Salzburg Academy on Media & Global Change

Media Action Plans (MAPs)

2014

This summer Academy participants will work with the United Nations Development Program's Knowledge, Innovation and Capacity Group on three global issues — **environment**, **poverty reduction** and **governance** — to create what we are calling *Media Action Plans (MAPs)*. Over the course of the Academy session this project will immerse students in real-world problem solving.

Students will work in international teams to brainstorm and develop media-oriented solutions to the challenges posed by these three sets of issues. Students will help UNDP define the problems faced, and they will work to articulate the challenges via infographics, video, audio and written narratives.

Students will also propose ways that the UNDP can address these issues, focusing especially on roles that media and media literacy education can play.

At the conclusion of the three week Academy the student teams will present *MAPs* to UNDP members, who will in turn forward the students' ideas to their country offices where the challenges are currently being addressed.

The following document outlines the details of the *MAPs* that groups will be creating to approach the thematic areas that the UNDP's Knowledge, Innovation and Capacity Group has proposed for the Academy.

The thematic areas for the *MAPs* are:

1. Environment — Climate Change
2. Environment — Sustainability
3. Poverty Reduction — Employment, Livelihood
4. Governance — Human Rights, Rule of Law
5. Governance — Elections, Anti-Corruption
    [groups for each theme are listed below]

To facilitate the ideation and prototyping process, groups of 13 students will work within one thematic area to identify challenges and prototype possible responses in 1-3 countries in the

developing world. Groups will identify a maximum of three countries, and prototype a maximum of three MAPs. MAPs will include the following components:

Part 1: Articulating the 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 MAP should cover and engage in a holistic treatment of the issue, and create a call to civic action. Groups will select countries based on need (i.e. susceptibility to extreme climate, high youth unemployment, low on the universal humans rights index).

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 MAPs, groups will define their specific challenges) in their thematic areas. 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: Designing Actionable Solutions

1. **DESIGNING a workable solution to the challenge.** After extensive framing and contextualizing of the theme and specific challenge, students will work to design a well-researched, ambitious and scalable response. Designs should include a rationale for their plan, an engagement strategy, 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 "paper prototypes" of their ideas, 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. **ASSESSING OUTCOMES. How will you know if your idea works?** Groups will determine what the desirable outcomes are and how they will measure the outcomes. Is success defined by the amount of people accessing a web site? changes in health indicators? Political reform? Attitude change? School performance? This part of the MAP will present logical and practical approaches to measuring the efficacy of the idea.

4. **VISUALIZING THE SOLUTION: How can you clearly articulate your idea?** Groups will utilize visual storytelling techniques and tools to provide a dynamic articulation of the challenge, the stakeholders, and the solution they are proposing. Depending on the idea, groups will work to mock up possible web spaces, apps, game designs, campaigns, infographics, etc. The use of visualizations may also promote the idea to a general audience. Visualizations can be employed as infographics ([Info.Gram](#), [Quadrigram](#), [Tableau](#), [Fusion Tables](#), videos ([iMovie](#), [Mozilla Popcorn Maker](#), [Pixorial](#), etc.), visualizations ([Wowslider](#), [Jux](#) etc), podcasts ([Audacity](#), [Apple Podcasts](#), etc.), wire framing ([Balsamiq](#)), storyboards, etc.

   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: MAP PITCH VIDEO {TBD}

1. **PITCH VIDEO** - Finally, each group will decide on a single or series of videos 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 1-3 minutes in length and follow the stylistic guide provided.

FINAL PRODUCT: MAP

At the end of the three week experience, students will MAPs that includes all text, visualizations and multimedia components. The portfolio should exist online and as a final PDF that are rich with text, visuals, and multimedia work. The final products will be designed presented to the UNDP.

FORMATTING AND DELIVERY LOGISTICS

- General Formatting and Style for final MAP will be provided to groups during the second week of the Academy
- Work should be saved in folders for each MAP, and backed up repeatedly.

SUGGESTED PROGRESS DATES

- **End of Week One** - Thematic issues defined, Region(s) selected, problems articulated
- **Middle of Week Two** - Part One of MAPs completed and peer-reviewed
- **End of Week Two** - Concept designs and outlines articulated
- **Early Week Three** - Testing and Prototyping of Designs
- **Middle of Week Three** - All visualizations and videos complete
- **Thursday, August 8** - MAPs presented and turned in