2014 Salzburg Academy on Media & Global Change: Program Overview

CONTENTS

1. Curriculum & Program Overview
2. Process Overview
3. Project Due Dates/Milestones
4. Thematic Areas
5. Graduate Students
6. Grading & Rubrics

Welcome to the 2014 Salzburg Academy on Media & Global Change. This guide explains what you'll be working on during your three weeks in Salzburg. Our curriculum comprises four projects: strategic plans/action plan, a multimedia project, a research summit and a photography contest.

What you'll be doing

You'll be learning about global media literacy through projects that focus on the role of journalism and media in global change. This year we'll be focusing on three specific areas of inquiry: 1) Poverty Reduction: Employment and livelihood, 2)Environment, Sustainability, Climate Change, and 3) Governance: Human Rights; Anti-Corruption; Access to Justice; Elections.

In groups of 12-15 students led by two faculty members, you'll explore background on media literacy and some of the major issues facing today's global communities. You'll work as a large team and also in smaller groups of 2-3.

This also represents an opportunity to work in diverse groups and teams of students to solve large scale problems using media. Please embrace this challenge, and opportunity!

1. Curriculum & Program Overview

Objectives/Outcomes

> - Students will understand the key concepts of media literacy
> - Students will reflect on their own personal media literate dispositions
> - Students will identify global issues affected by media coverage
> - Students will analyze how media coverage affects understanding of global issues
> - Students will evaluate how media literate news coverage benefits communities
> - Students will create media literacy strategic plans to address insufficient media reporting on a global event, issue, problem, personality, etc.

Curriculum/Program Overview

This year's projects are focused on building innovative strategic media literacy plans for engaging in challenges to sustainability, justice, and poverty in today's global digital culture. Students will engage in the following projects:

The three thematic areas for the *GML Strategic Plans* are:

1. Environment — Sustainability, Climate Change
2. Poverty Reduction — Employment, Livelihood
3. Governance — Human Rights, Anti-Corruption, Rule of Law, Elections

To help contextualize these themes, we'll be engaging with UNDP officers in the following countries and contexts:

ISSUE	COUNTRY	INITIATIVE
Poverty Reduction	Bhutan	Youth unemployment game
Environment	The Former Yugoslav Republic of Macedonia	Environmentally sensitive farming practices
Governance	Serbia	Youth Sleuth Investigative Journalism
Governance	Georgia	Micro-narratives to influence policy regarding marginalized populations

For each *GML Strategic Plan,* groups will be prototyping solutions that will consist of the following outline and components.

PART 1: CONTEXT, AUDIENCE & CHALLENGE

1. **What is the specific issue and country you are selecting? What's the RATIONALE behind your choice?** Groups will provide a concise and thorough rationale for their choice of issue and region, addressing questions like: What are the stories around the world that make this issue compelling and important? Why should we be approaching this issue and trying to find solutions? And what about this specific region make this case so important? This opening to the strategic plan should cover and engage in a holistic treatment of the issue, and create a call to civic action.

2. **What is the specific CHALLENGE that your group will be addressing? Who is the audience you are targeting? (i.e. students, NGOs, citizens, farmers, social media, etc.) What *specifically* needs to be solved?** In this portion of the strategic plans, groups will define their specific challenge in their thematic area. To define this, they will need to decide on an audience in their region that they are going to target. The selection of a specific challenge, region and audience should be facilitated by evidence to support these selections, including details, data and statistics about the population, region, and issue.

3. **What role do MEDIA play in this challenge? Do they perpetuate a problem or issue? Can media help solve the problem?** Once the specific parameters of the challenge and thematic area have been decided on, groups must do diligent research to show the media's role in this challenge, including how they've covered the issue, the role of social media and digital technologies in dialog on the issue, how governments and journalists are approaching the issue, and any information avenues for citizens to engage with the issue in more detail.

PART 2: MEDIA LITERACY SOLUTIONS

1. **Find a workable solution to the challenge. What is the BIG IDEA behind your solution?** After extensive framing and contextualizing of the theme and specific challenge, students will work to provide a well-researched, ambitious and scalable response (or solution). This can be understood as a "big idea" that includes a rationale for their plan, a detailed plan for engagement, a working prototype for the idea, and other relevant details, content, and resources in support of the plan. Possible ideas may include: mobile apps, a network, a game, a campaign, an after school program, a reporting tool, a community tool, etc.

2. **TESTING and ITERATING THE IDEA. How will your solution help solve the challenge? What steps have you taken to test that solution? How have you adapted your solution to what you found in your tests. What further steps will be needed to be taken to get your solution "off the ground"?** Here groups will develop prototypes of their idea, to show how the idea works, how it could look, the functionality, intended aims, outcomes, audiences, etc. This part of the plan also should include multiple stages of testing and iterating the idea to work out potential problems or glitches in the idea and prototype.

3. **VISUALIZING THE SOLUTION: How can you clearly articulate the challenge defined, the components of the challenge, and a media-oriented solution?** Groups will utilize visual storytelling techniques and tools to provide a dynamic and visual articulation of the challenge, the stakeholders, and the solution they are proposing.

    - *Creating your Visualization*
      You can choose to visual the challenge and your solution using an medium you would like. You can create an infographic using a host of free tools (Info.Gram, Quadrigram, Tableau, Fusion Tables and such platforms as Prezi, or even the charting tools on Microsoft Word. Alternatively, you can choose to create a video piece, using a host of free video making tools (iMovie, Mozilla Popcorn Maker, Pixorial, etc.). You can also choose to make image visualizations (Wowslider, Jux etc), podcasts (Audacity, Apple Podcasts, etc.), wire framing (Balsamiq), or any other format you choose. *{note: these must be approved by your group faculty members}*

Whatever visualization method you choose, please understand that it must be detailed, thorough, and source all information. Videos do not mean simply talking the case through as you film yourself. All visualizations should be stylized, visual, and engaging. We will have a host of available online and free production tools for reference should you choose this option.

Note: For the visualizations, all material must be sourced properly and included in the credits of the piece. Final products must be in accessible formats (infographic = .jpeg or .gif, videos = mp3, mp4, mov, etc.) so they can be used across platforms.

PART 3: PRESENTATION OF THE STRATEGIC PLAN

1. **PITCH VIDEO** - Finally, each group will create one video to present their ideas to the UNDP, Academy, Salzburg Seminar, and general public. These videos will highlight the challenges the group has engaged in, the context for their plan, and the solution. They should advocate strongly for the necessity of the plan, and highlight why the solutions presented are worthwhile and should be taken to the next level. These videos should answer the questions "why does this problem matter, and what can media do about it? These videos should be 2-4 minutes in length and follow the stylistic guide provided.

Organization for Strategic Plans:

Students will be divided into five working groups, with 12-15 students in each group.

Two faculty will be assigned to oversee each group.

Each group will be responsible for coming up with strategic plans related to the three thematic areas identified by UNDP. Those strategic plans will be identified in consultation with UNDP and their regional offices.

At the conclusion of the Academy, each group will produce strategic plans that prototype media literacy solutions to and/or action plans for the problems identified in the strategic plans.

#2. Multimedia Production Team

Two filmmakers will be in residence this summer: Sanjeev Chatterjee (Media for Change) & Rhys Daunic (The Media Spot). They each will create a short (6-8 minute) video with a team of approximately 10-15 students who will be selected ahead of the Academy.

The multimedia students will also be members of the Academy groups: the video team will have one or two representatives from each of the 5 groups. The representatives will serve as liaisons between the strategic plan work and the video work, but primarily be tasked

- to work on the videos
- to assist their teams on the multimedia components within their groups.

The two Academy-wide videos to be created are:

- **Video 1: What can media change? -** This video will document the process of media change making. It will use the themes of the Academy to paint a compelling picture of how change starts at the individual, and local, and extends outward. It will ask the large questions about activism, voice, risk, and progress, and what role media can have in sustaining and developing change.
- **Video 2: How can we change media? -** This video will combine interviews with Academy faculty, visitors, and participants with documentary footage of the program and issues engaged with to illustrate the process that accomplishes the academy mission: to build connective networks for change that support justice, rights, and voice around the world.

GROUP PRODUCTION WORK
Additionally, each group will create ONE VIDEO to serve as a pitch for their group outcomes. The film should highlight what would motivates citizens to engage with their thematic area and specific topic, to become more aware of media's role and how it affects their communities, and ultimately to help contribute to a solution. **These videos should answer the questions "why does this problem matter, and what can media do about it?.** These videos should be 2-4 minutes in length and follow the stylistic guide provided.

NOTE: Any music, images, text or other components used for this MUST be original OR under a creative commons license.

#3. Comparative Research – Stereotypes and Diversity in Digital Culture

This summer, graduate students will be asked to engage in a research project that explores global diversity in social networks and the role of global media literacy in combating stereotypes.

- **[Media Literacy Diversity & Stereotype Study](#)** - Students will help in brainstorming a methodology to research the question of diversity of connections ("friends" in online social networks issue globally, and the role of media literacy in combating harmful media stereotypes across cultures and borders.

Graduate students will be conducting literature reviews, leading focus groups and interviews as part of the process of identifying a methodology and purpose for this proposed app. This work will be in addition to their strategic plan work — and will correlate with their standing as graduate students at the Academy.

#4. Image Contest

Images are all around us, whether in news or entertainment outlets, and layers of information are always present. Photos have the power to tell a story and create a certain impact – particularly when a caption and/or text are accompanying them, or when images have been cropped. All media-created images represent frames, or perspectives, used to create feelings in the viewer. Therefore, it is important to have a critical and analytical eye when we encounter them.

This exercise encourages students to think critically about how images are created by interpreting concepts visually. While the students will have a complete assignment sheet that details the specifics, faculty can help by familiarizing themselves with the submission process and serving on the jury for the contest.

Process:
- By Thursday of each week, students will upload photos to the album at www.yogile.com/contest1 for the first week (the second and third week's albums will be the same website, but listed as contest2 and contest3)
- The password is salzburg
- Name the image with Last, First name _ title: *Fromm, Megan_freedom*
- Faculty panels will convene Friday morning to choose winners, which are announced Friday afternoon

Results

Winners will be presented, along with other interesting interpretations, and there will be a reflection on how this ties into media, media literacy, expression and the media literacy community assignments. The times for the results are noted on the schedule.

#5. Weekly Expression: What Can Media Change?

On a weekly basis, along with their evaluations, students will be responsible to write reflection pieces that engage in the reflective process of reviewing the week in Salzburg within the context of "What can Media Change?" Students may write about a personal conversation, lecture, or small group discussion that spurred a strong reaction.

Each Monday morning the Academy will start by setting expectations for the week, based on the completed reflections.

These pieces will be featured on a collaborative space, and also count as a participation grade.

2. Process Overview

A general week-to-week process is as follows:

Week 1

1. As a whole group, students will engage in discussions about how media is influencing civic society in a digital age, and come to a common understanding of the role of media literacy in journalism and civic life. They will explore the relationships between citizens and institutions, such as governments and corporations (using readings, discussion and activity suggestions that follow on the next page). Students will share perceptions of how media literacy can promote these elements of engagement.
2. The whole group will engage in a daily long brainstorming seminar, where the UNDP reps will present their work and the three specific areas of interest for our group. Key ideas and approaches to the issues will emerge, and students will self-select into such groups.
3. Faculty groups will be assigned. Groups will need to define their collective charge and scope, before moving into working plans. (Be sure to create "balanced" student groups based on skill, etc.).
4. Faculty will review the strategic plan requirements and expectations in detail and explain the rubric for assessment (found at end of this guide).
5. Students will complete their first photography submission by Thursday evening.

Week 2

1. On Monday students in subgroups will present topic ideas to whole group for discussion, feedback and recommendations on how to refine their strategic plan focus.
2. Students will work on strategic plans for the rest of the week, including the "infographic" and video components. Faculty will oversee these subgroups to ensure that students are following the strategic plan template and meeting the needs of the evaluation rubric.
3. By Wednesday, groups will present first iterations of their ideas and approaches, at which point the groups will approve and refine approaches and ideas.
4. By Wednesday evening students should be working on infographics and videos to support their cases. Each case may have a video connected to it, or groups may choose to make 1 or 2 videos to represent their work.
5. Students will complete their second photography submission by Thursday evening.

Week 3

1. Students will continue work on strategic plans and multimedia projects, and turn in on Tuesday the final draft of their strategic plans for review.
2. Faculty should float among small groups and allocate time to critique the strategic plans and offer suggestions for needed edits/changes.

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3. Final drafts of the videos and infographics are due on Wednesday. Faculty should review the entire strategic plans, the infographics, and the video, and advise on any necessary last changes
4. Students will prepare for their Thursday presentations.
5. On Thursday, all groups present their strategic plans in plenary.
6. Students will complete their third photography submission by Thursday evening.

3. Project Due Dates/Milestones

Faculty deadline = RED
Student deadline = BLUE

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Week 1			• Introduce strategic plan requirements to entire group	Submit image to contest	Week 1 Engagement evaluations & Reflection Posts
Week 2	Present strategic plan ideas to group Faculty review strategic plan requirements with student subgroups	Subgroups to finalize strategic plan choice and submit outline of strategic plan Faculty review strategic plan choice & focus and later approve strategic plan outline	• Begin brainstorming multimedia — infographic & video • Decide as a group what videos will be created	Submit image to contest	Week 2 Engagement evaluations & Reflection Posts
Week 3		strategic plans need to be in final draft	Multimedia need to be in final draft Review final strategic plans & multimedia	• Submit image to contest • strategic plan presentations	Week 3 Engagement evaluations

4. THEMATIC OVERVIEW: Three Concept Areas

In the opening week, we will be discussing and exploring three concurrent challenges that engage media in possible solutions. These are: *1) Poverty Reduction: Employment and livelihood, 2) Environment, Sustainability, climate change, and 3) Human Rights; justice; conflict prevention.*

Throughout Week One, the Academy will be working together to define these problems, explore how media portray these issues, and also in what ways we may use media to begin to think about solutions to these problems in concrete and dynamic ways. A thorough discussion of civic engagement, the media's role, and the media as related to the subtopics will occur in Week One to help orient us to the issues we are facing.

The general context for the strategic plans will be bound by the following questions:
- How are media and journalistic innovation changing how journalists -- or citizens -- tell and hear about the news?
- How do innovations in digital media and mobile media affect access to news and information?
- How can media teach how systems work, how citizens can influence change, and the guiding principles that promote civil and democratic societies?

We hope to position the work of the strategic plan as focusing on three thematic areas that are centered on media-oriented solutions that support a more open, democratic and fluid global digital culture. This study will aim to challenge threats to "citizenless democracies" and to improve on the capacities for young people to effectively engage in civic life today: as storytellers, leaders, and changemakers.

The Outlines of the topics are as follows:

- **THEMATIC AREA #1: Poverty Reduction: Employment and livelihood -** Recent civic uprisings in the Ukraine, Egypt, Greece, Libya, Tunisia, and on Wall Street, have collectively centered on responses to economic injustices around the world. Marginalized societies, corrupt public bodies, and a general lack of opportunity have led to a destabilization of systems to support opportunities for young people to thrive.

  At the same time, connective technologies have created new opportunities for innovative and dynamic entrepreneurship that engage young people around the world.

  This theme will explore how the media understands and portrays the issue of unemployment and livelihood, and also the role of media in providing new

opportunities for young people in global digital culture.

strategic plans in this thematic area could consider questions such as:
- What are the risks and the opportunities in this new information landscape?
- How do connective technologies challenge the public's freedom of access to data and journalists' struggle to maintain their watchdog role on government, corporations and other elites?
- How are new media technologies and platforms being used to promote employment? (i.e. big data, crowdfunding, mobile finance).
- Are there implications for freedom of speech and freedom of the press?
- How can media help citizens learn about their role in an open society and the power of responsible participation?
- How do media explain and embody the ideals that are most important to civic engagement?
- What effect does hashtag activism have on the opportunities and livelihood of these young people.
- What role do technologies play in opening up access to public ideas and innovative strategies for youth development?

- **THEMATIC AREA #2: Sustainability, environment, climate change -** One of the most controversial yet widely agreed upon global phenomenon of the 21st century is climate change. While scientists generally agree, beyond any reasonable doubt, of the existence of the global warming phenomenon, the translation of the issue through media has left many questioning the facts. In the developing world, where economies are industrializing at fast paces, they often do so with little regard for the environment. The same can be said for the world's largest economies, who continue to burden the earth's sustainability with mass production at great cost.

Those who are hurt the most are often the poor and needy, those who can't avoid the effects of climate change on their local communities. Moreover, 70% of the world lives near the sea, and as sea-levels rise, so do the consequences. This thematic area will explore the ways in which media understand and portray climate change, and more importantly how we can use media action to create great awareness and change in the world today.

strategic plans in this thematic area could consider questions such as:

- The role of media in providing more than simply information about the climate change phenomenon
- The role of advocacy in helping to spread awareness and action for policy reform around sustainability and climate change.
- When the media cover sustainability and the environment, does objectivity hinder the ability to create more definitive understanding of the issue?
- Why do both sides of a scientifically factual earth trend need to be shown?
- What ways can media be used to create collective action to help reform climate change?

- **THEMATIC AREA #3: Human Rights; justice; conflict prevention -** In 2012 *Foreign Policy Magazine* release an interactive map that showed a time lapse of the number of civic protests around the world over the last 35 years. The results are astonishing. The exponential growth of documented protests around the world, in defense of justice, expression and rights.


http://www.foreignpolicy.com/articles/2013/08/22/mapped_what_every_protest_in_th

e_last_34_years_looks_like

Discussions of human rights, corruption and justice are inseparable from the media's role as witness, documentary, and expression. How we understand expression and voice in the context of mass media systems and connective technologies normally correlates to the level of oppression and opposition to justice that exists today. This thematic area will explore the role of media in the preservation of human rights and justice around the world.

strategic plans in this thematic area could consider questions such as:
- How do mainstream and social media cover and facilitate social and political movements?
- When social and political movements are covered by social media, are the participants and those texting, tweeting, posting, really journalists?
- How does the quality of coverage of these movements vary across mainstream and social media? What are the drawbacks and benefits?
- How do media help spread messages across political, social, racial, tribal, economic and other divides ?
- Explore stages of social movement. What role do media play in establishing movements for rights and justice? See: Four Stages of Social Movements
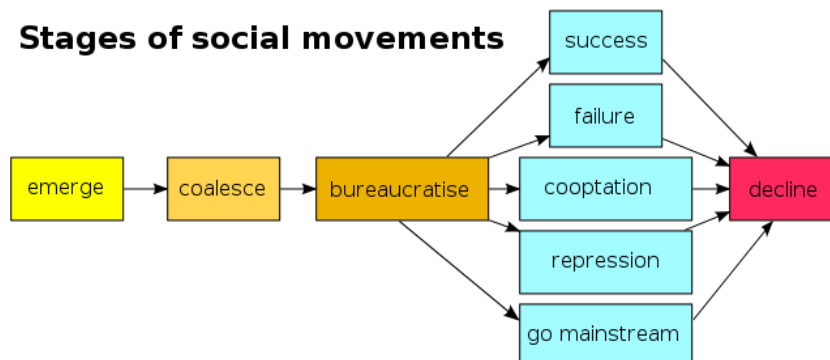
Adapted from Blumer (1969), Mauss (1975), and Tilly (1978)

  - How do media specifically target, motivate, and empower young people to be engaged and active in defense of rights and justice.
  - What is the role of social or alternative media to build networks for active and empowered change?
  - What the motivators for youth engagement? How can youth become change makers?

5. Grading

For each of the two credit-based courses, grades will be calculated in the following manner:

Course 1: Global Media Literacy (100 points)

Graded items	Points Possible	Grading method
strategic plans	100	Rubric

Course 2: Global Change & Global Cooperation (115 points)

Graded items	Points Possible	Grading method
Pre-Academy assignments (ME and WE stories and Readings/Response)	35	Checklist
Student engagement evaluation (attendance, participation, image contest)	60	Checklist
Multimedia project	20	Rubric

Graduate Students (Graduate students will have an extra 50 points factored into both courses, which is based on the following items

Graded Items	Points Possible	Grading Method
Extra Pre-Academy Work	20	Faculty Observation
Group Leadership*	30	Faculty Observation

*Rubrics will be distributed during the Academy that conform to the specific grading components in each course.