



# Tutor's Handbook with Lesson Plan and Self-Directed Learning Resources

## IO3 - Toolkit of Media Moderation Resources



**Developing Community Media to Mitigate  
the Impact of Fake News**

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## Description of the project

WIRES-CROSSED is a two-year KA2 Erasmus+ project that aims to provide local communities with all the information, aptitudes and capabilities that will make them able to create, oversee and keep up an exhaustive media administration to local residents.

One of the most important steps of the implementation of the project is identifying and empowering citizens within the local communities to take an active role in promoting real news about their local area and most importantly tackling fake news.

The other project actions include: conducting a local media literacy audit, using a participatory research method, documenting the digital competence of their local communities, developing learning resources using findings of the research to equip and support a local group of individuals to start their own community media outlet.

All aforementioned tools will be made accessible via WIRES-CROSSED's online Interactive Learning Portal, and therefore will help to spread the knowledge on how to fight fake news and support providing qualified and comprehensible online news.

### Toolkit of Media Moderation Resources

The Toolkit of Media Moderation Resources are the training materials for the Local Media Management Team in how to moderate content is essential.

The resources include:

- Tutor's Handbook containing:
- Theoretical chapter of 1-2 pages
- Tools chapter 1-2 pages based on the number of tools
- Lesson plan for F2F (face-to-face) training
- PowerPoint Presentation for F2F learning based on the lesson plan
- Workbook for learners for F2F learning
- 1 Activity for SDL (Self-Directed Learning)
- Additional Resources for SDL (Self-Directed Learning)

## Introduction to the Module 1

The aim of this handbook is to provide tutors with instruction on how to properly match the produced news to the correct media channels to get the best response, to understand and implement GDPR, including information about copyright issues, how to quote other people properly and to give a basic understanding of the intellectual property. This handbook is designed to actively involve the participants in the learning process.

The Tutor Handbook comprises the following elements:

- Overview and introduction to Moderation modules
- Advice and guidance for tutors delivering this content
- Lesson plans for delivering the face-to-face workshops

Four decades ago, the dominance of a handful of television broadcast networks was shattered by the emergence of satellite linked cable television. In the 1990s, the Internet sent text and data flowing around the world. Now, a decade later, photos, audio, and video are becoming as easily transmitted as text. The era of personal electronic communication and broadband networks is at hand, and every aspect of our media culture is undergoing change. Communities across the country are taking control of media, adapting new technologies to the social, economic, educational, cultural, and information needs of their residents<sup>1</sup>. (Fred Johnson, 2006)

Sustaining a community media environment in today's social media requires that appropriate controls are put in place to moderate content that is published. It is highly essential to oversee the production of all content produced before publication in today's user created content environments. The proposed media moderating resources will address a range of practical areas like matching the news items produced to the correct media channels; understanding and observing GDPR; being aware of intellectual property, copyright issues, and correct citation procedures which are all essential first steps to sustainable and effective community media production and distribution.

### What is Community Media?

The Council of Europe recognises the value of community media as a source of local content, cultural and linguistic diversity, media pluralism, social inclusion, and intercultural dialogue. It endorses the commitment of community media to media and information literacy, through the development of

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<sup>1</sup> <https://www.issuelab.org/resources/807/807.pdf>

critical and creative thinking and active participation in media content production<sup>2</sup>. (The Council of Europe, 2017)

Wikipedia defines community media very broadly as “any form of media that is created and controlled by a community, either a geographic community or a community of identity or interest. Community media is separate from commercial media, state run media, or public broadcasting.” Simply put, community media are media created to allow individuals to tell the stories and have the conversations necessary for their own self-directed development as citizens (Howley, 2005; Jankowski, 2003; Rennie, 2006).

Community media play a significant, but largely unacknowledged, role in popular culture. Unlike their commercial and public service counterparts, community media give "everyday people" access to the instruments of radio, television, and computer-mediated communication<sup>3</sup>. (Kevin Howley, 2020)

### Media channels

A **media channel** refers to the specific medium by which an advertiser’s message is conveyed to its intended audience. <sup>4</sup>

Traditional media includes mostly non-digital advertising and marketing methods.

Traditional media is:

- Television advertisements
- Radio advertising
- Print advertising
- Direct mail advertisements
- Billboards and off-site signs
- Cold calling
- Door-to-door sales
- Banner ads

New media, also called digital media, consists of methods that are mostly online or involve the Internet in some sense.

These methods include:

- Search engine optimization
- Pay-per-click advertising
- Content Marketing

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<sup>2</sup> <https://www.coe.int/en/web/freedom-expression/community-media>

<sup>3</sup> <https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/community-media>

<sup>4</sup> Govoni, N.A. *Dictionary of Marketing Communications*, Sage Publications. (2004)

- Social Media
- Email Marketing

### What is Intellectual Property?<sup>5</sup>

Intellectual property is a broad categorical description for the set of intangible assets owned and legally protected by a company from outside use or implementation without consent. An intangible asset is a non-physical asset that a company owns.

The concept of intellectual property relates to the fact that certain products of human intellect should be afforded the same protective rights that apply to physical property, which are called tangible assets. Most developed economies have legal measures in place to protect both forms of property. (W. Kenton,2020)

#### **Understanding Intellectual Property**

Companies are diligent when it comes to identifying and protecting intellectual property because it holds such high value in today's increasingly knowledge-based economy. Extracting value from intellectual property and preventing others from deriving value from it is an important responsibility for any company. Intellectual property can take many forms. Although it's an intangible asset, intellectual property can be far more valuable than a company's physical assets. Intellectual property can represent a competitive advantage and as a result, is fiercely guarded and protected by the companies that own the property.

#### **Types of Intellectual Property**

Intellectual property can consist of many types of intangibles, and some of the most common are listed below.

##### **Patents**

A patent is a property right for an inventor that's typically granted by a government agency such as the U.S. Patent and Trademark Office. The patent allows the inventor exclusive rights to the invention, which could be a design, process, an improvement, or physical invention such as a machine. Technology and software companies often have patents for their designs. For example, the patent for the personal computer was filed in 1980 by Steve Jobs and three other colleagues at Apple Inc.

##### **Copyrights**

Copyright provides authors and creators of original material the exclusive right to use, copy, or duplicate their material. Authors of books have their works copyrighted as do musical artists. A copyright also states that the original creators can grant anyone authorization through a licensing agreement to use the work.

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<sup>5</sup> <https://www.investopedia.com/terms/i/intellectualproperty.asp>

## **Trademarks**

A trademark is a symbol, phrase, or insignia that is recognizable and represents a product that legally separates it from other products. A trademark is exclusively assigned to a company, meaning the company owns the trademark so that no others may use or copy it. A trademark is often associated with a company's brand. For example, the logo and brand name of "Coca Cola," is owned by the Coca-Cola Company (KO).

## **Franchises**

A franchise is a license that a company, individual, or party—called the franchisee—purchases allowing them to use a company's—the franchisor—name, trademark, proprietary knowledge, and processes. The franchisee is typically a small business owner or entrepreneur who operates the store or franchise. The license allows the franchisee to sell a product or provide a service under the company's name. In return, the franchisor is paid a start-up fee and ongoing licensing fees by the franchisee. Examples of companies that use the franchise business model include United Parcel Service (NYSE: UPS) and McDonald's Corporation (NYSE: MCD).

## **Trade Secrets**

A trade secret is a company's process or practice that is not public information, which provides an economic benefit or advantage to the company or holder of the trade secret. Trade secrets must be actively protected by the company and are typically the result of a company's research and development. Examples of trade secrets could be a design, pattern, recipe, formula, or proprietary process. Trade secrets are used to create a business model that differentiates the company's offerings to its customers by providing a competitive advantage.

## **Special Considerations**

Many forms of intellectual property cannot be listed on the balance sheet as assets since there aren't specific accounting principles to value each asset. However, the value of the property tends to be reflected in the price of the stock since market participants are aware of the existence of the intellectual property.

Some intangible assets are recorded as property, such as patents because they have an expiration date. These assets are recognized by a numerical value through the process of amortization. Amortization is an accounting method that decreases the value of an intangible asset over a set period of time. This process helps the company to reduce their income by expensing a set amount each year for tax purposes as the useful life of the intangible asset winds down.

For example, a patent might only have 20 years before it's registered as public domain. A company would assign a total value to the patent. Each year for 20 years, the patent would be expensed or

amortized by the same amount by dividing the total value by 20 years. Each year the amortized asset amount would reduce the company's net income or profit for tax purposes. However, intellectual property that is considered to have a perpetual life, such as a trademark, is not amortized since it doesn't expire.

### Understanding Copyright

Copyright In this digital age, copyright issues are often in the forefront of the news. The advent of easy file sharing via the Internet and other means of copying digital works put music-, video-, and game-loving youth in the position of facing the ethical and legal decisions involving copyright on almost a daily basis.

Copyright is the legal right granted to a creator of an original work of authorship to control publication, production, sale, or distribution of it, including literary, dramatic, musical, artistic, and certain other intellectual works. Think about the word itself - "copy" with "right." The owner has the right to decide how or if the creation is going to be copied.

Copyrights begin upon creation of a work in tangible form (a form that can be seen or touched, such as books or drawings, or seen and heard, such as movies, CDs, or video games). An oral folktale is not protected by copyright until it is written down or recorded. Similarly, other creations, such as an ice sculpture or sandcastle, would be too transient (disappears quickly) to meet the requirement of tangibility. In addition, for something to be classified as copyrightable, it must be inherently creative or "original." A mere collection of facts - such as a telephone directory - would not be copyrightable, but a clever collection of facts or a work accumulating such facts in an original way might be copyrightable<sup>6</sup>.

#### **Why Have Copyright?**

Copyright laws are based on the concept that someone who creates a work of authorship deserves to be compensated for it, balanced with the rights of the public to the free flow of ideas and information, thus promoting new works of authorship and benefiting society as a whole.

#### **Showing Copyright**

Under the 1976 Copyright Act, notice of copyright consists of three elements: (1) the symbol "©" or the abbreviation "Copr.," or the word "Copyright" (2) the date of first publication; and (3) the name of the owner of the copyright. Copyright in a work does not have to be registered or protected by a notice (although this is recommended to make clear to the public that the author is claiming copyright

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<sup>6</sup> European IPR Helpdesk. (2017). Copyright essentials .  
[https://www.iprhelpdesk.eu/sites/default/files/newsdocuments/Fact-Sheet-copyright\\_essentials.pdf](https://www.iprhelpdesk.eu/sites/default/files/newsdocuments/Fact-Sheet-copyright_essentials.pdf)

protection in the work). Works are protected by copyright law even if the copyright notice is not shown.

### **What Isn't Protected by Copyright?**

Sometimes it is easier to look at what is NOT protected by copyright to get a full understanding of the concept. The following is a list of items that are excluded according to the European Copyright Office: Copyrighted work does not have to be registered, or protected by a notice (although, copyright lawyers recommend this). Creators have the rights of copyright for their work even if the copyright notice is not shown.

#### **Copyright does not protect<sup>7</sup>:**

- unoriginell works;
- works whose copyright term has expired;
- ideas, themes, motives (e.g. an idea for a movie about a war between vampires and werewolves; an idea for a research project);
- statements of facts (e.g. the fact that the Battle of Hastings took place in 1066, or that Germany won 7:1 against Brasil in the Football World Cup of 2014);
- 'works' created by nature (e.g. oddly but naturally shaped rocks or trees, songs of birds);
- individual words [CJEU C-5/08 Infopaq];
- mathematical problems and formulas;
- discoveries (as they are not created, but they existed objectively before they were discovered).

In order to provide some balance and protect free expression, copyright law is construed in a way to allow for everyday uses of copyrighted works needed by users and creators. Those uses are known as "copyright exceptions"<sup>8</sup>.

As follows, the EU Member States are allowed to provide for the following **Copyright**

#### **Exceptions<sup>9</sup>**, inter alia:

- photocopying/photo-reproduction
- private copying
- reproductions by libraries, archives and museums
- ephemeral recordings made by broadcasters
- reproduction of broadcasts by social institutions

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<sup>7</sup> <https://www.clarin.eu/content/clic-overview-copyright-law>

<sup>8</sup> Copyright exceptions are contained in the Berne Convention and, for the most part, they are not made mandatory. Instead, they are left for the Member States to determine what exceptions they want to implement into their national legislation

<sup>9</sup> Article 5 of the Berne Convention for the Protection of Literary and Artistic Works

- illustration for teaching or scientific research
- reporting by the press on current events
- quotation for criticism or review
- use for public security purposes
- use of public speeches and public lectures
- use of works of architecture or sculptures in public spaces
- use for advertising the exhibition or sale of works of art
- use for the purpose of caricature, parody or pastiche
- use for the purpose of research or private study

However, national copyright laws may differ from one another in relation to copyright infringement exceptions in each country. The European Commission has presented legislative proposals to harmonise copyright law to facilitate the licensing of European audio-visual works and the digitisation and availability of out-of-commerce works<sup>10</sup>.

### Delivering Training

This Tutor Handbook presents the face-to-face learning content of the Media Moderation module, which is to be delivered through a practical, hands-on workshop. This module has been designed to be delivered to communities selected who would like to be fully aware of the necessity for the moderation of media content and fully trained to make an informed decision about the types of moderation necessary. From here on in this handbook, these learners will be referred to as “participants”.

The face-to-face content for the First Media Moderation module is presented as 5-hours of learning:

- **Module 1–Basic knowledge of effective community media production and distribution–5 hours**
  - How to properly match the produced news to the correct media channels in order to get the best response,
  - Copyright issues,
  - Understanding and implementing GDPR,
  - How to quote other people properly,
  - Understanding intellectual property.
  - Automated moderation

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<sup>10</sup> Proposal for a Directive of the European Parliament and of the Council on copyright in the Digital Single Market – COM (2016)593,

This module has been designed to be delivered in a face-to-face format, over 5 contact hours. A further 4-hour additional training is allocated as self-directed, and participants are encouraged to use this time to moderate content that is published. This face-to-face content is supported by self-directed learning material, which is accessible through the WIRES CROSSED E-learning portal, available at: <http://wirescrossed.eu/>. All self-directed learning material has been designed and developed to support the delivery of the WIRES CROSSED Toolkit of Media Moderation Resources.

### Notes for the Trainer

- These modules are designed to provide flexibility in planning, conducting, and evaluating the training programme.
- The learning content includes Media moderating resources which can be downloaded here: <http://wirescrossed.eu/>.
- The units can be independently used as well as lengthened or shortened depending on the level of experience and expertise of the participants.
- Upon the completion of this training, it is the aim of the project that the participants will become confident and competent to moderate content that is published. As such, the trainer should involve all participants in the face-to-face workshops, encourage active participation, and be ready to adapt the material, if additional time is needed, to the learning needs of the participants giving focus on the technical elements of the training.
- Before the workshop starts, all phones of the participants (including yours!) should be turned off and participants should be asked to put a name label on their desks/person.

### The Do's and Don'ts of Delivering this Tutor Programme

The following "do's and don'ts" should always be kept in mind by the trainer during any learning session.

#### Dos:

- Get prepared in advance!
- Involve the participants and encourage participation
- Use visual aids and refer to <http://wirescrossed.eu/> for additional self-directed learning resources
- Speak clearly and connect the one topic to the next
- Use logical sequencing of topics
- Encourage questions and provide feedback
- Summarise and recap at the end of each session

- Use good time management
- Be aware of the participants' body language
- When you present, focus on the participants' eyes
- Keep the group focused on the task
- Evaluate after each session!

**Don'ts:**

- Do not turn your back on the participants while presenting
- Do not block the visual aids
- Do not avoid eye contact!
- Do not stand on one spot - move around the room
- Do not ignore the participants' comments and feedback (verbal and non-verbal)

## Lesson plan: Module 1 - Basic knowledge of effective community media production and distribution

<b>Module Title</b>	Module 1 - Basic knowledge of effective community media production and distribution
<b>Target Group</b>	The Local Media Action Groups will become the Local Media Management Team in the latter phases of the project life cycle and will assume the responsibility, with the continued support of partners. They will be fully aware of the necessity for the moderation of media content and fully trained to make an informed decision about the types of moderation necessary.
<b>Purpose of this module</b>	This module will help the target group to properly match the produced news to the correct media channels to get the best response, to understand and implement GDPR, including information about copyright issues, how to quote other people properly, and to give a basic understanding of the intellectual property.
<b>Learning Outcomes of the Module</b>	At the end of the module participants will be able to: <ul style="list-style-type: none"> <li>• Develop digital intelligence</li> <li>• Develop research skills</li> <li>• Develop creative thinking and analytical thinking</li> <li>• Use of organizational skills to carry out collaborative activities</li> <li>• Selection of specific databases to find specific information.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop information literacy skills</li> <li>• Willingness to cooperate and be open-minded</li> <li>• Openness to work as part of a creative team</li> <li>• Learn on a data protection basis</li> </ul>
<b>Module duration</b>	5 hours
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ How to properly match the produced news to the correct media channels in order to get the best response</li> <li>○ Understanding intellectual property</li> <li>○ Copyright issues</li> <li>○ How to quote other people properly</li> <li>○ Understanding and implementing GDPR</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>▪ Find a room with chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation.</li> <li>▪ Find instructors for the workshop's activities you are not familiar with</li> <li>▪ Inform the participants about the purpose of the workshop, its goals, and the program that is going to be followed. Additionally, make clear to them that they do not need to have any particular experience or knowledge in the fields that are going to be trained.</li> <li>▪ Organize catering for coffee and lunch breaks, or provide information about nearby food options</li> </ul>

### The Lesson Plan for F2F Learning

Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	<p><b>Introduction</b></p> <p>The tutor welcomes participants, introduces him/herself, and presents the content and the learning outcomes to be covered during the 5-hour workshop.</p>	10 minutes	Presentation	<p>Training venue with IT equipment for all participants;</p> <p>Flipchart and markers;</p> <p>Sign-in sheet;</p> <p>Pens and note-taking materials for participants</p>

				<p>Circle of chairs for the introduction round</p> <p>Boombox to play music</p> <p>Beamer, Laptop and screen</p> <p>PPT M1 slides 1-3</p>
2	<p><b>Activity Nr 1: The story of my name</b></p> <p>The participants present themselves and tell the story of their name: Where does the name come from, what is the meaning of the name, why their parents gave him/her this name? Is their name being popular in the country of origin? The aim of this activity is for the participants to get to know each other better, have fun, and break the ice.</p>	20 minutes	Participants will engage in all group activities	<p>Circle of chairs for the introduction round</p> <p>PPT_M1 slide 4 4</p> <p>Workbook</p>
3	<p><b>Theory Presentation</b></p> <p><b>ABC's of the media channels</b></p> <p>The trainer uses PowerPoint slides to introduce the definition of media channels, describe different types of media channels.</p>	20 minutes	Presentation	<p>PC/ Laptop</p> <p>Projector</p> <p>PPT M1 slides 5-10</p> <p>Workbook</p>
4	<p><b>Activity Nr 2: What are the media channels?</b></p> <p>This activity will increase participants understanding of the term 'Media channels' and how to match the content to media channels.</p> <p>The educator leads a short discussion with all participants by asking:</p> <ul style="list-style-type: none"> <li>• What types of media channels do you know?</li> <li>• How the perfect news or content for each channel looks like?</li> </ul> <p>The trainer writes down the ideas of the group on the flipchart in order to find differences and similarities among the</p>	20 minutes	<p>Brainstorming</p> <p>Discussion</p> <p>Feedback</p>	<p>Flipchart</p> <p>Marker</p> <p>PPT M1 slide 11</p> <p>Workbook</p>

	various definitions presented and to come up with one common definition.			
5	<p><b>Theory Presentation</b></p> <p><b>Intellectual property definition</b></p> <p>The trainer leads a short group discussion about intellectual property and uses YouTube video to introduce a definition of it.</p>	20 minutes	<p>Brainstorming</p> <p>Discussion</p> <p>Feedback</p>	<p>Flipchart</p> <p>Marker</p> <p>PC/ Laptop</p> <p>Projector</p> <p><a href="https://www.youtube.com/watch?v=UqZJPuyK9VY">https://www.youtube.com/watch?v=UqZJPuyK9VY</a></p> <p>PPT M1 slides 12-13</p> <p>Workbook</p>
6	<p><b>Activity Nr 3: Intellectual property terms match</b></p> <p>This activity will help participants to begin to pinpoint some of the main Intellectual Property terms.</p> <ol style="list-style-type: none"> <li>1. The trainer gives each participant printed Activity Handout 1.1 and lets them brainstorm the solution within 15 minutes.</li> <li>2. After 15 minutes passed the trainer the group how they found this activity in terms of recognizing Intellectual Property terms.</li> <li>3. After the discussion the trainer starts the brainstorming session by asking participants to: "If plagiarism is nothing but hurtful to the author?" or "If it may add to his/her popularity?"</li> </ol>	25 minutes	Group activity...	<p>Pens and note-taking materials for participants</p> <p>Activity Handout-AH 1.1</p> <p>PPT M1 slide 14</p> <p>Workbook</p>
7	<b>Coffee Break</b>	15 minutes		
8	<p><b>Theory Presentation</b></p> <p><b>Copyright usage</b></p> <p>The trainer uses a YouTube video to present the Copyright topic. This video will provide a basic introduction to copyright.</p>	20 minutes	?	<p>Copyright and Fair Use Video:</p> <p><a href="https://www.youtube.com/watch?v=suMza6Q8J08">https://www.youtube.com/watch?v=suMza6Q8J08</a></p> <p>PPT M1 slides 15-19</p>

	For a fuller understanding the trainer presents PPT slides explaining the Copyright issues.			Workbook
<b>9</b>	<p><b>Activity Nr 4: Understanding copyright issues</b></p> <p>This activity will present information about copyright and help participants to begin to recognize some of the main types of copyright issues.</p> <ol style="list-style-type: none"> <li>1. The trainer splits the group into 3 smaller groups and asks each to nominate a note-taker to feedback.</li> <li>2. After that, he or she gives each group one of the following scenarios from an Activity Handout 1.2 and lets the group brainstorm the solution within 15 minutes.</li> <li>3. After 15 minutes passed the trainer asks them to read their scenarios and solutions to the rest of the group.</li> <li>4. The trainer asks the group how they found this activity in terms of recognizing copyright issues.</li> </ol>	30 minutes	<p>Team Activity</p> <p>Brainstorming</p> <p>Discussion</p> <p>Feedback</p>	<p>PC/ Laptop</p> <p>Projector</p> <p>Flipchart</p> <p>Marker</p> <p>Pens and note-taking materials for participants</p> <p>Activity Handout-AH 1.2</p> <p>PPT M1 slide 20</p> <p>Workbook</p>
<b>10</b>	<p><b>Theory Presentation</b></p> <p><b>The importance of the citation</b></p> <p>The trainer uses a short PowerPoint presentation to present learners with theoretical information about citation. The different types of citations, why it is important to use a citation, the in-text citation, and the reference list, etc.</p>	20 minutes	?	<p>PC/ Laptop</p> <p>Projector</p> <p>PPT M1 slides 21-46</p> <p>Workbook</p>
<b>11</b>	<p><b>Activity Nr 5: A proper citation</b></p> <p>The goal of this activity is to have participants become familiar with a variety of sources and to show the importance of creating proper citations.</p>	30 minutes	<p>Team Activity</p> <p>Brainstorming</p> <p>Discussion</p> <p>Feedback</p>	<p>PC/ Laptop/ iPad</p> <p>Projector</p> <p>Flipchart</p> <p>Novels</p> <p>Newspapers</p>

	<ol style="list-style-type: none"> <li>1. The trainer starts the discussion by asking the participants: “What is the purpose of a citation?”.</li> <li>2. Then the trainer splits the group into 3 smaller groups and asks each to nominate a note-taker to feedback.</li> <li>3. The tutor gives each group 3-5 different resources, such us: novels, newspaper articles, magazine articles, speeches, an iPad with a journal article or sound file abstract on it, laptops with a news article displayed on the screen, etc.</li> <li>4. Groups will have 20 minutes to create a citation using APA, MLA, and Chicago styles for the source and verify that all the citation information is accurate and add the citation to the group’s bibliography.</li> </ol> <p>After 20 minutes participants check their bibliography and the trainer starts a discussion with them by asking the following questions:</p> <ul style="list-style-type: none"> <li>• How did you find the activity?</li> <li>• What was the most difficult part of the activity?</li> <li>• How would you feel if your ideas or work were used without giving you credit?</li> </ul>			<p>Magazines</p> <p>Markers</p> <p>Pens and note-taking materials for participants</p> <p>PPT M1 slide 47</p> <p>Workbook</p>
<b>12</b>	<b>Coffee Break</b>	15 minutes		
<b>13</b>	<p><b>Theory Presentation</b></p> <p><b>GDPR and data protection</b></p> <p>The trainer shows the YouTube video and leads a group discussion about participants’ experiences of GDPR.</p> <p>Then, using the PPT slides, provides a brief introduction to the General Data Protection Regulation (GDPR), discusses the scope and applicability of the GDPR, the basic terminology of the law, the rights it provides</p>	20 minutes	<p>Brainstorming</p> <p>Discussion</p> <p>Feedback</p>	<p>PC/ Laptop</p> <p>Projector</p> <p>GDPR video: <a href="https://www.youtube.com/watch?v=ij6wwBqfSk-o">https://www.youtube.com/watch?v=ij6wwBqfSk-o</a></p> <p>PPT M1 slides 48-53</p> <p>Workbook</p>

	to persons in the EU, and the responsibilities it imposes on organizations.			
<b>14</b>	<p><b>Activity Nr 6: Handling personal data</b></p> <p>The aim of the activity is to make participants understand and implement the various aspects of GDPR in their personal and professional life.</p> <ol style="list-style-type: none"> <li>1. The trainer splits the group into 3 smaller groups and asks each to nominate a note-taker to feedback.</li> <li>2. The trainer gives groups one to two scenarios (Activity Handout 1.3) to discuss in their groups and agrees on what they would do to ensure they were GDPR compliant.</li> <li>3. They should then be ready to feedback their thoughts to the whole group or to come together for whole group feedback.</li> <li>4. The trainer asks the group how they found this activity in terms of implementing GDPR.</li> </ol>	25 minutes	<p>Team Activity</p> <p>Brainstorming</p> <p>Discussion</p> <p>Feedback</p>	<p>PC/ Laptop</p> <p>Projector</p> <p>Pens and note-taking materials for participants</p> <p>Activity Handout-AH 1.3</p> <p>PPT M1 slide 54</p> <p>Workbook</p>
<b>15</b>	<p><b>Workshop Closure</b></p> <p>The trainer wraps up the topics of the 5-hour workshop of Module 1 and asks participants to report in 1-2 sentence(s) which of the discussed topics in the past 5 hours were the most interesting/important to them. A group discussion takes place.</p> <p>An evaluation questionnaire is given to all the participants to fill it out.</p>	10 minutes	<p>Discussion</p> <p>Evaluation</p>	<p>Evaluation Questionnaire</p> <p>PPT M1 slides 55-56</p>
<b>Duration of the Module</b>		5 hours		
<b>Training Material for F2F Learning</b>		Printed Workbook		

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## Activity Handout – AH 1.1

<b>Module Title</b>	Module 1–Basic knowledge of effective community media production and distribution		
<b>Activity Title</b>	Intellectual property terms match	<b>Activity Number</b>	AH 1.1
<b>Description of the activity</b>	<p>Match the definition to the term</p> <ul style="list-style-type: none"> <li>• A law granting authors and creators of original works the exclusive privilege to reproduce, distribute, perform, display or sell their work.</li> <li>• Limited use of copyrighted works, without the permission of the owner, is allowed for criticism and commentary, parody, news reporting, research and classroom instruction.</li> <li>• Original creative work, in a tangible form, that can be legally protected by a patent, trademark, or copyright.</li> <li>• A design used by an organization on its letterhead, advertising material, and signs as an emblem by which the organization can easily be recognized.</li> <li>• Legal document granted by the government, giving an inventor the exclusive right to make, use, and sell an invention for a specified number of years.</li> <li>• A symbol, such as a word, number, picture, or design, used by manufacturers or merchants to identify their products and distinguish them from others.</li> <li>• The use of your own words to tell what you have read, heard, or seen.</li> <li>• To take and use the thoughts, writings, inventions, or creative works of another person and use them as your own.</li> <li>• Citing of sources used when doing research, usually in the form of a bibliography.</li> <li>• Works that are not copyrighted and may be used without permission.</li> </ul>		

Copyright

Intellectual Property

Patent

Documentation

Logo

Plagiarism

Fair use

Paraphrase

Public Domain

Trademark

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### Activity Handout – AH 1.2

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>														
<b>Activity Title</b>	Understanding copyright issues	<b>Activity Number</b>	AH 1.2												
<b>Description of the activity</b>	<p>Brainstorm the solution to the following scenarios</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;">1.</td> <td>You want to write an original story about a wizard and his adventures at wizardry school. It seems that character is described distinctively as Harry Potter. Is it infringing copyright law? How do you share this story without infringing copyright law?</td> </tr> <tr> <td colspan="2" style="height: 80px;"></td> </tr> <tr> <td>2.</td> <td>You want to create a fan fiction story using the characters from your favorite film and to publish your story on a website where other people share their fan fiction stories. Can fan fiction be distributed publicly and can fan fiction writers make money out of it? Consider what kind of copyright permission is required?</td> </tr> <tr> <td colspan="2" style="height: 80px;"></td> </tr> <tr> <td>3.</td> <td>You want to watch your favorite film by streaming it online. Is watching and listening to works covered by copyright online is permitted? Consider what kind of copyright permission is required?</td> </tr> <tr> <td colspan="2" style="height: 80px;"></td> </tr> </table>			1.	You want to write an original story about a wizard and his adventures at wizardry school. It seems that character is described distinctively as Harry Potter. Is it infringing copyright law? How do you share this story without infringing copyright law?			2.	You want to create a fan fiction story using the characters from your favorite film and to publish your story on a website where other people share their fan fiction stories. Can fan fiction be distributed publicly and can fan fiction writers make money out of it? Consider what kind of copyright permission is required?			3.	You want to watch your favorite film by streaming it online. Is watching and listening to works covered by copyright online is permitted? Consider what kind of copyright permission is required?		
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3.	You want to watch your favorite film by streaming it online. Is watching and listening to works covered by copyright online is permitted? Consider what kind of copyright permission is required?														

### Activity Handout – AH 1.3

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>		
<b>Activity Title</b>	Handling personal data	<b>Activity Number</b>	AH 1.3
<b>Description of the activity</b>	<p>Brainstorm the solution to the following scenarios</p> <p>Scenario 1</p> <p>You have a video of a few members being interviewed, which you collected consent for last year. They gave consent for the video to be used for a specific event. You would now like to use it to create a promotional video. Can you use it for this? Or do you need to collect their consent again?</p> <p>Scenario 2</p> <p>You have consent from a group of participants being interviewed on video. In a silent moment, you can hear the voice of another participant you do not have consent from in the background. Is this a problem? Can you use this video?</p> <p>Scenario 3</p> <p>You have a great group photo of some of your organization staff members on a training event. You collected permission from all of them at the time to use the image on a leaflet and Newsletter. Since then, you have received a request from one of the participants to no longer use any images of her. Can you continue to use this image?</p> <p>Scenario 4</p> <p>As a leader, you are trying to ensure you do not have any data you are not actively using and want to securely destroy all unneeded data. You are also concerned about destroying any needed data or destroying records. You want to keep records of the first meetings you had and some photos from across the years, which you do not have permission for. You cannot even remember who all the participants were, so cannot contact them to ask for their consent. What can you keep in terms of retaining old meeting information? What should you keep?</p>		

#### Scenario 5

You belong to several unofficial Facebook groups for guiding where you chat and share details on events and good offers related to guiding with members and other participants. You also use WhatsApp with other leaders to discuss guiding activities.

Is it OK to still be using these social media platforms like this? If yes, why? And what should you be aware of? If not, why?

#### Scenario 6

At each meeting or event, participants are asked to sign in with their name, membership number and e-mail address. This list does not include any consent information and is retained by the committee for statistical analysis.

Is it OK to have this list of email addresses? If yes, why, and what should you be aware of? If not, why?

## Introduction to the Module 2

Technological advancements and most importantly the expansion of digital technologies with the spread of the internet has led to a 'Democratization of Information'. People now possess the capability to access information easily and effortlessly from an abundance of sources from around the world, share their own views, experiences and thoughts as well as engage others without geographical limitations.

The Internet and smartphones have disrupted a reality where citizens relied for their information to the traditional media (TV, Radio and newspapers), which limited the supply of information and to some extent confined the points of views presented as well as the access to the public sphere. Every person now has the capacity to browse through different websites to receive information and viewpoints on developments and issues of interest, create his/her own website or blog to share his/her views or post and deliberate with other users via social media.

This development was greeted with great excitement and hope. Many analysts perceived this evolution as the dawn of a great age where individuals will be more informed and the public discourse

will benefit exponentially by the active participation of all citizens and the representation of all point of view. However, this optimism was soon shattered as the digital sphere has also offered a fertile ground for the sharing and flourishing of threatening and often hate-filled material as well as the dissemination unchecked and often deliberate fake information.

Consequently, it is of utmost importance for every form of media to introduce and set in place content moderation procedures to ensure that the content it is being put forward or hosted is not harmful. Concrete steps are required to ensure that potentially harmful content in the form for example of child abuse material, violent and extreme content, hate speech, graphic content, sexual content, cruel and insensitive material and spam content is blocked (Ofcom: 2019). To that end, the present module wishes to introduce specific media moderation media moderation models with resources in a bid to support learners with an interest in developing Community media to effectively carry out such processes in their workings.

## Learning Objectives

By taking advantage of the training to be offered and the self-directed learning material of the module learners will:

- Become acquainted with the different kind of moderations and their advantages
- Attain basic knowledge about various technical tools
- Be in a position to recognise characteristics of intentional negative and provocative social media content
- Learn how to create a "blacklist" and apply post publication filters
- Grasp the practices used by social media service providers to identify anomalies in the spread

## Basic information on the Key Concepts to be Presented

### Definition of Content Moderation

Cambridge Dictionary defines Moderation as the quality of doing something within reasonable limits. In the context of media content, this principle refers to setting regulations and boundaries as to the information and material to be shared or hosted by a platform either that is a media outlet, a social media site, a website or a blog and taking steps in order to ensure that they are abided to. In other words, it refers to monitoring the content that is to or has already been uploaded and not allowing or

removing any content that is not acceptable by the set of rules by which the platform in question has in place (Grimes-Viort: 2010). “Depending on each site’s specific requirements, moderation can be undertaken to a greater or lesser extent. Some message boards pride themselves on freedom of speech, while others, such as social networking sites, have to strike a difficult balance between ease of use and protecting their younger users” (Smith:2019).

Most of the popular social media and media outlets (either digital or traditional ones) have specific moderation guidelines that dictate to a certain extent what type of content is acceptable for dissemination through their platform. Abiding to these rules and by employing various content moderation techniques and approaches they monitor and evaluate the material shared to ensure that all types of offensive or objectionable contents like porn videos, explicit images or pictures not suitable for all age group of people are not published or removed (Cogito Tech: 2020).

### Why is content moderation so important?

Image moderation, video moderation, and text moderation are crucial to ensure that the audience/users of a media or platform are not exposed to anything objectionable or harmful (Schomer: 2019) . Hosting or sharing any inappropriate, harmful, or illegal behaviour will not only cause problems to the platform/media but may have serious implications to their audience, especially those of young age who are using the internet and predominantly social media to access information and news as well as for social interactions. Thus, it is of utmost importance that the media and platforms in question are vigilant and are invested in monitoring and moderating the content being available through them (puremoderation: 2020).

### Content Moderation Models

When it comes to content moderation there are different approaches or models that a platform can employ depending on its own principles, modus operandi, objectives and working processes. These models are to some extent not mutually exclusive so it may opt to put in place multiple approaches. Ultimately, the approach taken should be decided with an aim to safeguard the best possible monitoring and filtering outcome that will secure its audience from harmful and discontending content as well as maintain some sense of order to its workings (Cogito Tech: 2019).

Understanding the different kinds of content moderation, along with their strengths and weaknesses, can help a media moderator/manage make the right decision that will work best for its purpose and workings.

Below you may find a brief presentation of the most common types-approaches of content moderation:

### **Pre-Moderation**

As the name signifies, the Pre-moderation model involves setting a process in place where all the content requires approval before it is published. In practical terms, any content submitted to a platform is being queued for a Moderator to review and approve before it becomes visible to the users-audience. Pre-moderation helps ensure that (in the hands of a good moderator) any content that might be harmful, inappropriate or does not abide to the rules of a site/platform is kept off its visible-public sections. Thus it offers high control to the manager-moderator.

It does have its downsides though as it may cause grievances from the individual submitting the content or can lead to delays in uploading which can have a negative effect on content that it's conversational and time sensitive. Additionally, this is a process that entails a high cost if and when a platform grows and submissions cross a threshold of user-generated content unmanageable by moderators (Grimes-Viort: 2010).

### **Post-moderation**

This approach involves allowing the posting of content/material on a platform without any initial review and the moderator(s) can then assess it and if needed remove it. The benefit of this type of moderation is that it minimizes delays and helps a faster paced operation of a platform and the engagements taking place on/through it. "People expect a level of immediacy when interacting on the web, and post moderation allows for this whilst also allowing moderators to ensure security, behavioural and legal problems can be identified and acted upon in a timely manner" (Grimes-Viort: 2010).

Nonetheless, this may lead to some users coming across harmful or inappropriate content. Moreover, it is a process that may become costly as the visibility and reach of a platform grow, and as a result the content submitted to it increase.

### **Reactive Moderation**

Reactive Moderation is an approach that relies on users to report the content when they deem it to be inappropriate. A reporting procedure is put in place which provides users the opportunity to inform

the administrator or moderator and ask for said content to be reviewed and removed. Reactive moderation is widely used in social Media where users can actively contribute in the moderation of the content. It can be described as a user generated content moderation and unquestionably gives power and ownership into the hands of the users-audience of a platform (Cogito Tech: 2019).

The main advantage of this method of moderation is that it can scale with the visibility of a platform and allow it to avoid responsibility for inappropriate content uploaded by users as long as it is responsive to requests for reviews and removals of such material. However, it entails a risk, as it leads to an overreliance to users (Grimes-Viort: 2010).

### **Distributed moderation**

A user generated content moderation method relying on a rating system in which members of the community use to vote on whether submissions are either in line with community expectations or within the rules of use. It thus contributes, with the support of committed and experienced moderators, in the control of comments, or forums posts. It is important through to take into consideration, that this approach relies on the capacity and the willingness of the online community to self-moderate. (Grimes-Viort: 2010).

### **Automated moderation**

In addition to all of the above human-powered moderation systems, automated moderation is a valuable weapon in the moderator's arsenal. It involves the introduction and utilization of technical tools and automated filtering processes to check and review content and submissions. The most typical tool used is the word filter, which examines a text for previously defined banned words and either replace them or blocks the text altogether. Similar tools exist for image and video moderation which flag said multimedia content for inappropriate captions. (Grimes-Viort: 2010).

### **No Moderation**

Lastly, a platform may chose not to have any form of moderation or monitoring in place. This is unadvised as the lack of moderation in practice means that the owner(s)-manager(s) of a platform do not have any control of the content that may lead it into becoming a host of inappropriate, threatening or illegal material and views.

It is also important to point to another distinction in regards to the content moderation: The ‘Human or Manual Moderation’ and the ‘Automated’ one. The former refers to a process where humans are in charge of the oversight and monitoring of the content of a platform while the latter involves a process where the content submitted will be accepted or refuse/removed automatically (puremoderation:2020) .

### Creating Blacklists and Applying Publication Filters

Filtering is a process that involves detecting and blocking/removing content deemed inappropriate. The filters can be set in place by the moderators of a platform or a social media account and can be perceived as a set of rules that the content needs to be abide to if it is going to be published or remain visible via a platform (Council of Europe: 2017). To that end, they often develop ‘blacklists’ (an account of words, terms, forms of content or source accounts and sites) that are being blocked from posting, sharing or commenting on the platform or account. In other words, content moderators can compile an archive of words or terms that are not permissible for their platform as well as a list of websites, email accounts or users that are to be blocked from being posted or sharing to their platform. This is a process that can be supported by tools and plugins that can carry out this work automatically, supporting moderators in expertly undertaking this task and maintaining their standards in their platforms or accounts as well as regularly update their blacklist/blocklist adding or removing terms, accounts, content sources etc.

### Technical Tools for Content Moderation

The exacerbated need for moderation of the content shared through online platforms has led to the development of a wide array of tools and platforms to support moderators-administrators in the process. These tools range from AI driven filtering processes to simple plugins to help them maintain some control and oversight.

#### A selection of Tools that can be utilized for Content Moderation

##### ➤ **Comment Moderation Tools for Bloggers**

###### ▪ Discus

Discus is a tool that can be easily installed into a blog via a drop-in code or as a plugin and allows Administrators to review and moderate the comments on the articles via a single dashboard. The dashboard also provides them the capability to create among others user ban lists, word filters, spam controls.

- Facebook Comments

Blogs can use the Facebook Comments plugin which allows their users to link their comments to their Facebook profiles without having to register-login to the said blog. This tool allows the moderators to organize the comments by the time posted or in accordance to their engagement. Most importantly, they are given the capability to moderate comments through the Facebook app or through a browser and apply bulk actions to comments. They can also take a decision on whether to leave as public or hide comments that are flagged by Facebook or other users (for instance for being offensive or profane). Finally, if the moderation of a site/blog is being undertaken by a team, moderators can also assign specific comments to different team members.

- IntenseDebate

IntenseDebate is a tool that can be synced into a variety of website platforms such as Wordpress, Tumblr or Blogger. It allows moderators to review and respond to comments via email as well as divide the task of moderation within a team of administrators. Most importantly, its features provide the capability to moderators to filter, search, and/or auto-delete comments by keyword, IP address, or email address and if needed ban users.

- Livefyre

Livefyre features a variety of customizable settings that help the moderation process to be conducted automatically. Moderators have the option to review the comments before they are published, allow users to edit them as well as have the capability to create ban lists that prevent specific users from commenting. Additionally, they can set rules for the comments, so that if for example a number of users flags a piece of content, it is automatically deleted. The same applies for the network's profanity filter.

(Gotter: 2016)

- **Tools to address abuse on social media**

In a research conducted by the [International Press Institute](#), the following techniques/tools are being proposed for the moderation/handling of abusive messages via social media:

## **Twitter**

- Muting

When receiving online abuse via Twitter, it is advisable that moderators mute instead of blocking the accounts in question. This approach mitigates the impact of the abuse as the targeted account does not receive notifications from the muted account. Moreover, it prevents any possible backlash that a block of the user in question might create. At the same time, it allows moderators to retain access to the content of the muted account and remain aware of any possible threatening comments and views expressed against it.

- Blocking

This is viewed as an action of last resort against accounts that persistently spam or send offensive content. Blocking a user may stir up reactions from him/her or his/her peers, so it is better to be avoided.

- Reporting

Moderators generally report tweets or accounts to Twitter that disseminate potentially credible and imminent threats or contain violent imagery.

## Facebook

- Delete a Comment

Facebook provides the capability to page administrators to delete a comments they may perceive as offensive, threatening or derogatory.

- Hide a comment with abusive content

Moderators can opt to merely hide an offensive comment from a post. However, this is considered as less effective than deleting it, because this means that the comment in question remains visible to the user and his/her friends.

- Ban a user from the Page

If a user is repeatedly posting comments that are in violation to the standards of a page, undermining the values of a healthy discussion, then it is advised that his/she is banned.

- Disable/turn off comments

This is a feature that is only available on video posts and is an approach moderators choose when they feel that they do not have the capacity to successfully monitor the flow of comments on a video or live stream.

- Block words

Moderators can the strength of the profanity filter of their page by banning specific words, thus ensuring that any comments that include them are not being published in their page.

- Reporting

If a moderator considers a comment/post to be in violation of the Facebook's standards, he/she can report the user or page that have made it.

#### ➤ Automated Content Moderation Tools/Platforms

- Akismet

Akismet is a plugin that works best fits into WordPress-based platforms and is primarily focusing on blocking spam. It can also be utilized as a scanning tool to monitor posts and pages as well as check comments to ensure that any malicious content does not appear on a site. It is important to note that this plugin is both user-friendly and free.

For more info: <https://akismet.com/>

- Utopia AI Moderator

Utopia AI Moderator is a fully automated moderation tool specifically designed to monitor and root out abusive, fraudulent and spam content. The tool moderates 100% of the incoming content and it stays up-to-date by learning as it works by examining the publishing decisions the human moderators have taken in the past. It allows administrators to define their moderation policy, which it follows automatically and can handle content in multiple languages, process links and addresses. Utopia AI Moderator is also capable of understanding the context of a content being assessed, regardless of the lingo and spelling while it offers automatic moderation of videos and images.

For more info: <https://utopiaanalytics.com/utopia-ai-moderator/>

- Implio

Implio is a tool that can be utilized and support automated and manual content as well as comment moderation. It offers a manual moderation interface to control the process and allows users to set in place their custom filters to easily target and remove unwanted content with predictable patterns. Additionally, it allows them to set in place a wide array of automation rules to streamline the whole process.

For more info: <https://besedo.com/implio-features/>

- PicPurify

PicPurify is a real-time image moderation API designed to automatically detect and filter pictures featuring unwanted content. It is in a position to identify harmful elements in images such as nudity, drugs, hate and ensure that they do not appear on a platform. Moderators are in position to create a tailor-made approach that fits their needs and perspective and the tools works on a 24/basis to ensure that their requirements are met.

For more info: <https://www.picpurify.com/>

- WebPurify's Automated Intelligent Moderation

WebPurify's Automated Intelligent Moderation (AIM) service offers an around the clock protection from the risks associated with user-generated images by detecting and removing nudity and other inappropriate content in real time. The tools can detect images containing nudity, alcohol, drugs, offensive gestures and hate symbols and texts to ensure that the content in a platform is 'safe' from such offensive or fraudulent content. Moreover, it offers custom moderation models that can fit into and best serve the needs of each platform.

For more info: <https://www.webpurify.com/photo-moderation/automated/>

- Azure Content Moderator

Azure Content Moderator is a cognitive service that monitors content in multiple forms such text, image, and video content, checking and applying appropriate labels (flags) for material that may be offensive, risky, or otherwise undesirable. The Content Moderator service also includes the web-based Review tool, which hosts the content reviews for human moderators to process. By combining the work of the service with the human review teams, platform moderators can strike the right balance between efficiency and accuracy. The Review tool also provides a user-friendly front end for several Content Moderator resources.

For more info: <https://docs.microsoft.com/en-in/azure/cognitive-services/content-moderator/overview>

### Social Media Platforms' Content Moderation Approaches

<https://www.socialmediatoday.com/news/9-of-the-biggest-social-media-monitoring-mistakes-and-how-to-avoid-them/544145/>

Social Media platforms have become the most important sources of content and information. A great proportion of internet users rely on social media to access information, news and points of view as well as engage with their peers. While this has brought about a revolution in the way news and

information are being consumed, shared and are being deliberated, social media platforms have also provided vacuum for the spread of disinformation, hate, cyberbullying and malicious content.

Consequently, there has been an increasing demand for social media platforms to take up action against such forms of content, leading them to take steps for monitoring and moderation. To that end, social media platforms have developed community standards that outline what is acceptable and what is not and are employing elaborate content moderation strategies involving both human moderators as well as automated systems to ensure that their users are protected to the extent that it is possible from profane content and abuse.

For more information as to the community standards of each platform please see below:

### Facebook

<https://www.facebook.com/communitystandards/>

\*It is important to note that Facebook has launched a fact checking programme in collaboration with third party fact checkers. You can learn more about it via the following link: <https://www.facebook.com/journalismproject/programs/third-party-fact-checking>

### Instagram

<https://help.instagram.com/477434105621119>

\*Instagram has introduced an enhanced AI based comment filter to monitor and remove offensive comments. For more info:

<https://www.theverge.com/2017/6/29/15892802/instagram-ai-offensive-comment-filter-launches>

### Twitter

<https://help.twitter.com/en/rules-and-policies/twitter-rules>

<https://www.scmp.com/tech/apps-social/article/3075874/twitter-expands-content-moderation-rules-include-more-forms>

<https://www.washingtonpost.com/posteverything/wp/2015/04/16/twitter-executive-heres-how-were-trying-to-stop-abuse-while-preserving-free-speech/>

### Youtube

<https://www.youtube.com/howyoutubeworks/policies/community-guidelines/>

### Reddit

<https://www.redditinc.com/policies/content-policy>

## Lesson plan: Module 2 – Media Moderation Models

<b>Module Title</b>	<b>Content Moderation Models &amp; Applicability</b>
<b>Target Group</b>	The members of the Local Media Action Groups who will serve as the Local Media Management Team for the Wires Crossed Project
<b>Purpose of this module</b>	Present and examine the need of content moderation in media as well as social media operations, explore the different models of content operation as well as the tools that can be utilized for this purpose. Additionally, it will provide a basis for learners to attain a conception of the issues at hand and to examine how content moderation is being carried out by social media platform, the notions that need to be taken into consideration and to what extent this process has gaps or shortcomings
<b>Learning Outcomes of the Module</b>	<ul style="list-style-type: none"> <li>- Become acquainted with the different kind of moderations and their advantages</li> <li>- Attain basic knowledge about various technical tools for content moderation</li> <li>- Be in a position to recognize characteristics of intentional negative and provocative social media content</li> <li>- Learn how to create a "blacklist" and apply post publication filters</li> <li>- Grasp the practices used by social media service providers to identify anomalies in the spread</li> </ul>
<b>Module duration</b>	10 hours
<b>Topics</b>	<ul style="list-style-type: none"> <li>○ Content Moderation</li> <li>○ Moderation Models</li> <li>○ Technical Tools for Moderation</li> <li>○ The characteristics of intentional and negative provocative social media content</li> </ul>

	<ul style="list-style-type: none"> <li>○ Applying post publication filters</li> <li>○ Practices used by social media platforms for content moderation</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>▪ Find a room with chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation.</li> <li>▪ Develop a structured agenda for the workshop along and the informational material you will need for its promotion along with all the tasks it will entail</li> <li>▪ Find instructors for the workshop's activities you are not familiar with</li> <li>▪ Inform the participants about the purpose of the workshop, its goals and the program that is going to be followed. Additionally, inform them that they do not need to have any particular experience or knowledge in the fields that are going to be trained.</li> </ul> <p>Organize catering for coffee and lunch breaks, or provide information about nearby food options</p>

### The Lesson Plan for F2F Learning

Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	<p><b><u>Kick-off of the 2 Day of the Workshop, dedicated to Module 2</u></b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> </ul> <p>The Facilitator welcomes the participants of the workshop and go through the agenda for the day. S/he should then initiate its workings with a discussion asking the participants to share with the group their expectations as to the module 2 and the workshop. Consecutively he/she leads a conversation on to what do the participants understand by the term 'content moderation' and why it is important both in terms of the scope of the project (developing a community media) and in general.</p>	15 minutes	Presentation	The room should be set with chairs put into a semi-circle
2	<p><b><u>Theory Presentation: 'Introduction to Content Moderation &amp; its importance'</u></b></p>	45 minutes	Presentation	Projector, Laptop, PPT 2.1. The room should

	<p>Having given the group the opportunity to share their expectations, thoughts and views in regards to Content Moderation, the Facilitator presents slides 3-12 of the PPT 2.1 that provides an overview of the content of the workshop as well as an introduction to Content Moderation &amp; its importance. Consecutively, he/she gives the opportunity to the group to ask questions as to the topic at hand</p>			<p>be set with chairs put into a semi-circle</p>
<b>3</b>	<b>Coffee Break</b>	15 minutes		
<b>4</b>	<p><b>Activity Nr1: The Threats Moderators need to address</b></p> <p>The Facilitator creates a page on Mentimeter (mentimeter.com) where he/she asks participants to list threats they believe moderators need to address, using the word cloud option.</p> <p>Participants submit through their phones the threats they can think of.</p> <p>A discussion is held based on the threats identified and put forward by the participants.</p> <p>Participants are asked to share any examples of such threats they are aware of and the effect they had (e.g. dissemination of fake news, dissemination of distressing material etc.)</p>	15 minutes	Group Activity	<p>Projector, Laptop, The room should be set with chairs put into a semi-circle, Mentimeter</p>
<b>5</b>	<b>Coffee Break</b>	15 minutes		

<p><b>6</b></p>	<p><b>Theory - Presentation: Content Moderation Models &amp; Publication Filters</b></p> <p>The Facilitator presents slides 15 to 26 of PPT 2.1. to the group showcasing the different moderation models.</p> <p>Following the presentation, the moderator leads a discussion giving participants the opportunity to ask questions as to the models presented as well as share with the groups any experiences they may have with any of these models.</p> <p>Consecutively, the group discuss the pros and cons of each model and explores the type of model they would adopt in the community media they are to develop/manage</p>	<p>30 minutes</p>	<p>Presentation</p>	<p>Projector, Laptop, PPT 2.1 The room should be set with chairs put into a semi-circle</p>
<p><b>7</b></p>	<p>▪ <b>Activity Nr 2: Creating a Blacklist &amp; Setting Publication Filters</b></p> <p>The Facilitator introduces the concepts of Blacklist &amp; the application of publication filters using the slides 27-29 of the PPT 2.1.</p> <p>He/She then divides the participants into groups. Each group should be assigned a website to be in charge of:</p> <ul style="list-style-type: none"> <li>a) A local community website/media platform which features stories and articles submitted by local residents. The website seeks to act as a media that offers the opportunity to local residents to express themselves and share their thoughts and experiences. It also give the opportunity to users to comment on stories published</li> <li>b) A youth networking platform (forum) that provides users the opportunity to discuss issues of interest and share images and videos.</li> <li>c) A sports blog that mainly focuses on the national football league featuring multiple writers, each covering one of the teams, giving</li> </ul>	<p>30 minutes</p>	<p>Group Activity</p>	<p>Projector, Laptop, Flipcharts, markers, activity handout 2.1.</p>

	<p>also the opportunity to visitors to comment and discuss under its articles.</p> <p>Each team needs to discuss these stories, identify and list the issues that may arise in terms of the content that will need to be moderated and set rules based on which the filtering automation will be based on, identifying categories of terms that will need to be excluded and why</p> <p>Each team will present its example and its approach. Consecutively, the participants will put forward any suggestions they may have in terms of the filters they may have to introduce to their media platform</p>			
8	<b>Coffee Break</b>	15 minutes		
9	<p><b>1st Day Recap</b></p> <p>The group discusses the issues covered in the first day and any questions the participants may have. Following, the facilitator presents the agenda of the following day</p>	15 minutes	Discussion Evaluation	The room should be set with chairs put into a semi-circle
<b>End of the first day of the workshop</b>				
10	<p><b><u>Kick-Off of the 3<sup>rd</sup> Day of the Workshop on Module 2</u></b></p> <ul style="list-style-type: none"> <li>▪ Introduction – Welcome</li> </ul> <p>The facilitator welcomes the participants back to the training and goes through the agenda of the meeting. S/he then leads a discussion as to the participants' expectations from the second day of training and the activities it entails</p>	30 minutes	Discussion	The room should be set with chairs put into a semi-circle
11	<ul style="list-style-type: none"> <li>▪ <b>Theory - Presentation:</b> Content Moderation Tools</li> </ul> <p>The facilitator presents to the group slides 30 to 41 illustrating a selection of tools and approaches of content moderation.</p>	45 minutes	Presentation & Discussion	Projector, Laptop, PPT 2.1. The room should be set with chairs put into a semi-circle

	<p>As part of the presentation s/he makes a reference to their advantages and shortcomings.</p> <p>Following the presentation, s/he gives the opportunity to the group to share their thoughts on what has been presented as well as any questions they may have</p>			
<b>12</b>	<b>Coffee Break</b>	15 minutes		
<b>13</b>	<p><b><u>Activity Nr 3: Group Presentation on Examples of Social Media Moderation</u></b></p> <p>The facilitator presents slides 42 to 44 illustrating the need for content moderation in social media along with the issues that need to be taken into consideration.</p> <p>Following the presentation, the participants will be split into groups, each given a case of content moderation by social media platforms or failure to act upon to discuss and present. Their task will be to identify the problem the social media platforms need to address, its effects, the issues they need to take into consideration and the actions. They should also present a critical assessment of the actions they are taking to address them</p> <p>The stories they will be deliberating on:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Social media firms fail to act on Covid-19 fake news</a></li> <li>2. <a href="#">YouTube's tougher harassment policy aims to address hate speech, veiled threats and repeat offenders</a></li> <li>3. <a href="#">Twitter adds fact-checking labels to hundreds of tweets despite Trump attacks</a></li> <li>4. <a href="#">Facebook Removes 790 QAnon Groups to Fight Conspiracy Theory</a></li> </ol> <p>Following the presentation, the facilitator should lead a discussion on the topic giving participants the opportunity to pose question and share thoughts on the themes raised by the video</p>	60 minutes	Group Work	Flipchart, markers, pens, Activity Handout 2.2

<b>14</b>	<p><b><u>Activity Nr 4: Discussion on the Threats on the Internet</u></b></p> <p>The Facilitator shows the results collected via mentimeter in the previous day of the training. S/he then asks the participants whether they want to add/remove any.</p> <p>Following, s/he divides the participants into pairs and ask them to each select a 'threat' from those identify and work together to find, via their smartphones or laptops, an example of such a case. They also need to identify the steps a content moderation team should take in order to address such a threat.</p> <p>Each pair presents its case and views to the rest of the participants</p>	30 minutes	Participatory/Interactive	Projector, Laptop, mobile phones/tablets/laptops, flibcharts, markers
<b>15</b>	<b>Coffee Break</b>	15 minutes		
<b>16</b>	<p><b><u>Theory - Presentation: Moderation &amp; Free Speech</u></b></p> <p>The video on slide 47 is presented to the participants exploring (in a fun &amp; critical way) the debate in regards to moderation and free speech. Consecutively, the facilitator opens the floor for the participants to share and discuss their thoughts on the issue.</p>	30 minutes		
<b>17</b>	<p><b><u>Activity Nr 5: Debate</u></b></p> <p>The participants are divided into two teams (one for moderation and one against).</p> <p>Each team needs to explore and discuss the main points in support of its point of view i.e. that</p>	40 minutes	Group Work & Debate	Flipcharts & markers, Tables/space for group discussion,

	<p>moderation is necessary and that freedom of speech needs to be protected. During this process they collect a list of arguments and elect a representative who will participate in a one-to-one debate with the representative of the other point of view.</p> <p>The representatives of the two teams debate the issue (moderation vs freedom of speech) by each given 2 opportunities to make a 3 minute speeches to present their arguments and then the opportunity to ask the other person one question.</p> <p>.</p>			
18	<b>Coffee break</b>	15 minutes		

<p><b>19</b></p>	<p><b><u>Activity Nr 6: Setting up the parameters of your community media content moderation</u></b></p> <p>The facilitator divides the group into groups and asks the participants to develop a plan as to the content moderation approach they will follow in their community media. In doing so they are required to take into consideration the issues, tools and aspects presented during the content moderation workshop.</p> <p>Each team needs to discuss and note down its thoughts on the following:</p> <ul style="list-style-type: none"> <li>- What type of platform do they wish to use for their community media</li> <li>- Its target audience</li> <li>- Potential threats</li> <li>- The principles they will base their moderation approach on</li> <li>- The tools they will take advantage of</li> </ul> <p>. Consecutively, each team needs to present the views it noted down. After the presentation, the facilitator notes down common issues shared by all participants and leads a conversation during which the whole group identifies a commonly accepted approach as to the content moderation it should follow in its community media.</p>	<p>40 minutes</p>	<p>Group Work, Presentation, Interactive/Participatory</p>	<p>Flipchart &amp; markers, Smartphones/Tablets/laptops, space/tables for groups to discuss</p>
<p><b>20</b></p>	<p><b><u>Evaluation Session</u></b></p> <p>The Facilitator leads a discussion on the issues covered throughout the course of the workshop getting also the participants' feedback and comments as to the workshop, to what extent it has benefited them and whether they felt that there were issues that have not been properly addressed on the subject. She/he also share with them the evaluation forms to fill in.</p>	<p>25 minutes</p>	<p>Participatory/Interactive</p>	<p>The room should be set with chairs put into a semi-circle</p>

<b>Duration of the Module</b>	10 Hours
<b>Training Material for F2F Learning</b>	Printed Workbook
<b>Sources</b>	<p>Ana Gotter (2016) '4 Comment Moderation Tools for Bloggers' <i>Social Examiner</i>: <a href="https://www.socialmediaexaminer.com/4-comment-moderation-tools-for-bloggers/">https://www.socialmediaexaminer.com/4-comment-moderation-tools-for-bloggers/</a></p> <p>Besedo (2020) <b>What is content moderation?</b> <a href="https://besedo.com/resources/blog/what-is-content-moderation/">https://besedo.com/resources/blog/what-is-content-moderation/</a></p> <p>Blaise Grimes Viort (2010) '6 types of content moderation you need to know about' <i>Social Media today</i>: <a href="https://www.socialmediatoday.com/content/6-types-content-moderation-you-need-know-about">https://www.socialmediatoday.com/content/6-types-content-moderation-you-need-know-about</a></p> <p>Cogito Tech (2018) 'What are the different types of content moderation you need to know?' <a href="https://www.cogitotech.com/blog/what-are-the-different-types-of-content-moderation-you-need-to-know/">https://www.cogitotech.com/blog/what-are-the-different-types-of-content-moderation-you-need-to-know/</a></p> <p>Cogito Tech LLC (2020) 'What is social media content moderation and how moderation companies use various techniques to Moderate Content?' <a href="https://medium.com/cogitotech/what-is-social-media-content-moderation-and-how-moderation-companies-use-various-techniques-to-a0e38bb81162">https://medium.com/cogitotech/what-is-social-media-content-moderation-and-how-moderation-companies-use-various-techniques-to-a0e38bb81162</a></p> <p>Ofcom (2019) 'Use of AI in online content moderation' 'Cambridge Consultants' <a href="https://www.ofcom.org.uk/_data/assets/pdf_file/0028/157249/cambridge-consultants-ai-content-moderation.pdf">https://www.ofcom.org.uk/_data/assets/pdf_file/0028/157249/cambridge-consultants-ai-content-moderation.pdf</a></p> <p><i>Open Access</i> (2014) 'What the different types of content moderation?' <a href="https://www.openaccessbpo.com/blog/different-types-content-moderation/">https://www.openaccessbpo.com/blog/different-types-content-moderation/</a></p> <p>Pure Moderation (2020) 7 secrets of content moderation and how it protects your brand? <a href="https://puremoderation.com/content-moderation-protect-your-brand/">https://puremoderation.com/content-moderation-protect-your-brand/</a></p> <p>International Press Institute (2019) 'Tools and strategies for online moderators to address abuse on social media' link: <a href="https://ipi.media/tools-and-strategies-for-online-moderators-to-address-abuse-on-social-media/">https://ipi.media/tools-and-strategies-for-online-moderators-to-address-abuse-on-social-media/</a></p>

## Template 1.2 Activity Handout

### Activity Handout – AH 2.1

<b>Module Title</b>	<b>Module 2– Content Moderation Models &amp; Applicability</b>		
<b>Activity Title</b>	Creating a Blacklist & Setting Publication Filters	<b>Activity Number</b>	2
<b>Description of the activity</b>	<p>The participants are divided into teams. Each team is put in charge of moderating an online and needs to discuss and decide upon the Blacklist and Publication Filters it will use:</p> <p><b><u>Platform A</u></b></p> <p>A local community website/media platform which features stories and articles submitted by local residents. The website seeks to act as a media that offers the opportunity to local residents to express themselves and share their thoughts and experiences. It also give the opportunity to users to comment on stories published</p> <p><b><u>Platform 2</u></b></p> <p>A youth networking platform (forum) that covers multiple issues and affairs such as sports, music, relationships, politics, news developments. Through this forum users have the opportunity to share their thoughts, experiences and views as well as interact with one another discussing these issues. The platform allows them to also share links to other sites as well as images and videos.</p> <p><b><u>Platform 3</u></b></p> <p>A sports blog that mainly focuses on the national football league featuring multiple writers. Each of the blogs’ writers covers one of the big teams of the links and has his/her own page where he/she shares his news article and opinion pieces. Visitors of the blog are given the opportunity to share the articles and content of the blog via their social media accounts and also post comments in a special section under the articles.</p> <p>Each team needs to discuss these stories, identify and list the issues that may arise in terms of the content that will need to be moderated and set rules based on which the filtering automation will be based on, identifying categories of terms that will need to be excluded and why</p> <p>Each team will present its example and its approach. Consecutively, the participants will put forward any suggestions they may have in terms of the filters they may have to introduce to their media platform</p>		

## Activity Handout – AH 2.2

<b>Module Title</b>	<b>Module 2– Content Moderation Models &amp; Applicability</b>		
<b>Activity Title</b>	<b><u>Group Presentation on Examples of Social Media Moderation</u></b>	<b>Activity Number</b>	3
<b>Description of the activity</b>	<p>In groups study and discuss the following cases of actions or inaction taken by social media platforms to moderate content or potential threats that arise via their platforms. Your task is to identify the problems and potential threats they are called to address, the issues that they have to take into consideration and the potential reactions their actions may cause</p> <p><b><u>Case 1</u></b></p> <p><a href="#">Social media firms fail to act on Covid-19 fake news</a></p> <p><b><u>Case 2</u></b></p> <p><a href="#">YouTube's tougher harassment policy aims to address hate speech, veiled threats and repeat offenders</a></p> <p><b><u>Case 3</u></b></p> <p><a href="#">Twitter adds fact-checking labels to hundreds of tweets despite Trump attacks</a></p> <p><b><u>Case 4</u></b></p> <p><a href="#">Facebook Removes 790 QAnon Groups to Fight Conspiracy Theory</a></p> <p>Each team needs to put down the main points they identify during their deliberation and present them to the rest of the group. Consequently they facilitator leads a discussion on the topic allowing the participants to share their thoughts after having been given the chance to see these different cases. They also have the chance to share their thoughts and in conjunction to the themes and thoughts presented in the video presented in the previous slot.</p>		

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### Activity Handout – AH 2.3

<b>Module Title</b>	<b>Module 2– Content Moderation Models &amp; Applicability</b>												
<b>Activity Title</b>	<b><u>Setting up the parameters of your community media content</u></b>	<b>Activity Number</b>	6										
<b>Description of the activity</b>	<p>In groups think and discuss the content moderation approach you should follow in your community media. This is an excellent opportunity for you to explore the issues and aspects presented throughout the duration of the workshop and put them into perspective taking into account your local area’s prospective community media needs and potential challenges.</p> <p>Please answer the following questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>What type of platform are you going to use as your community media?</td> </tr> <tr> <td colspan="2" style="height: 80px;"></td> </tr> <tr> <td style="text-align: center;">2.</td> <td>What’s your target audience?</td> </tr> <tr> <td colspan="2" style="height: 80px;"></td> </tr> <tr> <td style="text-align: center;">3.</td> <td>what kind of threats do you anticipate to face/have to address?</td> </tr> </table>			1.	What type of platform are you going to use as your community media?			2.	What’s your target audience?			3.	what kind of threats do you anticipate to face/have to address?
1.	What type of platform are you going to use as your community media?												
2.	What’s your target audience?												
3.	what kind of threats do you anticipate to face/have to address?												

	4. The principles upon which you will base your moderation approach
	1. Which tools, from the ones presented during the workshop, are you planning on using for your content moderation needs?

## Self-directed Learning Resources Handbook

### 1.1 Self-directed Learning Activity

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>		
<b>Activity Title</b>	Writing news	<b>Duration of Activity (in minutes)</b>	60-90 minutes
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Create engaging news for the traditional media channel and social media channel</li> <li>• Put theoretical knowledge into practice</li> <li>• Put into practice 5 W's and the H brainstorming technique for developing a news story</li> <li>• Become content wise</li> <li>• Make a research</li> </ul>		
<b>Aim of activity</b>	<p>By completing this activity, you will learn how to:</p> <ul style="list-style-type: none"> <li>- Identify the essential elements of a news story: who, what, when, where, why and how</li> <li>- understand the inverted pyramid structure of a news story</li> <li>- identify the purposes of different media channels</li> <li>- define vocabulary related to different media channels</li> <li>- discover different kinds of information found in the internet</li> <li>- determine the format for the different media channels</li> </ul>		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>• Laptop or PC with a word processor</li> <li>• Internet access</li> <li>• Smartphone or Video/Voice recorder</li> </ul>		
<b>Step-by-step instructions</b>	<p>Your task is to write two engaging items of news on one specific topic for the traditional media channels and social media channels of your choice.</p> <p>To complete this activity, follow these steps:</p> <ol style="list-style-type: none"> <li>1. Consider your subject, choose the topic that really interests you and you often like to talk about it, or maybe something unusual happened the past few days.</li> </ol> <p>*Maybe those criteria for selecting a newsworthy story may help you to decide:</p>		

**Timelines** – events that are happening right now, or news that is of interest to you right now  
**Proximity** – events or situations that occur near to you  
**Uniqueness** – very unusual events or situations  
**Impact** – news that will affect a large number of readers  
**Prominence** – well-known people or groups of people  
**Suspense** – events, such as disasters, where the outcome is not known  
**Conflict** – people or groups opposing a situation or other groups of people  
**Emotions** – love, hate, fear, jealousy, horror, pity  
**Progress** – advances in science, medicine, or technology  
**Importance** – important to your life, family, education, health, or well-being

2. Choose what type of news media you would like to design: print media (newspapers, newsmagazines), broadcast news (radio and television), and Internet (social media, online newspapers, news blogs, news videos, live news streaming, etc.). This will be how you convey your message.
3. After deciding on your media channels, decide who will be your audience. Decide who you specifically want to send your message to and why.
4. Take one news happening and get ready to write. List questions of what you want to know. Mark those questions that ask the 5 W's and the H: who, what, where, when, why/how.

Who is the story about?.....  
 What happened? .....  
 When did this happen? .....  
 Where did this happen? .....  
 Why is it important? .....  
 How does this topic work?.....

\*It is important to note that this is a BRAINSTORMING technique. When you are answering the questions, you should not worry too much about whether your ideas are perfectly expressed or even if they're good! The idea behind brainstorming is to GET QUANTITY, NOT QUALITY. Once you have a lot of ideas down on paper (or on the screen, as the case may be), then you can go back and pick out the ones that seem to have the most merit.

5. Use the WHO, WHAT, WHERE and WHEN in one sentence. This will be your lead sentence.

.....  
 .....  
 .....  
 .....

\*And here is the lead sentence with five of the six answers incorporated:

	<p>If you are <u>someone that needs to create content in order to connect with your audience (who)</u>, then you may find it <u>difficult to produce quality material (why) on a consistent basis (when)</u>. If that is your situation, then <u>using a well-worn writer’s technique (how) called the “reporter’s questions,” or “the 5 W’s and the H” (what)</u> may be just what you need.</p> <ol style="list-style-type: none"> <li>6. Next, write a catchy slogan/tagline or title for your news, appropriate to your media type, and targeting your intended audience. The slogan/tagline or title may be the same as the media message, it may be an addition to, or it may be completely different. Remember, it is your news and you can make it however you want! Be creative.</li> <li>7. Remember to check spelling and grammar. Keep the news structured, and short. Before finishing, make sure to read the whole news aloud.</li> <li>8. If you are writing a printed media news, or news for online newspapers and news blogs, make illustrations or locate pictures to go with your stories to attract the readers. You can download free images from Pixabay, Pexels, Freepik, Gratisography, Freestock, or for example Unsplash.</li> <li>9. If you are creating broadcast news, podcast, news videos, or live news streaming, record your performance into a voice recorder or shoot a short video. For a more advanced level, you may create your own news video simply using PowerPoint or Video creator online. You can download free videos from Pixabay and Pexels.</li> <li>10. Congratulation! You have just written your first news. Next, when you have finally created two engaging items of news on one specific topic for the traditional media channels and social media channel you can publish them on your personal social media profile and get the feedback of an audience. You may even create a poll to let the audience decide which media news format they do prefer.</li> </ol>
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### 1.2 Self-directed Learning Activity

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>		
<b>Activity Title</b>	Fact-checking	<b>Duration of Activity (in minutes)</b>	60-90 minutes
<b>Learning Outcomes</b>	<i>Based on the Curriculum Framework</i>		

<p><b>Aim of activity</b></p>	<p>There is a lot of information on the Internet on various subjects that is often not true. Bloggers spreading fake news are hoping to gain popularity by taking up a popular topic and presenting it in a controversial way. They often do this so effectively that their views become more popular than those of specialists in the field, who can confirm them with research. Many users cannot distinguish between reliable sources and unreliable ones. The aim of the exercise is to understand how to use scientific sources and how to make users aware of how to recognize reliable sources.</p>
<p><b>Materials Required for Activity</b></p>	<ul style="list-style-type: none"> <li>• Laptop or PC with a word processor</li> <li>• Internet access</li> </ul>
<p><b>Step-by-step instructions</b></p>	<p>Try to write an article to see if the theories spread on the Internet are true. For example, there is currently a lot of information on the Internet that COVID does not exist, that it is a conspiracy, or that the virus is not dangerous to people.</p> <p>You can cite the opinions of doctors and epidemiologists to verify this data. Explain to your audience how unproven information posted by bloggers, for example, differs from information supported by scientific sources.</p> <p>The article may take the form of the presentation of opposing views, for example: "The coronavirus does not exist and is a scam of governments around the world" vs. "The coronavirus exists and is a threat to public health". In order to interest users, different views can be collated and only at the end of the article can be decided which one is true based on reliable sources.</p> <p>Add a bibliography to the article so that the user who wants to explore the topic can reach the material that describes it in a wider context.</p> <p>In order to create bibliography based on sources found on the internet, you should collect:</p> <ul style="list-style-type: none"> <li>- author and editor names (if available)</li> <li>- title of the page (if available)</li> <li>- the company or organization who posted the webpage</li> <li>- the Web address for the page (called a URL)</li> <li>- the last date you looked at the page</li> </ul>

## Self-directed Additional Resources

### SDLR-1

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>
<b>Topic</b>	How to properly match the produced news to the correct media channels in order to get the best response
<b>Title of Resource:</b>	How to choose the right digital marketing channels for your message and audience
<b>Why use this resource?</b>	This interesting article will help you to identify the best way of getting your message across to each person on each channel.
<b>What will you get from using this resource?</b>	Using this resource will provide you with an essential knowledge on how to get the best response to your posts
<b>Link to resource:</b>	<a href="https://blog.metrixia.com/how-to-choose-the-right-digital-marketing-channels-for-your-message-and-audience">https://blog.metrixia.com/how-to-choose-the-right-digital-marketing-channels-for-your-message-and-audience</a>

### SDLR-2

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>
<b>Topic</b>	Understanding Intellectual Property
<b>Title of Resource:</b>	Understanding Intellectual Property (IP)
<b>Why use this resource?</b>	That interesting and short video about Intellectual Property (IP) and how it refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.
<b>What will you get from using this resource?</b>	Using this resource will provide you with an essential knowledge on different aspects of intellectual property
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=UqZJPuyK9VY">https://www.youtube.com/watch?v=UqZJPuyK9VY</a>

### SDLR-3

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>
<b>Topic</b>	Copyright issues
<b>Title of Resource:</b>	How copyright affects our future (TEDx re-cut)
<b>Why use this resource?</b>	That interesting TED talk will give you a fresh look on the topic of copyright issues
<b>What will you get from using this resource?</b>	Using this resource will provide you with an essential knowledge on the issue of copyright and so-called share culture
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=NGLcGVMAPxc">https://www.youtube.com/watch?v=NGLcGVMAPxc</a>

### SDLR-4

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>
<b>Topic</b>	How to quote other people properly
<b>Title of Resource:</b>	How to Quote a Quote?
<b>Why use this resource?</b>	That and interesting read that will help you to identify the best way to properly quote
<b>What will you get from using this resource?</b>	Using this resource will provide you with an essential knowledge on the rules of quoting
<b>Link to resource:</b>	<a href="https://www.grammarly.com/blog/quotation-within-quotation/">https://www.grammarly.com/blog/quotation-within-quotation/</a>

## SDLR-5

<b>Module Title</b>	<b>Module 1–Basic knowledge of effective community media production and distribution</b>
<b>Topic</b>	Understanding and implementing GDPR
<b>Title of Resource:</b>	Guide to the General Data Protection Regulation (GDPR) - ICO
<b>Why use this resource?</b>	That complimentary guide on GDPR explains each of the data protection principles, rights and obligations. and summarises the key points you need to know.
<b>What will you get from using this resource?</b>	Using this resource will provide you with an essential knowledge on the topic of GDPR
<b>Link to resource:</b>	<a href="https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/">https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/</a>

## Self-directed Learning Resources Handbook

### 1.1 Self-directed Learning Activity

<b>Module Title</b>	Module 2 – Media Moderation Models		
<b>Activity Title</b>	Moderation of user-created content	<b>Duration of Activity (in minutes)</b>	60-90 minutes
<b>Learning Outcomes</b>	<i>Based on the Curriculum Framework</i>		
<b>Aim of activity</b>	<p>Understand in practice what it means to publish prohibited or inappropriate content</p> <p>Ability to distinguish between expressing one's views in a decisive manner from publication of offensive or discriminatory content</p> <p>Understand the importance of ensuring freedom of expression for users, even if you disagree with them, and draw the line between permitted and prohibited content.</p>		

<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>• Laptop or PC with a word processor</li> <li>• Internet access</li> </ul>
<b>Step-by-step instructions</b>	<p>Find an article on Facebook on one of the main news sites. View user comments Try to make a selection of the comments that should be removed due to, for example, the following:</p> <ul style="list-style-type: none"> <li>- use of words commonly considered offensive</li> <li>- attacking interlocutors ad personam, which disrupts the course of discussions</li> <li>- attempting to manipulate users by publishing false messages which are not supported by scientific facts</li> <li>- publication of content that discriminates on the basis of ethnic origin, sexual orientation, age, worldview, etc.</li> </ul> <p>Try to give examples of comments in which the author speaks in a strong way but presents substantive arguments and does not in any way offend other users or contain any prohibited content.</p>

## 1.2 Self-Directed Learning Activity

<b>Module Title</b>	Module 2 – Media Moderation Models		
<b>Activity Title</b>	Development of Rules of Conduct Document	<b>Duration of Activity (in minutes)</b>	60-90 minutes
<b>Learning Outcomes</b>	<i>Based on the Curriculum Framework</i>		
<b>Aim of activity</b>	Creating rules of conduct that are understandable for users, covering all key points related to appropriate behaviour on a given service		
<b>Materials Required for Activity</b>	<ul style="list-style-type: none"> <li>• Laptop or PC with a word processor</li> <li>• Internet access</li> </ul>		

<b>Step-by-step instructions</b>	<p>Imagine that you are a moderator of the website and your task is to create rules and regulations for users who will comment on the content of the website. Try to create a user policy that clearly states what content is not allowed. Don't forget to add that users should comment on a topic related to the article in order to ensure the quality of discussion.</p> <p>In addition to the content listed in the previous exercise, pay attention to unethical advertising of products (e.g. impersonating a user of a given product and recommending it).</p> <p>Read the definition of spamming and how bots work - as a moderator you should be able to distinguish between a bot and a real user. Find out what you can do as a moderator to deal with spamming.</p> <p>Try to make it as clear as possible in the rules as to what content is prohibited, so that users who publish it cannot accuse you of violating freedom of speech.</p>
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## Self-directed Additional Learning Resources

### SDLR-1

<b>Module Title</b>	Module 2: <b>Content Moderation Models &amp; Applicability</b>
<b>Topic</b>	The role of Content Moderators & the Realities they face
<b>Title of Resource:</b>	Custodians of the Internet: platforms, content moderation and the hidden decisions that shape social media
<b>Why use this resource?</b>	To better understand the practices social media platforms use when it comes to content moderation and the effect they have in the material we us users are accessing.
<b>What will you get from using this resource?</b>	Gillespie (the author) provides an overview of current social media practices and explains the underlying rationales for how, when, and why these policies are enforced. In doing so, Gillespie highlights that content moderation receives too little public scrutiny even as it is shapes social norms and creates consequences for public discourse, cultural production, and the fabric of society.
<b>Link to resource:</b>	<a href="https://www.researchgate.net/publication/327186182_Custodians_of_the_internet_Platforms_content_moderation_and_the_hidden_decisions_that_shape_social_media">https://www.researchgate.net/publication/327186182_Custodians_of_the_internet_Platforms_content_moderation_and_the_hidden_decisions_that_shape_social_media</a>

### SDLR-2

<b>Module Title</b>	Module 2: <b>Content Moderation Models &amp; Applicability</b>
<b>Topic</b>	An exploration on Twitter's approach to content moderation
<b>Title of Resource:</b>	Podcast - Joe Rogan Experience #1258 - Jack Dorsey, Vijaya Gadde & Tim Pool
<b>Why use this resource?</b>	This resource features a discussion with the Jack Dosey CEO of Twitter and Vijaya Gadde Head of Trust and Safety of the Platform on its policy and approaches when it comes to content monitoring and moderation.
<b>What will you get from using this resource?</b>	It provides a unique opportunity to attain an insight to the issues Twitter (or any other social media platform) need to address, the things and ethics they need to take into consideration as well as the approach they take.
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=DZCBRH0g3PQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=DZCBRH0g3PQ&amp;feature=youtu.be</a>

### SDLR-3

<b>Module Title</b>	Module 2: <b>Content Moderation Models &amp; Applicability</b>
<b>Topic</b>	The ethics of moderation
<b>Title of Resource:</b>	Facebook and the ethics of moderation - The Listening Post
<b>Why use this resource?</b>	This resource introduces the main issues and themes that are unfolding in terms of the content moderation that needs to be carried out by social media platforms and the problems that arise or may arise in the absence of active measures.
<b>What will you get from using this resource?</b>	It provides learners with an opportunity to explore different issues and perspectives as well as different themes that are important in order to better understand content moderation in social media and its necessity.
<b>Link to resource:</b>	<a href="https://www.youtube.com/watch?v=dysyh7QBDnY&amp;t=625s">https://www.youtube.com/watch?v=dysyh7QBDnY&amp;t=625s</a>

#### SDLR-4

<b>Module Title</b>	Module 2: <b>Content Moderation Models &amp; Applicability</b>
<b>Topic</b>	Content Moderation in online platforms
<b>Title of Resource:</b>	Content Moderation and Online Platforms: An impossible problem? Regulators and legislators look to new laws
<b>Why use this resource?</b>	This resource introduces a brief yet comprehensive introduction of the questions that come into play when it comes to content moderation on online platform. It also give an account to the approaches followed by social media platforms, the effect Covid-19 had in the field as well as latest developments
<b>What will you get from using this resource?</b>	It affords learners the opportunity to get an introduction and a general conception of some of the most important parameters of the theme. By combining multiple issues it also serves as a guide to learners helping to understand the depth of the theme and explore the multiple perspectives they can explore
<b>Link to resource:</b>	<a href="https://talkingtech.cliffordchance.com/en/industries/e-commerce/content-moderation-and-online-platforms--an-impossible-problem--.html">https://talkingtech.cliffordchance.com/en/industries/e-commerce/content-moderation-and-online-platforms--an-impossible-problem--.html</a>

#### SDLR-5

<b>Module Title</b>	Module 2: <b>Content Moderation Models &amp; Applicability</b>
<b>Topic</b>	Content Moderation & Free Speech
<b>Title of Resource:</b>	Content Moderation: Who decides what is true?
<b>Why use this resource?</b>	
<b>What will you get from using this resource?</b>	It affords learners the opportunity to get an introduction and a general conception of some of the most important parameters of the theme. By combining multiple issues it also serves as a guide to learners helping to understand the depth of the theme and explore the multiple perspectives they can explore

<b>Link to resource:</b>	<a href="https://re-publica.tv/de/session/content-moderation-who-decides-what-true">https://re-publica.tv/de/session/content-moderation-who-decides-what-true</a>
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# Wires - Crossed



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