, create diverse learning environments and allow students to self-evaluate and provide feedback (Green et al., 2005). However, there are also some critical aspects in the use of the term Technology-enhanced learning (TEL). In an educational setting, when it comes to TEL, it is assumed that technology enhances something. Unfortunately, technology is often at the forefront, and comes at the expense of enhancing the actual learning. Kirkwood and Price even point out that TEL is more often associated as synonymous with the use of technology and the improvement of technology infrastructure (2014), with less emphasis on the enhancement section that should be attributed to learning (Daniela, 2020).

In a TEL environment, it is essential for the teacher to predict the outcome to be achieved using certain criteria. The concept of smart pedagogy is triangular, in which the important cornerstones are:

- 1) **Human developmental regularities**, which include the conditions for the development of cognitive processes, the conditions for sensory development, as well as the conditions for socio-emotional development.
- 2) **The taxonomy of the educational process**, which includes the goals to be achieved and the regularities of the learning process needed to achieve these goals.

- 3) **Technological progress**, which entails the need for changes in teachers' pedagogical competence, of which one of the most important components is predictive analytical competence (Daniela, 2019).

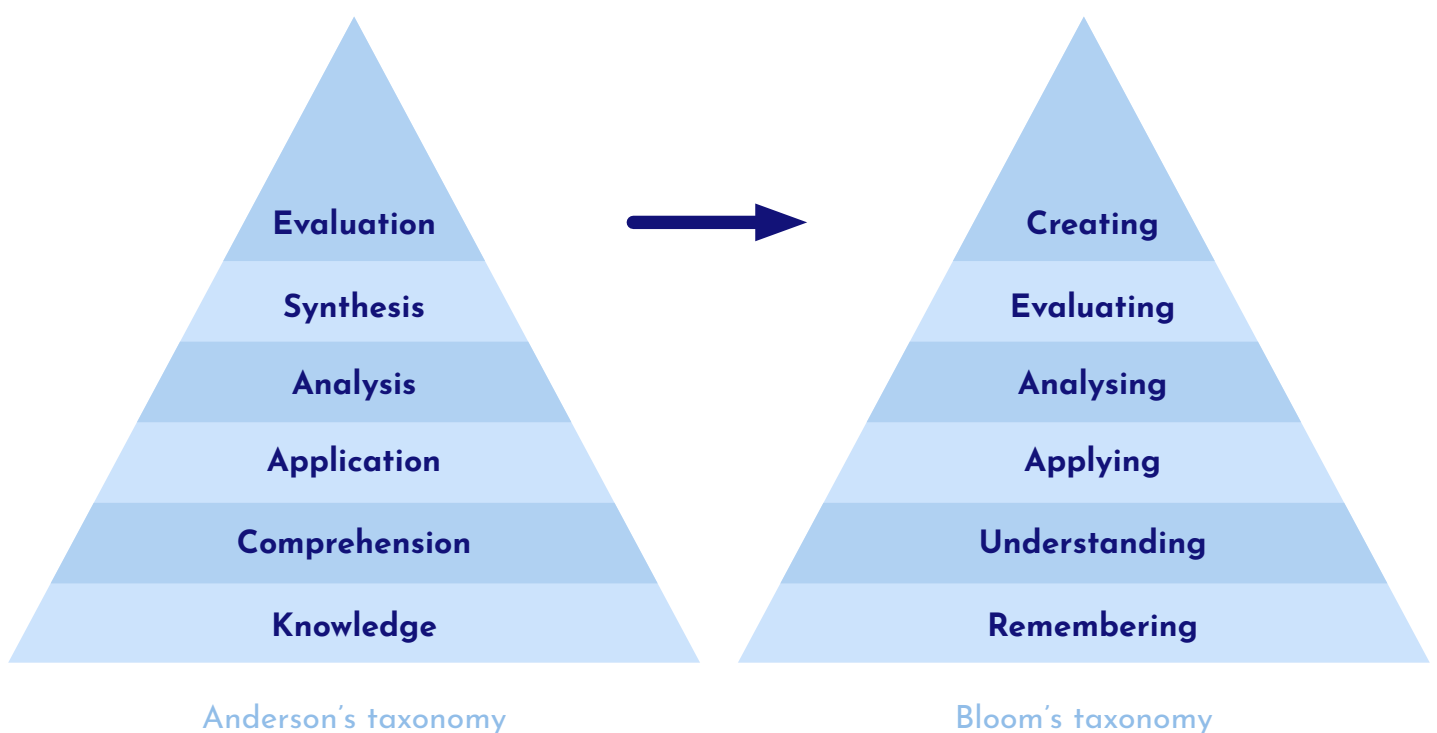
These three sections cannot be analyzed as independent from each other as their boundaries are blurred and overlap, because when thinking about the taxonomy of learning, it is important to know human developmental regularities, the regularities of the development of cognitive processes, in order to offer students tasks according to their abilities and zone of proximal development (Vygotsky, 1978).

When talking about learning in a digital environment we have to think about some important pedagogical considerations. For example, learning taxonomies, steps of pedagogical instructions, different learning motivation theories, teaching approaches applied in education by using technologies and so on. It is also important to know how to organize the learning process in order to motivate students to learn, and this depends on their level of cognitive development, interest and readiness for cognitive load. Technology can help develop motivation, an interest in learning, and an understanding of more complex concepts such as knowledge, and how technologies can help to avoid cognitive load.

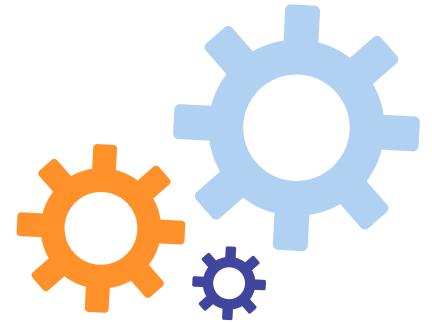
There are many taxonomies that describe development of human cognition. One of them is so called **Bloom's taxonomy** - a model that classifies different levels of human cognition, learning, thinking and understanding that can be used to design and guide the learning process. Bloom's taxonomy was created in 1956 by Benjamin Bloom and his colleagues as a classification of intellectual behavior that is essential in the learning process. It describes development of cognition in 6 levels that are shown in Figure 1. In 2001, Bloom's taxonomy was updated by Bloom's former student Lorin Anderson and colleagues to make this model more relevant to the 21st century's learnings (Figure 1). They changed the nouns to action verbs, making this taxonomy action oriented. They also changed the order of the levels and created a ranking system (Anderson, Krathwohl, 2001). Every level of Anderson's taxonomy has instructional strategies:

- 1) **Remembering** - Searching, recognizing and recalling relevant knowledge from long term memory.
- 2) **Understanding** - Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining to construct meaning from written, oral or graphic messages.
- 3) **Applying** - Executing, implementing and carrying out a procedure.
- 4) **Analyzing** - Breaking material into parts, understanding how the parts relate to one another, differentiate, organize and attribute them.
- 5) **Evaluating** - Assessing and criticizing criteria and standards and making judgement.
- 6) **Creating** - Putting together and reorganizing elements into a new pattern, generating, planning and producing new structures. (Anderson, Krathwohl, 2001)

Development of Bloom's taxonomy



But considering the age of digital technology, can this taxonomy still be looked at in the same way today? Bloom's taxonomy was devised by Andrew Churches as a learning process associated with technology and digital tools. This is called **Bloom's Digital taxonomy**. Verbs were added to describe the digital skills of the 21st century and how technology can foster each level.



Bloom's digital taxonomy verbs

Bloom's taxonomy digital planning verbs

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Copying	Annotating	Acting out	Calculating	Arguing	Blogging
Defining	Tweeting	Articulate	Categorizing	Validating	Building
Finding	Associating	Reenact	Breaking down	Testing	Animating
Locating	Tagging	Loading	Correlating	Scoring	Adapting
Quoting	Summarizing	Choosing	Deconstructing	Assessing	Collaborating
Listening	Relating	Determining	Linking	Criticizing	Composing
Googling	Categorizing	Displaying	Mashing	Commenting	Directing
Repeating	Paraphrasing	Judging	Mind-Mapping	Debating	Devising
Retrieving	Predicting	Executing	Organizing	Defending	Podcasting
Outlining	Comparing	Examining	Appraising	Detecting	Wiki Building
Highlighting	Contrasting	Implementing	Advertising	Experimenting	Writing
Memorizing	Commenting	Sketching	Dividing	Grading	Filming
Networking	Journaling	Experimenting	Deducing	Hypothesizing	Programming
Searching	Interpreting	Hacking	Distinguishing	Measuring	Simulating
Identifying	Grouping	Interviewing	Illustrating	Moderating	Role Playing
Selecting	Inferring	Painting	Questioning	Posting	Solving
Tabulating	Estimating	Preparing	Structuring	Predicting	Mixing
Duplicating	Extending	Playing	Integrating	Rating	Facilitating
Matching	Gathering	Integrating	Attributing	Reflecting	Managing
Bookmarking	Exemplifying	Presenting	Estimating	Reviewing	Negotiating
Bullet-pointing	Expressing	Charting	Explaining	Editorializing	Leading

One more taxonomy that describes the learning process is SOLO taxonomy created by Biggs and Collis in 1982. An acronym SOLO stands for Structure of Observed Learning Outcomes. This taxonomy was created as an alternative to Bloom's taxonomy. SOLO taxonomy explains 5 levels of thinking and learning:

- 1) **The Pre-structural level** in which a person doesn't know anything about the subject, doesn't understand it and needs help in acquiring the knowledge that is needed.
- 2) **The Uni-structural level** in which a person has one relevant idea in mind or strategy about the subject. He is able to identify and label ideas, follow instructions and given samples.
- 3) **The Multi-structural level** in which a person has several relevant ideas or strategies, but they are not linked. A person is able to describe, combine and list ideas.
- 4) **The Relational level** in which a person already has several relevant ideas, he can make a connection between them and explain the reason. He also can solve problems, compare, analyze and question ideas and also relate.
- 5) **The extended abstract level** is the highest level, in which a person is able to link ideas and make a generalization about the subject. The person can evaluate his own ideas, link them with other examples and also create new ideas. The person is able to construct, argue, evaluate, reflect, design and also predict (Biggs, Collis, 1982).

Some motivation theories explain the individual components that are important to understanding the theory, but many tend to explain processes from the simplest to the most complex and difficult to achieve.

Self-Determination theory posits that there are two types of motivation - intrinsic and extrinsic. Intrinsic motivation means that a person is enthusiastic and takes action to enjoy the learning process and the knowledge gained (Kapp, 2012). Other and externally motivated behavior is characterized by a system of rewards and punishments, which means that a person is motivated by penalties for a bad task or failure or rewarded for good results, victory, good marks, etc. Authors of this theory, Richard

M. Ryan and Edward L. Deci states that although intrinsic motivation is an important type of motivation, most of the activities people do are extrinsically motivated (Ryan, Deci, 2000). When working with technologies, digital tools can work as stimulus for an extrinsic motivation. There is an immediate or faster result to be achieved, but the effect is not as lasting as for intrinsic motivation, nor is there a genuine interest in learning or taking an action.

Self-efficacy theory by A. Bandura refers to our overall belief that a person can successfully achieve a particular result. This belief can be affected in several ways. Positive or negative experiences can influence the ability of a person to perform the given task in the future (Performance outcomes). Vicarious experiences state that positive or negative performance of other people can influence a person's ability to perform the given task. The online environment offers many examples, both positive and negative, that can influence human decision-making and actions. Person's efficacy can be also influenced by physiological feedback, condition and sensations and how a person perceives these sensations. Very important is also verbal persuasion, because encouragement or discouragement can affect an individual's performance. Online expression can also be a hate speech and a harassment, that can leave an influence on a person's self-esteem, emotional state and affect efficacy. Research shows that students with high self-efficacy can more quickly participate in learning activities (Chang et.al., 2018). But, high self-efficacy can influence motivation both positively and negatively. Too high self-efficacy may prevent an objective assessment of the situation.

Flow Theory by Csikszentmihalyi is fully concentrated on and engaged in the immediate activity, as a result that anything else is insignificant. It is in a state of loss of self-consciousness and regardless of the passage of time (Chang et.al., 2018). This theory states that "Flow" is achieved when the skills and challenge is in the right balance. Although the use of technology, digital tools or online environments does not provide motivated learning, the wise use can contribute to the development of

external motivation. This does not mean that technologies by themselves will do any good or harm, the key is to use the opportunities technologies provide and only a smart and thoughtful use of them will help to engage students and motivate learning at a deeper level.

One objective of smart pedagogy is to ensure that technology is used to promote development and to maintain a balance in cognitive development, there are several aspects to be considered, in particular:

- 1) Learning anywhere, anytime.** It is important to design and use learning materials that will ensure that attention to the need for cognitive load is not switched off and that the student will be ready to learn even when the learning is done by using digitally available materials. So they need to involve interactivity. By anticipating that learning can take place outside the teacher's field of influence, smart pedagogy's task is to teach students to analyze freely available information and how to build their own knowledge structures.
- 2) Fascination with new technologies.** Assuming that most students are interested in everything new, the task of smart pedagogy is to stimulate this natural interest, while at the same time predicting the impact of the use of new technologies on students' cognitive, emotional, sensory and

physical development to promote the use of this fascination with technology and not merely as a source of interest. It is important to remember the relationship between interest and attention retention, where an overstimulation of interest during the developmental stage of cognitive processes may contribute to the development of a short-term attention span, which impedes the development of memory processes, which in turn are necessary for analyzing and synthesizing information (Daniela, 2019).

Overall, the main challenge for the educational environment today is to include current knowledge, ensure that the learning outcome is fully supported, taking into account opportunities for technological advancement that are not yet known, as well as raising awareness on the challenges of the current technological environment.



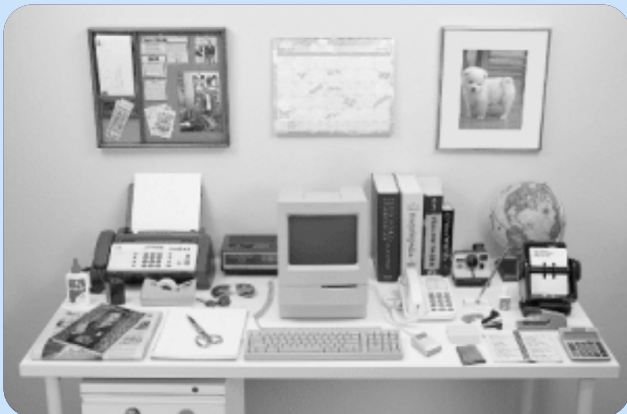
The youth's motivation to **express itself** online

The modern world is facing rapid changes in every aspect of life - social and economic changes, globalization and of course technological progress. In recent years more and more people have witnessed the impact of technologies. If we compare, people have been living for thousands of years, but the breakthrough of latest technological advancements has been in the last few decades, and at an accelerating pace. Development of technology has affected every aspect of our lives, and people are using technology to increase their own and others' well-being. We can say that technologies are an indispensable part of the 21st century; they shape people's perceptions, needs and interests. On the one hand, because of the technologies it is more difficult to get and hold the attention of people, especially the younger generation.

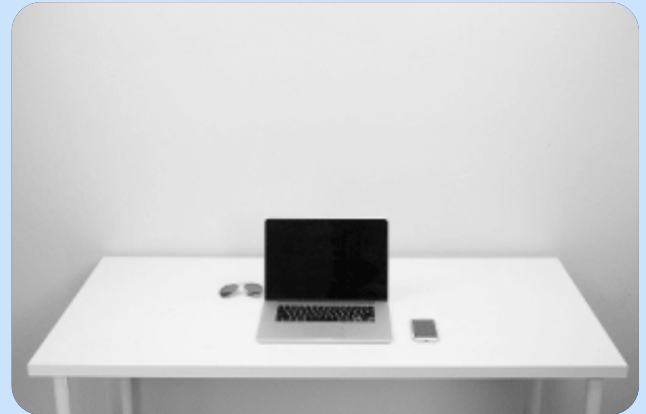
But on the other hand, people cannot ignore the role of technologies in young people's lives that can be a way to motivate and engage the learning of the younger generation.

For example, in the picture below you can see that the computer and smartphone replaces all desk functions previously existing. You can take and process pictures, write letters or emails and messages, find information, make your schedule, see a world map, use a calculator or call someone using a phone and a computer. You can even make a video call, so you don't have to leave a room to see a person that you are talking to.

1980



2000



When talking about the replacement of technologies, we have to mention one crucial aspect, that is happening in society - generation replacement, that is affected by technology development.

The new generation has grown in a rapidly changing environment, where mobile phones, computers, tablets and other platforms that provide both social and entertainment functions for people are part of the daily life. The new generation has grown in different circumstances than previous generations, so it is natural that they have a different world perception, values, needs and interests.

There is a division between generations as a result of some specific technological advancement in history. Veterans (the World War II generation), Baby Boomers (Post-war generation), Generation X (born from the 1960^s to the early 1980^s), Generation Y (born from the early 1980s to the end of millennium), Generation Z (born from 2001 and up to 2011) (Kampf et al, 2017), and now there is a new kind of generation that is called Generation Alpha (born from about 2012 until 2025) (Kampf et al, 2017). The X, Y and Z generations have been studied more closely, and the characteristics of each generation have been developed. For example, Generation X grew up in the era of major technological innovations, their essential

values may include lifelong learning, skill development, feedback or flexible plans (Kampf et al, 2017). A sense of stability is very important to them and big changes may be frightening. This generation works to live rather than lives to work. Thus, employees of this generation are independent, autonomous and self-sufficient (Kampf et al, 2017; Tolbize, 2008). They are often distrustful and pessimistic about authority (Curry, 2015). Meanwhile, Generation Y is also known as the Millennials. They grew up in the era of socio-economic, cultural and technological changes that represent certain differences in values, beliefs, attitudes and preferences (Duh, 2016) from other generations. This generation was affected especially by the information and communication technology development. As a result, Generation Y is viewed as the most digitally-skilled generation who are considered to be the most demanding, confident and best-educated (Kampf et al, 2017; Tolbize, 2008). Moreover, performing a meaningful and fulfilling job is more important for the Generation Y than a salary (Kampf et al, 2017). That means that the sense of stability isn't very important to them, they can leave a job if they do not feel fulfilled. It should be noted that Generation Y are the most careful parents which leads to parental over-care of their children and they grow up and become accustomed to helplessness. Generation Z on the other hand has grown up with technology like mp3 players, websites, short messages, YouTube, iPads and other digital media technology, that is why they are known also as a mobile generation. For the people of this generation happiness is very important. In the workplace they are trying to achieve their dreams, but if it doesn't succeed, they are unhappy (Kampf et al, 2017). Individuals of the Generation Z like independence, yet they dislike authority (Ozkan, Solmaz, 2015). Additionally, this generation are self-confident, happy team players with an interest in social services and activities. (Kampf et al, 2017). The newest generation is Generation Alpha or so called digital babies who are born after 2012. These babies are born with the technologies and as research has shown, since the age of 7 months they are users of digital devices.

As we can see, these generations have grown in different circumstances and the perception of everyday life is different. So where does it lead us?

We witness the change of communication and socialization channels that leads us to the technology usage habits in society. Nowadays technologies are used as a means of communicating with one another, exchanging views and opinions and publicly sharing with others details of one's private life. Technologies provide both social and entertainment functions. But people still are seeking and discovering themselves and looking for like-minded people or want to resemble people that they like, that they idolize, but the difference is that because of the online environment and technologies the concept of personal space has changed a lot. People want safe space for socialization and they have the illusion of privacy although the online environment is still public. Online environment gives an illusion that if it isn't real life, then it is not real, it gives an imaginary sense of privacy.

Online expression is a new way of communication. Online and social media gives you a feeling that you are connected with your friends, acquaintances, followers and idols all the time. You are not alone. And this public aspect of socialization and expression online doesn't bother the younger generation. They do not bother about the threats and possible consequences of such a disclosure of their privacy.



THE CHANNELS OF STRUCTURED ONLINE EXPRESSION

Blogs

What's a blog?

A blog is a website on which you can find periodical publications, often personal or on a specific topic (cinema, music, news, cooking, etc). It was very fashionable in the 90^s and early 2000^s, but today's Internet users are more likely to create vlogs (video blog) or practice microblogging (very short and regular publications on interaction spaces such as social networks).

Online expression platforms

Different websites allow the creation of blogs. Wordpress, Wix and Tumblr are among the best known and most used by Internet users. Each of them allow for different modes of expression, and therefore, different uses for young people. For all these websites, one will need to create an account before starting. Each time the teacher and/or young people will have to fill in an email address, a username and a password. Some of these websites also offer the option of logging in with a Google or Facebook account. While this is a quick and convenient feature, it exposes the data from the blog, which can be retrieved by both companies.

- **Wordpress:** Wordpress is the best known and most used blog creation website. It is free, although some options and features are only available through a paying subscription. For example, adding photos or videos (without going through another platform such as YouTube) in an article is only possible if the user has a premium account. Wordpress is the blog creation website that most closely resembles a professional site. It provides a more successful enhancement and referencing of content. Finally, it is responsive, which means that it adapts to different screens (phone, tablet, computer screen).

- **Wix:** Cousin of wordpress, Wix is free but also offers a paying subscription with more features. It allows one to develop and create a successful visual identity.

- **Tumblr:** Tumblr is a hybrid model between a website and a social network. The exchanges and the place given to the communities of Internet users are therefore more important. It is intuitive and completely free. However, it is more suitable to microblogging than to writing in-depth articles.

- **Social networks:** Social networks are platforms of expression that make it possible to create text and multimedia content that is short. It is popular among Internet users who are generally aware of these tools but are not necessarily used to using them to create informational and/or creative content. However, social networks are very good channels of expression, the most used for this are:

- Facebook;
- Twitter;
- Instagram,
- Snapchat;
- Pinterest;
- Tik Tok.

Depending on the wishes and needs of young people, it will be more judicious to use one or several of these tools. In fact, many social networks are already linked to each other, making it possible to publish the same content on several of them at the same time. Finally, as they don't have the same functionalities, and therefore, the same expression channels, it may be interesting to use several of them so that communication is as complete and relevant as possible.

Writing worth reading

Journalistic writing is a specific style of writing. You have to pay attention to the form and the content. There are different elements that make up the backbone of an article:

- **The title:** the name of the article;
- **The lede:** a small text that makes the reader want to know more about the subject, it needs to catch his or her attention. Curiosity must be aroused.
- **Sub-headings:** the sub headings which repeat the essential ideas of each paragraph;
- **Visuals:** illustrations, photos, press drawings, all the visual elements of the article;
- **The punchline:** the closing element that concludes the article. Be careful, this is not a summary of all that has been said in the article. The last sentence of the article should leave a good impression on the reader!;
- **The signature:** the name or pseudonym of the author of the article,
- **The photo credit:** the name or pseudonym of the drawer or photographer.

During the writing process, students should keep in mind the essential elements that will guide their writing and compose the framework of their article:

- What angle did they choose? How are they going to deal with the topic?
- What kind of article are they going to write? Is it more like a column? a news story? a post, etc.?
- Can we find the answers to the 5Ws or WWW-WHW (Who? What? Where? When? How? Why?) in their article?

It is important to collect information, conduct interviews, check ones sources, before one starts writing. Finally, writing worth reading requires simple, short and rhythmic sentences. An article is not a speech or an essay, to keep the reader's attention it is important that the sequencing between the different elements presented in the article and the paragraphs is coherent and dynamic. One idea per sentence can help to develop an incisive and sober writing style.

In order to fully understand all these elements, the teacher can rely on a few writing tips:

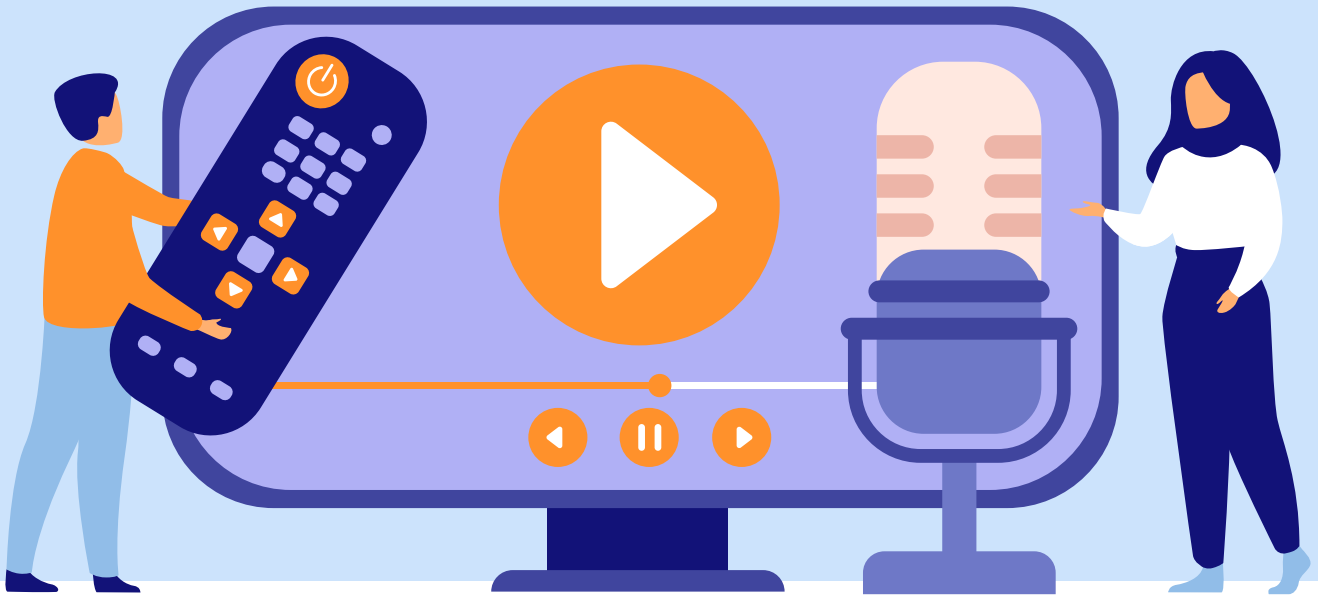
- Short and simple sentences: a subject, a verb, a complement;
- By putting 1 piece of information per sentence, at most 2;
- By using the present tense in the indicative as much as possible;
- By having a lively or even humorous style! For an interview, you must transcribe the words of the person interviewed in the first person: "I";
- By finding a good title that makes you want to read the article.

Do not forget:

- To find ideas of illustrations: photos, drawings, maps, diagrams, etc. They provide information;
- To write a caption under a photo. A reader first looks at the pictures or photos, then reads the captions and then the article. The caption describes what you see in the picture or allows you to add information that you did not include in the article;
- To proofread and have someone else proofreading it.

When the media is exclusively on social networks

If students want to create a media exclusively on social networks, the writing style will be a little different. The content is short and gives the essential information. In order to do so, they can write simple and short sentences, chose an angle to their message, and define the style of message they want to write (a very short post such as a tweet, etc.). The moderator should remember that social networks are different, that they can be complementary and be linked to each other (for example, a tweet can include a link to a longer facebook post or a video report on YouTube). Social networks can also be the interface that leads to featured articles, or the student's blog.



Radio, Web Radio and Web TV

Radio

Radio is a technology based on signalling and communicating using radio waves. It is the means by which sound contents are broadcasted in real time to multiple users located in one or more geographical areas. Radio is one of the most widespread means of communication.

Web radio

Internet radio (also net radio, streaming radio, e-radio, IP radio, online radio) is a digital audio service transmitted via the Internet. Broadcasting on the Internet is usually referred to as webcasting since it is not transmitted broadly through wireless means. It can either be used as a stand-alone device running through the internet, or as a software running through a single computer.

Internet radio involves streaming media, presenting listeners with a continuous stream of audio that typically cannot be paused or replayed, much like traditional broadcast media; in this respect, it is distinct from on-demand file serving. Internet radio is also distinct from podcasting, which involves downloading rather than streaming.

Internet radio services offer news, sports, talk and various genres of music, every format that is available on traditional broadcast radio stations. Many

Internet radio services are associated with a corresponding traditional (terrestrial) radio station or radio network, although low start-up and on-going costs have allowed a significant proliferation of independent Internet-only radio stations.

To 'build' a web radio you will need:

- An internet server for streaming (public): usually the reference software is icecast (<https://www.icecast.org>). If you don't want to manage a server, there are also paid streaming services which cost varies, depending on the type of service you need.
- A web server (like for example Aruba, that hosts your website) and a content manage system (CMS) (like wordpress) that's hosts your contents from which to redirect with a multimedia player or similar to the streaming. If you do not want to manage a website there are many services, also for free, that give you either generic hosting or other content management systems. If you don't want to create a web server with content, at least create a homepage with a player that allows you to listen to the radio and configure it to point to your streaming server (search for "html5 streaming audio player" on google).

- An archive of broadcasts, in "podcast" or similar format.
- A digital radio broadcast software: the software is used to manage what is broadcast while there are no live shows on air, like recorded programmes, downloaded programmes, playlists. The software normally generate the outgoing stream to the public streaming server and record an audio file for recorded broadcast archive. Example are: Idjc (<http://idjc.sourceforge.net/>) or Libretime (<https://libretime.org/>)

More technical information about "how to create a webradio" are provided online:

<https://www.wikihow.com/Create-an-Internet-Radio-Station>

https://www.youtube.com/watch?v=23ft2_mV25E

What do you need to create a radio broadcasting studio?

The audio you want to broadcast is managed and reproduced through different devices:

- The 'broadcast software' is the basis of the work of all radio stations, it is a program installed on a computer that is able to manage audio files and allows to program and organize shows and music you want to put "on air" according to time slots.
- Other audio reproduction sources: mp3 player, cd player, record player, etc.
- The microphones, dedicated to the voice.

All audio streams are managed by a mixer: through this tool we raise and lower the volumes of the various audio sources (voice, music, etc.), deciding what should go on air at a given time.



Radio and online expression

Nowadays the "online expression" is very important both for traditional radio and web radio. The web site of a Radio Station, as well as the related social media, aim at giving relevance to the contents created by journalists and radio hosts on and off air, and to stimulate the engagement of the audience. On a radio station's website you can find news and audiovisual contents, such as: podcast of programs, video and photographs shot during interviews or music gigs hosted in the radio shows. On the website you can find also the schedule, the descriptions of the shows, the streaming link to listen to the radio.

Web-tv

Web television includes original, episodic online video content produced for broadcast on the Internet via the World Wide Web. The expression "web television" is also sometimes used to refer to Internet television in general, which includes Internet-transmission of programs produced for both online and traditional terrestrial, cable, or satellite broadcast.

We live in a cross-media era and often the web site of a broadcaster, can evolve as a new media: the news can be part of an online newspaper, the videos can be collected in one channel, a sort of web TV. The same can happen with an online newspaper that can develop a video section or a podcast section on its website.

The same logic of web-tv can be thought of using a facebook page, through live broadcasts built through broadcasting platforms such as BeLive-Studio2, Zoom, OBS Studio, StreamYard and others. Tools that give the opportunity to create online information formats with interviews and multimedia contributions. These communication tools, especially in this period of coronavirus emergency, have assumed great importance also in the creation of new remote training projects.

Radio, Web radio, Web TV news

In radio and TV, news take the form of programs and appointments distributed according to a daily and weekly schedule.

Generally, news programs are part of a program schedule made up of other shows dedicated to specific topics or entertainment. Since the 1980s, the All News Channel television or radio programs broadcasting that broadcasts only information programs have increased.

Such a broadcaster broadcasts news programs and in-depth programs, even live, in order to reduce the gap between events and news and, consequently, free the viewer from the rigid time constraints imposed by the schedules of the generalist television networks.

News Programs

Radio news bulletin: a typical radio news bulletin is between two and three minutes long. In the morning it can turn into a long bulletin, and last even 30 minutes.

The service information: also for a maximum of 3 minutes dedicated to stock exchange, weather, traffic, etc.

The in-depth analysis in rubrics: the rubrics can be thematic, they represent periodic appointments, also in the form of answers to questions from listeners, possibly with guests, experts and testimonials.

Magazines: they are placed especially in the morning, occupy large areas of time (an hour or more) dedicated to a topical issue, which is debated with speeches by guests (in the studio or on the phone) and listeners; sometimes even with one's own sent in connection with places relevant to the topic.

Direct line: open microphone, preferably without any comment except a periodic announcement about what is going on, on a topical issue or during an event of political or social importance.

The commentary: classic description of public events during their performance (sporting, social, religious, media events of various kinds).

The radio investigation: it is a program of in-depth information, which investigates a single theme with wide use of interviews, ambient noises, descriptions of places and events, by a reciting voice. Relative of the radio documentary, it's almost disappeared.

Short news

Short news are the cornerstone around which the life of a radio journalist rotates.

Nowadays many media produce short news: for example information on the Internet is provided in the form of short news, as well as news on free presses are made of 4/5 lines.

The short news reflects the evolution and evolution of information and its format.

To write a good short news:

- **Remember to be Clear**, use simple language, **Concise**, keep sentences short, **Correct**, check facts, grammar and punctuation;
- **Go straight to the point:** the important facts need to be in the first sentences;
- **Remember to cover the 5 W's:** What's happening?, Who is involved?, Where is this happening?, When is it happening?, Why is it happening?
- **Respect the duration limitation:** usually each script need to be 25/30 seconds long (equal to about 4-5 lines, approximately 90 characters).

The Interview

Interviews are an important element of radio journalism. In other words the retranscription of a conversation between a journalist and a famous person, an expert or the witness of a fact.

Through an interview the journalist collects information thanks to a series of question. Interview requires precise and well-structured preparatory work:

- **Collection of documentation on the character and the facts to be discussed.**
- **Preparation of questions:** drafting of a set of questions arranged in a logical and specific order. It is not mandatory to follow the exact order of questions because often the interlocutor's answers will suggest other questions. The questions must be brief, and not too generic.
- **Dialogue:** In this phase, you can collect the needed information.



Web campaigning

A campaign is a planned set of activities that is carried out over a period of time in order to impulse social and/or political change.

Internet activism (also known as **hacktivism, web activism, online activism, digital campaigning, digital activism, online organizing, electronic advocacy, e-campaigning, and e-activism**) is the use of digital communication technologies such as social media, e-mail and podcasts for various forms of activism to disseminate and raise awareness on specific topics.

An online social campaign aims at disseminating one or several messages on specific social or political topics to targeted audiences through digital tools. Since 1994, internet has been used by political organisations to disseminate political campaigns.

Developing an online campaign implies a variety of activities ranging from the identification of the objective and of the target group, the elaboration of the communication mix of contents (written contents, visual contents, video contents) and the planning of the campaign itself: selecting digital tools, content and planification, follow-up and management of reactions, etc.



PRACTICAL EXAMPLES: ONLINE EXPRESSION ACTIVITIES WITH YOUNG PEOPLE

Activity 1

Create the identity of a web-journal

Activity duration

2 hours

What do you need?

- At least one computer for 5 students
- 1 big screen or video projector
- An internet connection

Introduction

The aim of this session is to help young people define the editorial line of their blog. To do so, they will discover the editorial work methods of journalists and will be put in a "press conference" situation. The various educational resources of this session will also enable young people to understand how to write in order to "be read" and to discover the codes of the journalistic writing. Finally, this session will allow the group to share the different roles and tasks involved in the creation of a blog and to define together a methodology and a dynamic for collective work.

Pedagogical objectives

- Learn how to write in order to be read;
- Discover different media on different supports;
- Know how to work collectively to create a media by defining its form and theme, its editorial line.

Activity progress

The teacher begins by dividing the class into groups of 3 to 5 students. Then, he or she asks them to choose a current topic (e.g. the coronavirus health crisis, the 2022 Olympic Games, protection of biodiversity, etc.) or a thematic topic (a league match, a cultural festival, the release of a film, a video game, a book, etc.). Once students have chosen their topic, they research the different media that have dealt with it. They can do this by using diverse media: television reports, press articles, radio reports and even publications on social networks. The aim is to make young people understand that the same subject can be dealt with differently. The teacher can then ask them to classify the different articles, posts and reports that have been made available to them. Then he or she can ask them to explain their classification and justify their choices. After that, to introduce the debate and reflection, the teacher can ask the students to debate one of these questions:

- Do all journalists say the same thing?
- Why do we need different newspapers?
- Can we say everything we think in an article?

Once the issue has been debated and the dialogue has begun, the teacher asks them what do the terms "angle" and "editorial line" mean to them before giving them the official definitions.



Finally, the teacher asks them to define the editorial identity of their web-journal by answering the following questions:

- For which readers? To whom am I addressing? Sports fans? Women over 50 years old? Teenagers? Parents of children who go to leisure centers?
- What will be the theme of our newspaper (news, culture, sports, etc.)?
- What will be our editorial line? From what angle are we going to deal with our subjects? (humour, seriousness, criticism, commitment?)
- What name do we want to give to our media?

Once the students have assimilated these notions, they will be able to divide up the roles and work collectively around the editorial identity and line of their media. To do this, the teacher can suggest that the students put themselves in a situation and decide on these elements in an editorial conference. In groups, they can make up their editorial committee. They can also decide to appoint an editor-in-chief, or to make decisions collectively. In any case, they will have to define :

- Who writes what?
- Who administers?
- Who publishes?
- Who moderates?
- Who animates?

At the end of the session, a representative from each group presents the web-journal they wish to create and the editorial team to the whole class.

Activity 2

Create a blog

Activity duration

2 hours

What do you need?

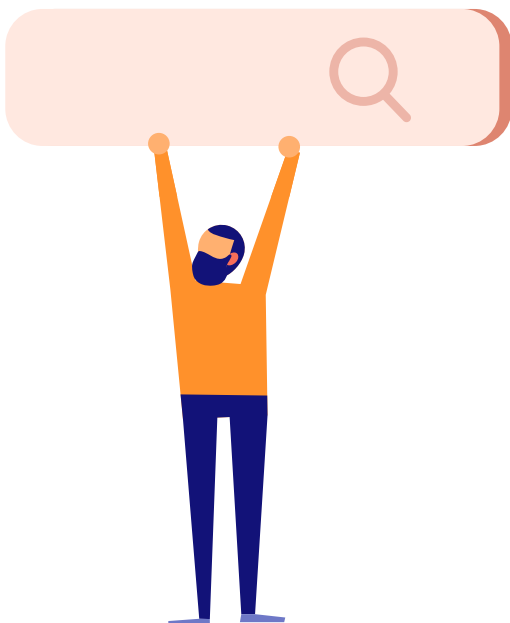
- At least one computer for 5 students
- 1 big screen or video projector
- An internet connection

Introduction

Although most online expression media are fairly intuitive, they still require the acquisition of technical knowledge. Mastering these tools allows the creation of innovative and original content. This session aims to discover and understand the functioning of platforms that allow the creation of blogs.

Pedagogical objectives

- Know how to use online-media (creating an account, connect oneself, finding ones way around in the back office, etc.).
- Learn how to upload an article online.
- Know how to enrich ones article with multimedia content.
- Define one's identity.



Activity progress

The teacher starts the session by asking the students to play one of these two games:

- **Mime a social network:** The teacher starts by writing the names of different social networks on pieces of paper, folds the pieces of paper and puts them in a container. Each student draws a piece of paper at random and has 5 minutes to find out how they will imitate the social network they have drawn. Then, the students will take turns imitating their social network. They can use technical aspects (uses) or visual aspects (logo) to help the other students guess which social network it is. The student who succeeds in making the others guess and the fastest wins the game.

- **Which social network are you on?** Each in turn, students name the social networks they are registered on. Then, they range themselves in ascending order, from the student who uses the fewest social networks to the student who uses the greatest number of social networks.

After this, the teacher can introduce the students to the different media on which they can create their blog such as: Wordpress, Wix, Tumblr, one or more social networks. Once this presentation has been made, the teacher divides the students into groups of 3 to 5 students and asks each group to choose the digital medium on which they will create their blog. To do this, the teacher can give the students 15 minutes to test the different media.

When each group has chosen its platform, the teacher gives 30 minutes to the students to create the visual identity of the blog (choose a logo, a photo, the typography, the colours...). To help them, the teacher can advise them to draw a visual model of their blog.

Finally, once the students have given their blog a visual identity, the teacher asks them to write one or two articles per group on the blog.

At the end of the session, if the teacher has time, he or she can ask each group to present his blog to the rest of the class.

Activity 3

Create a music program

Activity duration

2 hours

What do you need?

- Paper, pencil, computer
- Internet connection, mixer (Es: BehringerXenyx Q802USB)
- Headphones and 2 microphones

Introduction

The exercise consists in recreating a radio studio in the classroom and making the youngsters work in groups like an editorial staff.

Pedagogical objectives

The goals of this activity are:

- Simulate the creation of a musical radio broadcast;
- Present all the different roles for the broadcasting;
- Experiment teamwork.

Activity progress

The teacher divides the class into groups of 6 people, and gives to each group some information selected from online articles about a song, an album or an event (concert, disc presentation). Then the groups choose a song they like.

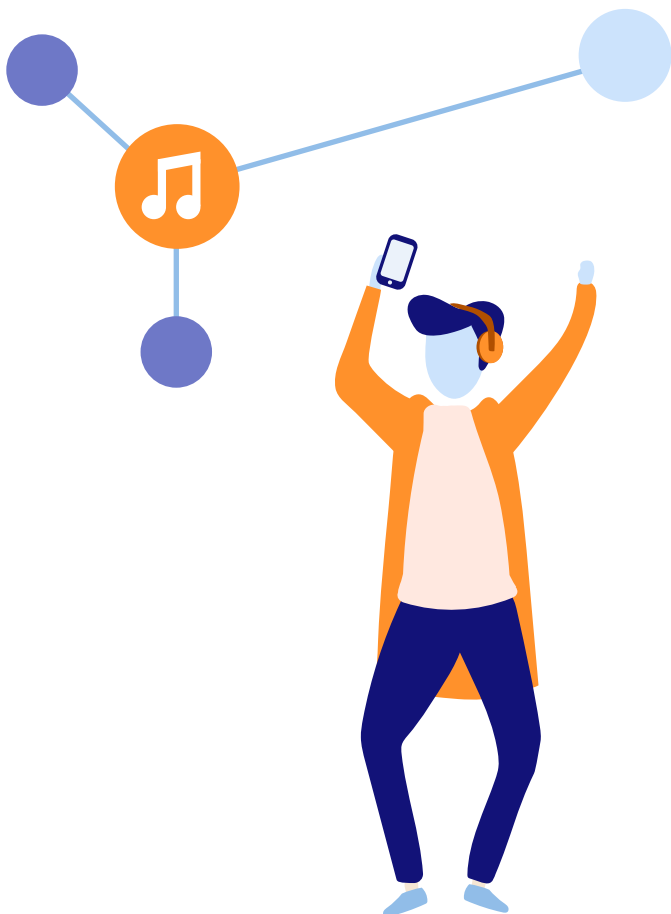
The group starts to prepare a short broadcast with the presentation of the song or event proposed by the teacher and the song chosen by themselves.

Then the teacher assigns to the students of each group different roles: two speakers, two directing staff for the airing and two for the mixer for the audio volumes.

In the meantime, the teacher prepares a sort of radio station with two microphones and a computer connected to a mixer.

After an hour of group work, the students propose their broadcast simulating a live radio, launching the songs assigned and chosen, using spotify or youtube.

The exercise teaches the students to identify and select in a text the most curious information or the information considered the most important and useful to present a song in a few seconds, as it happens in a typical music program in a real radio station.



Activity 4

Carry out an interview

Activity duration

1 hour and a half

What do you need?

- Paper
- Pencil
- Computer
- Mixer
- 2 microphones
- A software to record audio

If you cannot use a computer, you can replace it with a cell phone that can record audio.

Introduction

Interviews reproduce a conversation between a journalist and a famous person, an expert or the witness of an occasion. They represent an important element of radio journalism and media online and offline communication, used to acquire as much information as possible about a fact, a research, an opinion that can be relevant for the community. The radio interview has a duration of 3-4 minutes, so questions must be brief, not generic, and well orientated on what we really want to know with the objective of stimulating concrete and not confused and dispersive answers.

The interviewer has to know how to put himself into the background by obtaining as much information as possible from the protagonists of the interview.

Pedagogical objectives

- To understand how media communication, online and offline, works and how do we get information about facts in the world;
- To improve communication skills of the students;
- To work on team building.

Activity progress

First part - 30 minutes:

Teachers divide the classroom in pairs. Each one of the students can decide the topic of the interview, that must be linked to his/her private life: hobbies, sports, passions, family...

The pairs start an informal dialogue with the purpose of collecting more information about what they want to know.

Then each one of the pairs starts building an interview with three or four questions for the other about the chosen topic.

Second part - 1 hour:

The pairs, by turn, begin to put in practice the interview in front of the classroom and to record it with a computer or a cell phone, simulating a real radio broadcasting studio.



Activity 5

Create a radio spot

Activity duration

One hour and a half

What do you need?

- Paper
 - Pencil
 - Computer
 - Mixer
 - 2 microphones
 - A software to record audio
- If you cannot use a computer, you can replace it with a cell phone that can record audio.

Introduction

Writing a radio spot is very similar to writing a radio short news.

The rules are:

- Be Clear, use simple language; be Concise, keep sentences short; be Correct, check facts, grammar and punctuation.
- Get straight to the point: the important facts – like the name of the event, society, product we want to promote – need to be in the first sentences.
- Remember to cover the 5 W's: What's happening?, Who is involved?, Where is it happening?, When is it happening?, Why is it happening?
- Respect the 'clock': the radio spot has to be between 20 and 40 seconds long.

Pedagogical objectives

- Understand how media communication, online and offline, works and how advertisement is studied to catch our attention;
- Develop a critical reading towards advertisements' proposals;
- Promote the understanding and analysis of messages and images transmitted through advertising;
- Improve communication skills of the students on writing;
- Work on team building.

Activity progress

First part - 30 minutes:

Teachers divide the classroom in groups of 3 or 4 people and select as many topics as the number of groups: the topics can be cultural, sport or school events that each group has to promote.

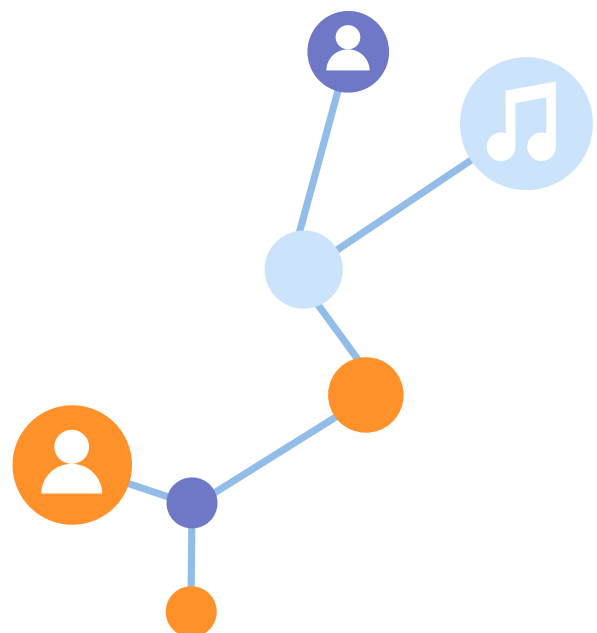
The groups start to read the information about the event, trying to understand what is important and what is not and to write down the text of the spot together.

Second part - 1 hour:

The groups in turn begin to record their spot with a computer or a cell phone, simulating a real radio broadcasting studio.

While listening to a group, the other students can give their opinion with the help of the teacher: have they understood what was the event? When does it take place? Are they interested in joining it? If the answers to all these questions are 'yes', the spot was good!

Then the students can think about what message or idea is the spot transmitting.



Activity 6

Create a TV or a radio report

Activity duration

2 hours for radio report
3 hours for TV report

What do you need?

If you work on radio report:

- Paper
 - Pencil
 - Computer
 - Mixer
 - 2 microphones
 - A software to record and edit audio.
- If you cannot use a computer, you can replace it with a cell phone that can record audio.

If you work on TV report:

- Paper
 - Pencil
 - Computer
 - Software to work on video
 - A software to record and edit audio
 - Camera
- If you cannot use a camera, you can replace it with a cell phone with a good camera.

Introduction

As in a real radio or TV news bulletin with this exercise students can work together to realize a report related to news and facts that are connected or are relevant to their every day school lives.

Pedagogical objectives

- Understand how radio and TV news services, online and offline, works;
- Improve communication skills of the students on writing and speaking;
- Work on team building.

Activity progress

First part - 1 hour:

Teachers divide the classroom in groups of 3 or 4 people and select as many topics as the number of groups. The report can be about different aspects of everyday school life: a school theatre play or concert, a school sport event, a specific lesson, a change in the classroom weekly lessons schedule...

The groups start to collect the information about the event and write the script on it using the following rules:

- Be Clear, use simple language; be Concise, keep sentences short; be Correct, check facts, grammar and punctuation.
- Get straight to the point: the important facts - like the name of the event, we want to promote - need to be in the first sentences
- Remember to cover the 5 W's: What's happening?, Who is involved?, Where is this happening?, When is it happening?, Why is it happening?
- Respect the 'clock': the TV or radio news report usually has a length between 30 seconds and 1 minute

The scripts might be different, depending on the platform students are using:

- TV - Students will need to think about the pictures: what shots would illustrate their reports?
- Radio - Students will use many more describing words to "paint a picture" for the people who are listening.

Second part for radio - 1 hour:

The groups in turn begin to record their reports with a computer or a cell phone, simulating a real radio broadcasting studio.

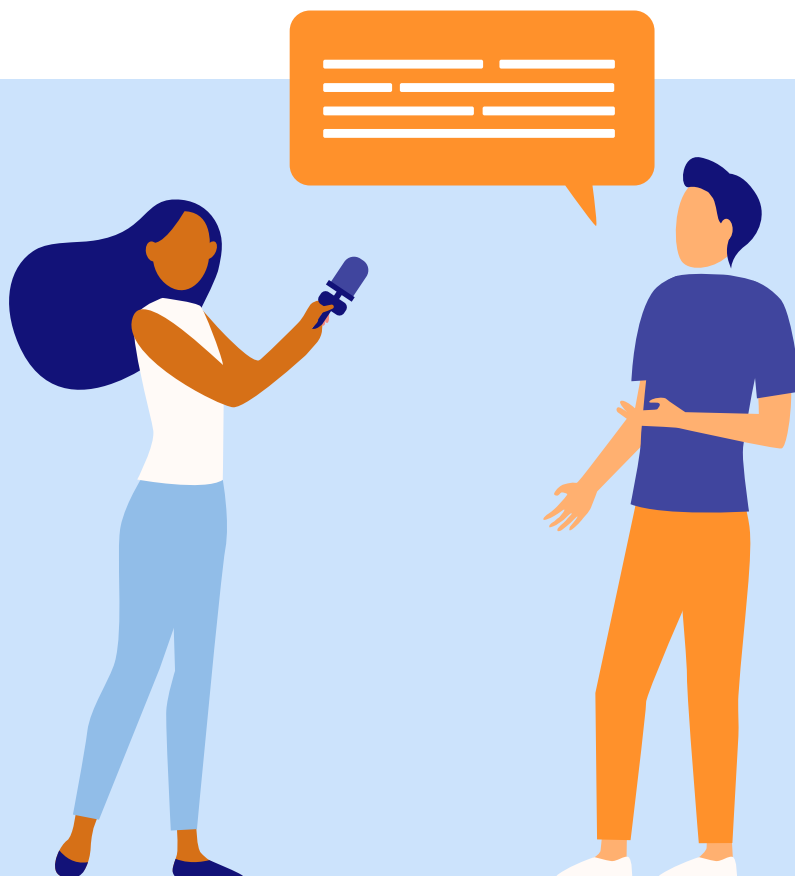
Second part for TV - 1 hour:

The groups, using a camera or a cell phone, need to film a video for the reports that refers to what they have written in the script: students in classroom, books, the inside and the outside of the school, the theatre or concert hall of the school, the gym, the football camp, etc.

If it's not possible to film in real time, students can use existing videos.

Third part for TV - 1 hour:

Students record their scripts and edit them with the filmed images to create their reports.



Activity 7

Create a web campaign communication tool

Activity duration

Two time slots of 2 hours, on two different days.

What do you need?

Depending on the available material, the activity can be realised using different communication tools. We list the possible tools to use, from the simplest to the more complex.

- A.** Paper, pencil, scanner/camera and computer. If you cannot use a computer and/or a camera, you can replace it with a cell phone with a good camera.
- B.** A graphic design software.
- C.** Mixer, microphone, a software to record and edit audio. If you cannot use a computer, you can replace it with a cell phone that can record audio.
- D.** A software to work on video, a software to record and edit audio, camera. If you cannot use a camera, you can replace it with a cell phone that can make videos.

Introduction

The participative elaboration of a web campaign implies that students are involved in the creative process of developing communication tools able to reach a certain audience and to spread a certain message.

Prior to the material work on the development of the communication tool, students have to be guided in the exploration of the message they want to disseminate. For this reason, it is advisable to organise the work in two separate time slots on different days.

Pedagogical objectives

- Understand how communication campaign, online and offline, works;
- Improve communication skills of the students on identifying a message, identifying a target group and spreading the message to the target group;
- Work on team building.

Activity progress

Day one - 2 hours:

The teacher chooses a topic having a social relevance to propose to the students; this can be any topic that the class has worked on during the school year or a big social issue such as environment, human rights, violence on vulnerable groups, hate speech...

The teacher guides the discussion on the topic in order to explore it and to argue about possible messages to address to possible target audiences.

The teacher divides the classroom in groups of 3 or 4 people and ask each group to think about a message they want to address as well as to identify their target group.

The groups start to work together and choose their message and their target group.

Day two - 2 hours:

The students, divided into groups in day one, have chosen their message and their target audience. They now have to work on the creation of communication tools.

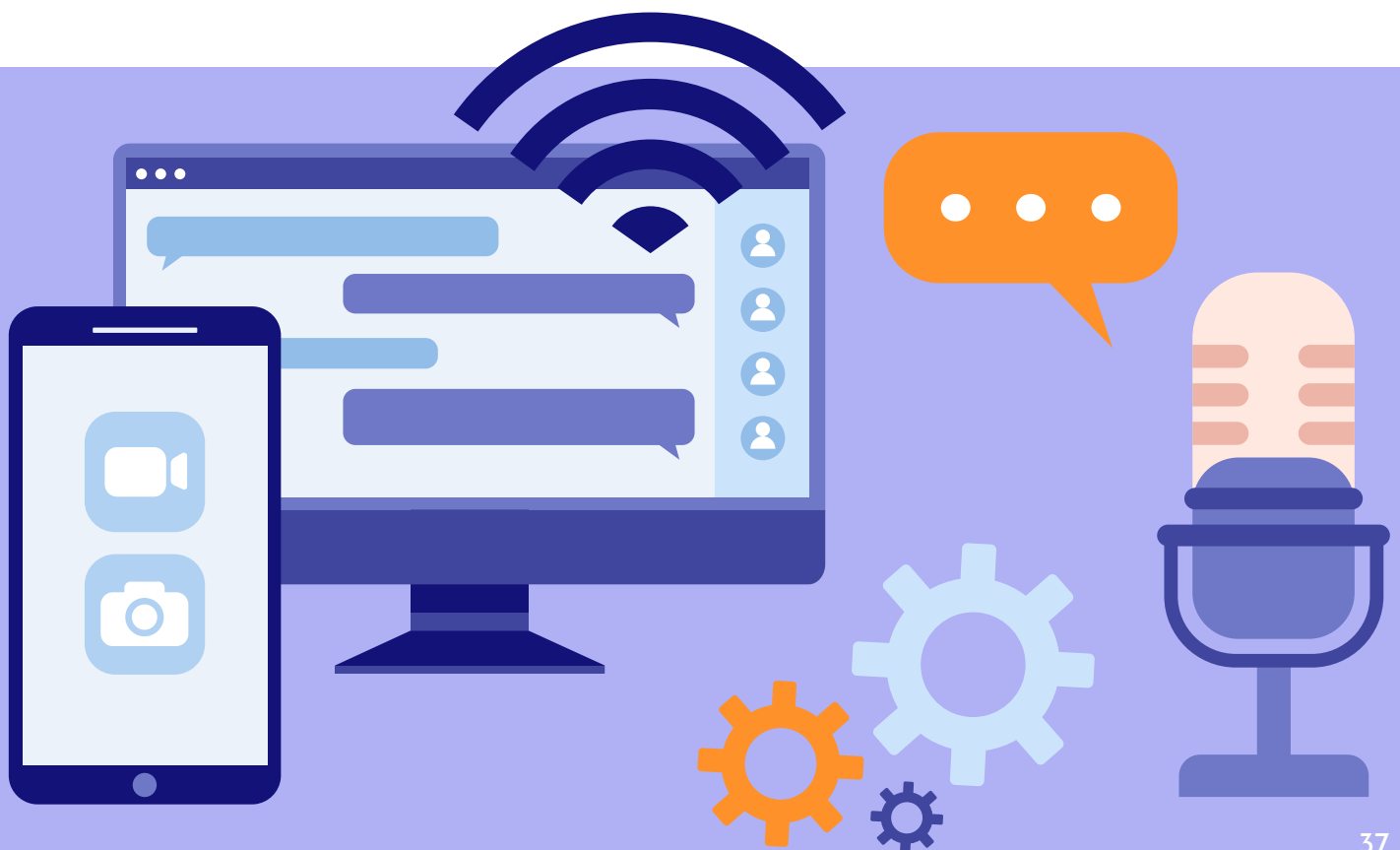
Depending on the availability, they will use basic materials or more technological ones to create their campaign tool.

This will range from a simple drawing with paper and colouring pencils, to a video filming students acting a short play or to a graphic image or animation (static image, gif, meme, video animation...).

In any case, they will have to keep in mind some basic rules:

- Define clearly your objective: what is the expected impact? What would you like your target to think after having been reached by your message?
- Know your target audience: try to guess what arguments they are more sensitive to, what can be the emotional lever to use in order to reach the objective;
- Be clear, use simple language;
- Be concise, keep sentences short;
- Be ironic, poetic, evocative, never too didactic or paternalistic;
- Be visual: use drawings, images, videos etc.

At the end of the creation phase, each group presents its creation to the others. If the message reaches other students - they understood it, it made them reflect on it, or even convinced them of something - then the campaign communication tool has worked!



SOME EUROPEAN GOOD PRACTICES

REACT - Respect and Equality: Acting and Communicating Together

Italy

REACT is a media literacy project aimed at combating online hate speech. Coordinated by Arci Aps, it has been implemented by a partnership of 12 international organizations from five European countries: Italy, France, Spain, Germany, UK (<http://www.reactnohate.eu>).

After a phase of monitoring and analysis of the online hate speech episodes and the identification of effective examples of counter-narrative, REACT foresaw and the realization of 20 educational paths in schools that spread media-literacy and awareness among more than 700 youngsters. During the workshops, participants realized several videos of counter-narrative that represented the basis of the project communication campaign.

https://www.facebook.com/ReactNoHate/?modal=admin_todo_tour

<https://twitter.com/ReactNoHate>

<https://www.instagram.com/reactnohate>

Sguardi allo specchio

Italy

The aim of this project is to educate the new generations to respect diversity and to fight discrimination against people of foreign origin, through the deconstruction of stereotypes and the breaking of beliefs determined by ignorance and fear.

For this purpose, seven laboratories were set up in the middle and high schools of Turin, Genoa, Bologna, Florence, Rome, Bari and Palermo, where students were guided in a process of analysis of stereotypes and prejudices and were involved in the creation of graphic and multimedia products with which to convey a message against discrimination.



Onde Medie

Italy

Promoted by Arci Firenze through its community radio "Novaradio", dedicated to students of middle schools (age 12-14) with a musical orientation, designed to put students in contact with radio.

The project takes place through three different activities with the collaboration of music teachers. The first activity takes place in the classroom, with the students becoming real speakers and technicians of a musical broadcast. Followed and stimulated by the staff of Novaradio, the students will be divided into small groups to recreate the work of an editorial staff: They will prepare the presentation of a new song, rework the informations of the press offices and then simulate a live conduct using the setting up of a small mobile radio studio. The second activity is represented by the visit of a selected group of students (about 10 for each school) to the Novaradio studios, to participate directly in a musical program. They will be guests for a day at the radio broadcast (no coma) to talk about their institutes and their practice with the musical activity. They will also present some songs they previously recorded at school. The third activity of Onde Medie is the final event, a concert performance broadcast live on Novaradio frequencies, which sees the young musicians of the classes involved perform some live songs on the stage.

https://www.portaleragazzi.it/schede_progetti/lcp-sfida-fra-grandi-2/

El Parlante

Spain

El Parlante is an entity of a cultural, social and educational nature, founded in 2009. They understand communication as a constant dialogue process, and use audiovisual technologies as instruments of transformation and change. They design, implement and evaluate strategies that link education and communication for the promotion of a more active citizenship. The **Cruilla Comuna** project is a citizen educational communication strategy based on critical reading of the media, which allows students to reflect and discuss the relations between north and south, as well as the rumors, stereotypes and prejudices that exist about people of diverse origin. The project promotes intercultural dialogue, debate and media education in the classroom.

<http://elparlante.es/>

Reporters of the World

France

It is the first international open access digital platform for media and information literacy for 8-14 year old. The 1daylactu-reporters platform is built on three spaces: "get informed", "train" and "produce". It provides access to information published by 1jourlactu-reporters, to articles written by classes or groups of children around the world, and enables one to produce a defice between web and journal in a simple way. This digital tool supports educators and teachers in the production of articles through an user friendly interface. To find out more about the platform you can watch the videos on how to use the 1daylactu platform.

<https://www.1jourlactu.com>

CONCLUSION

Digital technology can be an opportunity for education and educational actors, provided that its development is accompanied by resolute action: it implies that the societal, ethical and educational issues are mastered. It can be used to promote creativity, collective intelligence and the education of future citizens. In this context of both new modes of consumption and creation of information, it is essential to educate young people so that they do not have to endure, but rather seize, the digital media and their possibilities. There is also a civic dimension linked to the deciphering of information and the phenomena of fake news and online hate speech which have been at the heart of the news in recent years.

Our identity is today plural, shared between digital spaces and the physical world. However, if they are shared, these identities are not disconnected from each other. Our virtual identity, which is based on our physical identity, is fed by the information we give to digital platforms and our interactions on these platforms. Transformed or even biased by algorithms, exposed for all to see and for an unlimited period of time, it is essential to understand how expression platforms work in order to protect our identities.

If the uses of digital platforms and social media call for vigilance, we must not lose sight of the fact that, when used intelligently, they represent a formidable space for communication, creation and engagement. The recent crisis linked to the coronavirus pandemic, which led to a period of lockdown in a large part of European countries, is a good illustration of this type of use. Whether for learning, sports, cooking, sharing cultural content or solidarity actions, digital tools and social media have shown their positive potential in terms of communication, sharing and mutual help.

The challenge concerning the use of digital technology, particularly for self-expression, is therefore educational. If young people must be the main beneficiaries of this reasoned and reasonable learning of digital tools and platforms, it is essential that adults also master these tools and use them intelligently to guide and accompany young people. This last booklet of the E-media educational and European project proposes ways of thinking and accompanying. We hope that it will help raise awareness and develop the civic and creative uses of digital technology.

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Online Expression

eMedia



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