

IO2: Examples of countries used in the transitions from school to training and work

Title of the tool	Five ways to investigate the news from medias
Aim of the tool	Students can use this conceptual framework to ask critical questions about any media story, including news stories.
Method of delivery	<input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> virtual <input checked="" type="checkbox"/> blended <input type="checkbox"/> hybrid
	<input checked="" type="checkbox"/> in class <input checked="" type="checkbox"/> outside of school <input type="checkbox"/> in company
	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> group (please indicate group size...) <input checked="" type="checkbox"/> self-learning
Duration	Variable, from 1 hour to multiple sessions of hours
Dimension	<input type="checkbox"/> Local <input type="checkbox"/> Regional <input checked="" type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> Worldwide (e.g. if free accessible via internet)
Users	<input checked="" type="checkbox"/> teachers / trainers <input type="checkbox"/> social workers / supporting persons <input type="checkbox"/> career counsellors <input type="checkbox"/> persons in companies (trainers, Human Resource ...) <input checked="" type="checkbox"/> other (students)
Target group (final beneficiaries)	Students: <input checked="" type="checkbox"/> at the transition from lower secondary school to high school <input checked="" type="checkbox"/> at transition to Vocational Education and Training (VET) <input checked="" type="checkbox"/> at transition from school to work <input type="checkbox"/> attending a transition programme (not at school anymore, but also taking part in a VET programme) <input type="checkbox"/> parents <input checked="" type="checkbox"/> others (unemployed people)

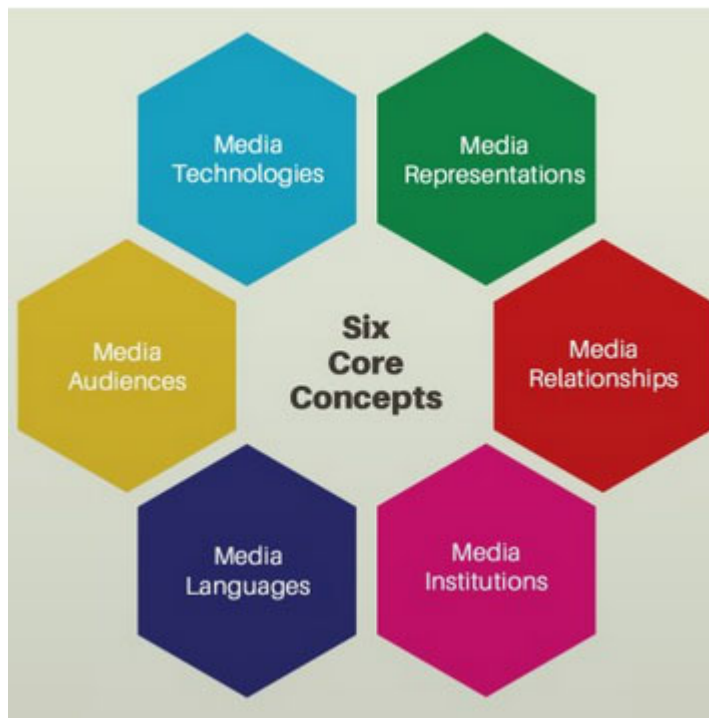
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Short description of the tool

A helpful guide for students when learning about the construction of media stories is that six questions can be applied to any story, including news stories:

1. Who made the story and why did they make it?
2. Who was the story made for and how did they access it?
3. How are people, places and ideas portrayed in the story, and could they have been portrayed differently?
4. How has the story been created using written, spoken and visual language?
5. What technologies have been used to make, share and access the story?
6. What relationships exist between the people making, sharing and using the story?

These questions are based on the six core concepts of media literacy.



Five ways to use the news in the media arts classroom or across the curriculum

1. **Investigate who is making the news, why they are making it and who they are making it for**

You could have the students investigate different stories, from different types of news producers, to ask the following questions:

- Who made the news story – a commercial, non-commercial, or independent or unknown producer?

- Why did they make it – to inform the audience, to expose a problem or to mislead the audience?
- Who did they make it for – who was the specific target audience for the news story?

2. Get students to ""call out"" inaccurate, unfair or biased news portrayals.

Students can test this out by analyzing some stories about events, people or places they are familiar with. For example, they might choose articles that are about young people, or issues involving young people, and then ask whether or not young people are fairly included in the stories. They can ask:

- How could the story have been created differently?
- Who else might have been interviewed for the story?
- Does the story leave out important information or opinions?
- Does the story present the reader with obvious heroes and villains?

3. Identify emotive language.

Examples of emotive language include:

- Using a word to describe someone in a manner that is suggestive or unfair. For instance, describing someone charged with a crime as a ""low life"".
- Using spoken language in an emotional way. For instance, shouting to emphasize something being said. ""This is the MOST DANGEROUS storm to approach the coast in a decade.""
- Using visual language emotionally. For instance, showing a photograph of a criminal through prison bars with low lighting and shadows.

4. Create a network map to track the relationships between people making, sharing and using news stories.

Students could ask the following questions:

- Which relationships are we most likely to trust, and why?
- What kinds of relationships make it more or less possible to share an opinion about a news story?
- What kinds of responsibilities do news producers have to their audience?

5. Investigate a digital media technology used to access the news.

A class could set out to get beneath the workings of a digital media technology and try to learn as much as possible about how the technology works by asking the following questions:

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	<ul style="list-style-type: none"> • How is the digital media technology personalized? That is, how does it change according to who is using it? • How does the technology collect a users' data? That is, what does it learn about the person using it? And what do the people who own the technology do with that data? • How does the technology make suggestions to the user about what they should read or watch next? How does this influence a user's relationship with the news?
Strong points	<ul style="list-style-type: none"> • All news stories are made through some combination of written text, still or moving images, and recorded audio. Students learn how to combine these elements to tell stories. • Teachers can help students understand how journalists make choices when creating text, images and sound to produce representations of events. • This method is useful to develop logical deductive thinking.
Weak points	<ul style="list-style-type: none"> • It can be very time-consuming to approach a news by all this angles.
License conditions	<input checked="" type="checkbox"/> Free to use (copyright or restricted) <input checked="" type="checkbox"/> Free of charge <input type="checkbox"/> With costs (how much)
Learning effects	<ul style="list-style-type: none"> • Deeply understanding on how different media are combined in a news. Teachers can help students understand how journalists make choices when creating text, images and sound to produce representations of events. • To better understand and increase awareness on media's potential to impact individuals and society. In depth "discourse analysis" can enable the explores messages circulating in society.
In which context is it used till now? Options for transfer to career guidance and counselling	<p>This tool is useful to give students a comprehensive vision on how to properly advertise their skills, competences and characteristics using different media communication strategy.</p>
Website and contact	<p>Michael Dezvani is an Associate Professor in the Creative Industries Faculty at Queensland University of Technology and Associate Director of QUT's Digital Media Research Centre.</p> <p>Source: https://www.abc.net.au/education/media-literacy/use-the-news-media-arts/11534142</p>