

September 2020

Thank you to everyone who sent in updates for this Making Sense of Media September bulletin, a round-up of your initiatives, research, and events. This bulletin focuses on back-to-school resources, dis/misinformation and initiatives tackling digital exclusion during the Covid-19 period.

We have provided points of contact wherever possible, so that members can contact each other, particularly if there is interest in collaboration or sharing of resources.

Each summary is included alphabetically under one of the categories below; please click on one of the quick links if you would like to go directly to this category. Note that inclusion here does not imply endorsement by Ofcom.

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Ofcom activity

Making Sense of Media events

Adults' media literacy event, July 2020

Sixty-five Making Sense of Media network members joined our second interactive virtual event, held in July. This event was chaired by Kate Davies and shared highlights from our Adults' Media Literacy tracker and Adults' Media Lives qualitative study, alongside findings from our ongoing Covid-19 tracker. The topics included critical understanding, trust and misinformation, and digital exclusion.

Global Media and Information Literacy Week 2020

Ofcom will be hosting a Making Sense of Media network event to mark UNESCO's [Global Media and Information Literacy Week 2020](#). The theme for this year is 'Resisting Disinfodemic: Media and Information Literacy for Everyone and by Everyone'. Further details can be found below in the International section of this bulletin.

Plans are still coming together for our event and network members will receive an invite in due course.

Research

Children's Media Lives 'Life in Lockdown'

Ofcom's Children's Media Lives study follows 18 children aged 8-15 over consecutive years, interviewing them on camera each year about their media habits and attitudes. The study provides evidence about the motivations and the context of children's media use, and how media are part of daily life and domestic circumstances. It also provides rich detail on how media habits and attitudes change over time, particularly in relation to children's emotional and cognitive development.

When lockdown began, we decided to run a series of online interviews with some of our Children's Media Lives participants during this period. Fourteen children in the sample were interviewed and there was a focus on including the older participants – so we could ask about how lockdown had affected their GCSEs and later school life – but some younger children were included too. Interviews were conducted over six weeks from May to July 2020, so the children had been in lockdown for between 12 and 18 weeks and most were not attending school or leaving their homes to socialise.

Five key findings emerged from the [Ofcom's Children's Media Lives: Life In Lockdown Report](#):

- most children in the study were lacking structure and tended to fill their time with online activities;
- TikTok was hugely popular, rivalling other media activities;
- socialisation had moved online, but was often done in conjunction with other activities;
- body-conscious exercise content was popular among the teenage girls; and
- after an initial surge in interest, the children had disengaged with the news about Covid-19.

News Consumption Survey report

Our 2020 UK [News Consumption Report](#) was published in August alongside reports for [Northern Ireland](#), [Scotland](#) and [Wales](#). The reports use data from our Adults' News Consumption Survey (amongst UK adults aged 16+) and our Children's News Consumption Survey (amongst UK children aged 12-15). They provide an understanding of the sources and platforms used for news, the perceived importance of different outlets for news, attitudes towards individual news sources and local news use. The data tables and other key materials can also be found [here](#).

This year the reports explored findings from before the Covid-19 lockdown period as this was when the vast majority of fieldwork was conducted.

Information on news consumption during the Covid-19 lockdown period is included in our [Covid-19 news survey](#). We will be publishing its latest findings on Tuesday 22nd September.

Making Sense of Media advisory panel meeting

Ofcom's [Making Sense of Media Advisory Panel](#) will meet for the sixth time on 29th September. Attendees will provide updates on recent work and discuss a range of current topics.

The panel comprises 12 expert representatives from across industry, academia and the third sector, who meet regularly to debate and help inform the overall direction of Ofcom's online media literacy programme.

Consultations

Ofcom's Media Literacy Trackers 2020

On 10 September, [two consultations](#) were published on the Ofcom website (via the [Statistical Calendar](#)) detailing proposed changes to the 2020 Children's and Parents' Media Literacy Tracker and the 2020 Adults' Media Literacy Tracker.

Due to the ongoing situation surrounding the Covid-19 pandemic and the current guidelines that are in place, Ofcom has decided to suspend all face-to-face fieldwork to protect the safety of everyone involved. As such, the 2020 fieldwork for the Children's and Parents' Media Literacy Tracker was postponed from spring this year until autumn, and the methodology was changed so that it was wholly online. The Adults' Media Literacy Tracker will also be adapting to a different online and postal methodology. To facilitate this, the survey length has had to be reduced and some questions amended.

Full details are [provided in the consultations](#). Various stakeholders will have been notified about these consultations directly, but we would like to remind you that the deadline for comments is Wednesday 23rd September 2020.

Keep in touch

If you would like more information on any of Ofcom's Making Sense of Media work, please email us at makingsenseofmedia@ofcom.org.uk

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Latest research

Brunel University, London

Dr Josephine Coleman has completed [research](#) into how community radio stations in the UK responded to the changing circumstances caused by the lockdown.

Station and operations directors, programme controllers, studio and volunteer managers were consulted through a survey entitled 'Digital Technologies in Community Radio Production Practices: responding to COVID-19 social distancing measures' on the steps they took to sustain their broadcast output. Each respondent was asked how well-equipped their station was, whether they had received any additional funding, to what extent their programme schedule and presenter line-up changed, and how their normal balance of speech to music was impacted by the enforced changes on production routines. They explained which skills, resources and other circumstances enabled practitioners to remain active in making radio content at home.

The report sets out that this sector is well placed to provide local health and welfare updates, and

has proved itself very effective at responding to a crisis and incorporating new content alongside the usual entertainment and information output.

For further information, please contact Josephine.Coleman@brunel.ac.uk or bill.best@commmedia.org.uk

Digital Schoolhouse and Ukie

In addition to teaching online, Digital Schoolhouse and Ukie (the UK games trade body) have published a new report. This found that parents rate themselves quite highly on their confidence to keep themselves safe online and also have confidence in their child's ability to keep themselves safe.

[Online Safety: A Parent's Perspective](#) is a follow-up to the 2018 report [Online Safety: A Pupil's Perspective](#), and surveyed 2000+ parents about their approach to, and perception of, online safety in the home.

It reported that 85% of parents speak to their children about the importance of online safety. It also found that 71% of parents use parental controls on their devices - including mobile devices, consoles or PCs – either sometimes or regularly, with 70% reporting that they can access the information they need about managing online safety for their children.

Since lockdown was enforced, Digital Schoolhouse, together with Nintendo UK, has delivered 27 live workshops to over 600 households across the globe. This brand-new content, streamed via Twitch and available on [YouTube](#), is part of its blended teaching model, designed for parents and carers who are responsible for home schooling. Alongside live computing workshops, the team has developed more than 50 curriculum-aligned videos for learners aged 5-16 that deliver fun, out-of-the-box computing.

For further information, please contact Laura Martin, Communications & Programme Manager: laura@ukie.org.uk

Internet Association

In August 2020, the Internet Association released a new report: '[Digital Nation: An Internet-Enabled Recovery](#)'. The report features new data, obtained through a poll of 1000 nationally representative UK adults, which highlights the importance that the public placed on the internet during the coronavirus pandemic, and how they view the internet's role in enabling the UK's recovery.

The research shows how crucial the internet has been to the public in recent months, with 89% of people in the UK stating that the internet was either essential or important to them during the height of the pandemic. Half of the UK public (50%) bought a product or service from a local business via the internet during lockdown because they could not visit the premises as normal. And over 8 million adults in the UK joined a community group such as a residents' association or a neighbourhood or church group on the internet during the pandemic.

Looking ahead, the findings showed that 81% of people believe that the internet has a role to play in supporting businesses that will not be able to open fully in the coming months or years. Three-quarters of the public (75%) also agreed that businesses and organisations that adopt technology will be more productive and this will help speed up the post-pandemic recovery.

For further information, please contact Daniel Dyball, UK Executive Director at Internet Association:
dyball@internetassociation.org

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Projects and initiatives

Association for Citizenship Teaching

The Association for Citizenship Teaching (ACT) has been working with Oak National Academy on 20 citizenship lessons focusing on media literacy, for [key stage 3](#) and [key stage 4](#). The lessons are online and free to use for teachers across the country.

Building on the success of its online CPD media literacy course, supported by the US embassy, ACT will run this course again early in 2021. It is designed by teachers, for teachers who wish to build their subject knowledge and skills in teaching media literacy through citizenship. More information is on the [events](#) page.

ACT's Journal on 'Information Disorder' is available free on [issuu](#), and is dedicated to teaching critical media literacy and countering misinformation, starting in the classroom. Hard copies of the journal were sent out to all secondary schools in England, addressed to ACT members, citizenship teachers and humanities subject leads.

For further information, please contact Camilla Bell-Davies, Membership and Events Coordinator:

info@teachingcitizenship.org.uk

British Board of Film Classification

The British Board of Film Classification (BBFC) has launched a new website for teachers, parents and young children. [Cbbfc.co.uk](#) contains resources, information and ratings info to help parents and teachers choose content well for the young people in their lives. The new website includes a range of [classroom resources](#), including PSHE lesson plans, [home-schooling resources](#) and [interactive resources](#) for children to engage with. The new layout also makes it easier to quickly access vital information about content issues arising in popular films and TV shows, including those on streaming services.

The BBFC released new research in September showing that almost half (46%) of 6-year-olds are regularly choosing what to watch, without the help of mum or dad. But parents think that seeing depictions of topics like mental health, sexuality and death in films and TV shows can be a good springboard to start difficult conversations.

In September, the BBFC hosted its first online webinar event: 'Content, empowerment and shaping the future generation' in which a panel of experts explored how children's and young people's experiences over the last few months in lockdown will affect the way they consume media and content in the future. The webinar was recorded and will be hosted on the website.

The BBFC has also created new case studies and resources for teachers, including one on *Star Wars: The Force Awakens* which includes a newly-designed teacher handout to use in the classroom, plus new rate-a-trailer activities for kids to allow them to have a go at classifying a trailer themselves.

Finally, the BBFC will soon re-launch its [website](#). It will be parent-focused, will provide the latest in classification and content news, and will host a range of educational resources for teachers and students.

For further information, please contact Sarah Peacock, Compliance and Education Manager:
education@bbfc.co.uk

Digi Skills

Digi Skills offers a range of digital skills training sessions to support groups and communities that are facing Covid-related challenges.

These training sessions are on the Eventbrite platform, are free of charge and cover a range of needs:

- [CV and Cover Letter Workshop](#)
- [Google Classroom](#)
- [Virtual Interviews and Public Speaking](#)

Digi skills is happy to discuss the possibility of individual training sessions for vulnerable people and those who lack digital skills, including older people and those who have been shielding. This could incorporate staying safe online, shopping online, or identifying and dealing with scams. Training is also available on accessing online benefits, and Digi skills can support applicants throughout this process.

Digi Skills also offers training to support parents of children of all school ages, and pupils aged 16+, who would like to learn the digital skills required to work remotely. [Digi Skills Training](#) highlights the full list of courses on offer.

For more information, please contact Julie@digiskills.agency or Imelda@digiskills.agency

Economist Educational Foundation

The Economist Educational Foundation enables schools to have inspiring discussions about the news. Its mission is to tackle inequality by giving disadvantaged young people the skills to think for themselves about current affairs.

In 2020, its home-learning resources were downloaded over 60,000 times. To build on the success of its *Thinking Through the News* bulletin, the Foundation is launching a [new set of free weekly activities](#) from September, designed for both teachers and parents.

[The Burnet News Club](#), the Foundation's core programme, will continue to make an impact in non-selective state schools across the UK in 2020-21. A fascinating first topic – the US election – will help learners make up for lost opportunities to talk. Students will continue the conversation between sessions through the online hub; this content will continue online for those learning from home.

All the Foundation's programmes are built around its [news literacy model](#). The model outlines the knowledge and skills needed to engage with the news. As well as detailing the specific knowledge required to understand the news, the programme sets out four essential critical thinking and

communication skills: speaking, listening, problem-solving and creativity. These form part of the Skills Builder Universal Framework.

The Economist Educational Foundation is committed to measuring its impact as rigorously as possible. The team evaluate their work through skill assessments and teacher and student surveys. The most recent [impact report](#) showed that Burnet News Club students make 150% more progress than others in news literacy skills.

For further information, please contact:

General Enquiries foundationteam@economist.com

Burnet News Club burnetnewsclub@economist.com

FutureDotNow

The digital exclusion of many people is damaging the UK's competitiveness and productivity, preventing individuals and businesses from taking full advantage of the benefits of digital technology in whatever sector they work. Many businesses cannot recruit people who can work with their systems.

According to Lloyd's Bank UK Consumer Digital Index 2020, 17.1 million (52%) people in the UK's workforce lack workplace digital skills and 11.7 million (22%) people are without the skills needed for everyday life, but only 23% of the UK workforce has had any digital skills training from employers. FutureDotNow wants a 100% digitally included UK, starting with a Covid-19 recovery for everyone.

A 100% digitally included UK would build a resilient economy and a levelled-up nation. But today millions of people can't get online, don't have the skills to make the most of being online and have no motive to get online.

[FutureDotNow](#) is a not-for-profit coalition of leading companies and civil society groups, working in collaboration with the Government, to accelerate digital upskilling through coordinated industry action. FutureDotNow is:

- inspiring coalition members to equip employees and customers with EDS and encouraging them to magnify impact through their supply chain and networks
- empowering coalition members with knowledge and tools, making it easy to access existing resources, identifying and closing gaps using the power of the coalition
- building understanding of the digital skill motivation gap and how to close it.

In response to Covid-19, FutureDotNow created an emergency campaign, [DevicesDotNow](#), targeting the 1.9 million households that don't have access to the internet and have been digitally excluded during Covid-19. The campaign sought donations in the form of devices, connectivity or emergency funding and with the help of community partners across the UK has supported over 10,000 of society's most vulnerable people to get online.

For further information, please contact hello@futredotnow.uk

Good Things Foundation

Since lockdown, Good Things Foundation and its network of community partners have continued to provide support with digital inclusion. The [Good Things Foundation COVID-19 Response Report](#) provides data and insights from between March 23 and 16 June, to share learnings from this period.

Together with FutureDotNow, Good Things Foundation has been delivering DevicesDotNow (for further information and background on the initiative please see FutureDotNow above).

The Foundation has delivered 4,270 devices through 349 community partners in its national network of [online centres](#). Funding has already been secured to support a further 5,921 people. This is helping to fix the digital divide; the [DevicesDotNow Interim Impact Report #3](#) shows 29% of people receiving devices were helped to use the internet for the first time, and 80% of learners are now more confident in their digital skills as a result of receiving a device.

With Mastercard and CleanSlate, supported by Joseph Rowntree Foundation and APLE Collective, The Foundation has launched [Nobody in the Dark](#) to make it easier for people on low incomes, with limited digital skills, to access reliable and relevant online money and digital skills support.

The online learning platform, [Learn My Way](#), helps people to benefit from the online world. This includes content on [online Safety](#) such as 'Keeping your personal data safe'. Learn My Way is now part of [The Skills Toolkit](#), a Government initiative giving access to free online courses to improve digital and numeracy skills.

In September The Foundation will publish Digital Nation 2020 and an updated blueprint for a 100% digitally-included UK: the final report in its NHS Widening Digital Participation programme.

[Get Online Week](#) is 19-25 October, and the annual conference in November will be virtual.

For further information, please contact press@goodthingsfoundation.org

Google

To help parents keep their families happier and healthier over the summer holidays, Google worked with ParentZone on '[The Summer of Little Wins](#)' campaign, providing tips and hints for families on everything from balancing screen-time to setting up their child's first email account. As part of this, a free [planner of tips](#) is available to download.

Go ON NI

Go ON NI provides free digital skills sessions and training, from setting up an email account to shopping online. The sessions include informal technology awareness sessions to help people go online for the first time, staying safe online, improving digital skills and learning about using smartphone and tablet devices. Before Covid-19, these would have taken place in libraries and community centres across NI, but Go ON NI are able to provide them online, using Zoom and webinar sessions.

As part of [Get Online Week](#) in late October [Go ON NI](#) will be providing many free interactive sessions throughout the week that people can join to improve their digital skills on many topics; including learning to use Zoom, iPads, emagazines and ebooks. Other sessions will cover money matters and digital banking, scam awareness and how to adjust the settings on devices. [Training guides](#) and digital help factsheets are also available to download.

[DigitalHelp](#), a new campaign coordinated by Go ON NI and Business in the Community, provides digital advice to those who have technical difficulties with their device, or need help with completing an online task. To contact Go ON NI's free digital assistance service, text the word DIGITAL to 67300 with a few words describing the issue, or telephone 07551 852684, leaving contact details and a message on the voicemail.

For particular training requests, whether as an individual or a group, contact the Go ON NI team at future@finance-ni.gov.uk or 02890 254741.

Internet Matters

As children returned to school, Internet Matters launched a new campaign encouraging parents to ['stay switched on'](#) regarding their child's online safety. The campaign came as research commissioned by Internet Matters (of 1,004 teachers, in July 2020) found that:

- six in ten teachers are worried about the safety of pupils who used the internet more during lockdown;
- 67% of teachers said tech is now more important than textbooks for learning; and
- 96% said it's important that kids have access to a connected device.

Campaign spokesperson Mr Burton (Head Teacher of Thornhill Academy – ‘Mr Burton’ on Channel 4’s *Educating Yorkshire*) called on parents to get to grips with their school’s online learning policy should they face local lockdowns, while psychologist Dr Linda Papadopoulos (Internet Matters’ brand ambassador) shared her perspective on how parents could support the return to school and adjust to the new normal. Parents and carers were encouraged to visit the [back to school online safety guides](#) for updated tips.

In the same week, Internet Matters also launched its new [above-the-line campaign](#). The unscripted TV advert features real parents reflecting their real-life concerns, challenges and experiences about their child’s online safety. It aims to remind parents of the importance of online safety following lockdown, where in some homes rules or conversations around the topic have lessened.

The media campaign will feature on key platforms throughout September, including YouTube, Facebook and Spotify. This campaign will be supported by founding members BT, Sky, TalkTalk and Virgin Media, with in-kind support across TV, digital and social, to help amplify the message nationwide for the next 12 months.

For further information, please contact Kay.martin@internetmatters.org

Libraries NI

The Libraries NI [digital help home page](#) links to a selection of help sheets including help with apps and health and wellbeing information.

The [Got IT?](#) programme offers IT training, on request, in all 96 library branches and [Digital assistance](#) is available with the offer of a schedule of Zoom sessions for those in need. For more details about libraries' pre-Covid service delivery, please see the [Go On](#) quarterly programme of classes.

For further information, please contact Paul.Kelly@librariesni.org.uk

Linking Generations Northern Ireland

Linking Generations Northern Ireland's core focus is to promote and support meaningful connections between generations.

LGNI developed a specific [Covid-19 response page](#) on its website and created a [free resource pack](#) with activities to connect generations safely with digital connection ideas throughout. These include: Notes of Kindness, Family History, Growing Pots of Kindness, Rocks of Kindness, Connecting through Reading.

LGNI coordinates a Northern Ireland-wide [intergenerational network](#) and hosts local network meetings to connect those interested in intergenerational work. As a result of Covid-19, meetings are now held via Zoom; they are open to all organisations across NI and focus on current opportunities, sharing learning best practice/resources, and finding out how LGNI can support people, communities and organisations. The next network meeting is scheduled for 23 September 2020.

For more information on the pen pal scheme please contact lynn.heatley@bjf.org.uk

Little Lives UK

[Little Lives UK](#) aims to make a difference to disabled and disadvantaged children by identifying organisations that require support. It acts to ensure that the children who attend or access support have access to high-quality activities that are safe, fun and educational.

During lockdown Little Lives UK worked with local London authorities and schools to identify children in need of electronic devices such as laptops and mobile phones. These devices were provided through a donation scheme. This enabled children to access necessary school resources and ensure that their education did not suffer.

Little Lives UK is currently looking to expand the project and continues to encourage donations of devices.

For further information, please contact info@littlelives.org.uk

London Grid for Learning

London Grid for Learning (LGfL) collates a one-stop portal for schools to access the latest information on [fake news and media literacy](#) from a range of national providers, to save teachers time and give them access to the latest information.

LGfL has developed [Undressed](#), an animation to teach the youngest children, in a fun and non-scary way, a simple rule – not to get undressed on camera. This is in response to warnings from CEOP and the IWF about sexual predators tricking young children into getting changed or undressed on camera. Most resources tend to be targeted at the teen ‘sexting’ audience, and little is available to educate primary-aged children about these ‘unnoticed’ risks.

[Counter-Extremism: Preventing Radicalisation in Schools](#) is designed to empower teachers to safeguard pupils as part of the Prevent duty (guidance for schools on preventing children and young people from being drawn into terrorism). A key part of the resource is understanding the online radicalisation process, which is based on misinformation. It features a case study of a young man groomed online who successfully went through the Prevent programme.

For further information, please contact Mark Bentley: safeguarding@lgfl.net

NewsWise

The new term kicked off for NewsWise in a very different way; this year they are rolling out virtual workshops for primary schools. After piloting these in the summer term, the organisation has learned a lot about how to deliver NewsWise virtually and in a safe way: limited group work, no sharing of digital devices, no moving about the school. On the plus side team members can be in Scotland in the morning, and Cornwall in the afternoon! They can work with multiple classes simultaneously and can use travel spend to reach even more children.

Alongside virtual workshops, NewsWise delivered two series of really successful teacher training webinars and found another advantage: reaching more teachers in previously unreached corners of the UK, alongside international teachers who are able to share their experiences of teaching news literacy overseas.

NewsWise activities are being evaluated, as always, by the National Literacy Trust Research & Evaluation team.

For further information, please contact newswise@theguardianfoundation.org

Socialbox.biz

Socialbox.biz collects unused but still working laptop computers to support disadvantaged groups, as part of its social impact digital inclusion initiative. The organisation works with charities in the areas of homelessness, ex-offenders, young refugees, young people in the care system and the elderly.

During lockdown it helped hundreds of people gain access to technology, and overall its [Laptops Initiative](#) provided more than 1000 laptops to support homeless people. Socialbox.biz aims to help thousands by 2030: its next milestone.

Socialbox.biz is currently looking for additional partners. If your business or organisation would like to donate no-longer-needed but usable tech, please contact:

For more information, please contact Peter Paduh or Gio Valdez: Info@socialbox.biz

For media enquiries: ian.morton@campaigncollective.org

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International

News, events and projects

European Democracy Action Plan and the role of media literacy

The EU has launched early proposals for a European Democracy Action Plan (EDAP) with the aim of "tackling disinformation in a coherent manner". An early consultation on the EDAP, which will be published in Q4 2020 and include the possibility of new legal provisions on elections and disinformation, ran between July and September.

The main objectives of the Action Plan are to tackle disinformation and the threat to democracy, as well as what the Commission notes are deteriorating levels of media freedom and plurality in Europe. It covers four thematic areas:

1. *Election integrity and ensuring that electoral systems are free and fair*
2. *Strengthening media freedom and media pluralism by protecting journalists*
3. *Tackling disinformation in a coherent manner*, including strengthening media literacy and the ability of citizens to make informed decisions
4. *Supporting civil society initiatives*

The EU is placing disinformation in the wider context of media pluralism and gives a key role to media literacy in this context: the Commission also envisages, including in a forthcoming Media Action Plan (developed in parallel with the EDAP) to propose actions to raise awareness and critical thinking amongst different groups, in particular young people, building on the potential of social media and influencers. This will build upon the amended Audiovisual Media Service Directive which requires video-sharing platforms to provide for effective media literacy measures and tools.

As noted previously, media literacy is an integral part of Commission plans to tackle harmful content online, and features prominently in the Code of Practice against Disinformation and the Action Plan against disinformation. Specific media literacy measures are expected to be outlined as part of the Media Action Plan.

The [European Digital Media Observatory](#), on which we reported in the last Bulletin, will also be integral to the EDAP's plans.

Global Media and Information literacy Week 2020

The Republic of Korea and UNESCO are jointly organising the [Global Media and Information Literacy Week 2020](#) (24 to 31 October) under the theme 'Resisting Disinfodemic: Media and Information Literacy for Everyone and by Everyone'. All [events will take place virtually](#) due to the Covid-19 pandemic, with the Feature Conference taking place on 30 October.

This year's Global MIL Week will involve select government representatives, experts, practitioners, and youth leaders to address the importance of MIL in building resilience to 'disinfodemics' beyond the current public health crisis.

Nordicom & the Media and Learning Association

On 23 September Nordicom and the Swedish Media Council begin their series of webinars addressing media and information literacy (MIL) in the Nordic countries: [Media Education in the Nordic Countries: Lessons Learned from the Neighbours](#). In this series of three 45-minute webinars, attendees will find out more about topical MIL issues in Finland, Denmark and Norway. The first of these is on Media Education for Elderly People in Finland and will take place on 23 September.

Starting in November, Nordicom and the Media & Learning Association will organise a monthly webinar on media literacy provisionally called *Wednesday Webinars – Media Literacy under the spotlight across Europe*. These hour-long webinars are aimed at researchers, practitioners and policy makers who are interested in the topic of media literacy. Each month the spotlight will be on a different country to highlight media literacy activities aimed at younger people, including the school-age population. During the webinar, we aim to provide a helicopter view of what's happening in the country, sharing best practice and learning more about how media literacy is tackled in different places. Dates and countries to be announced in September.

MediaSmarts

[MediaSmarts](#), Canada's Centre for Digital and Media Literacy, has a new misinformation campaign. Following the success of its [Break the Fake](#) campaign, MediaSmarts has launched a new Covid-specific campaign called 'Check First. Share After.' to remind Canadians to check info before sharing it.

The campaign shares the message that while we might not all be able to help make a million masks or develop a treatment for the virus, there is something we can do: help stop the spread of harmful misinformation. The campaign features a video PSA and an educational website, [CheckThenShare.ca](#). It also includes a simple guide for [responding to false information](#).

info@mediasmarts.ca

Co-operation and networks

EPRA

Following its fruitful work over the past years (such as the MIL Taskforce, various [outputs](#) and the [MIL EPRA Forum](#)), Europe's network of media regulators, EPRA, is organising a series of online thematic roundtables on media literacy networks, from creation to evaluation. These will take place throughout September and October.

The virtual roundtable meetings will provide an opportunity for the exchange of best practices between EPRA members and other organisations that are active within the media literacy network.

The first roundtable on MIL networks: 'Learning from each other' took place on 11 September and others will follow in the autumn. These practical meetings aim to further build the EPRA MIL

Taskforce and produce an overview of networks' structure and functions. Later in the year, the Taskforce hopes to publish an overview of Europe's media literacy networks, looking at their structure, role and focus.

If anyone is interested in these roundtables, please contact Maria.Donde@ofcom.org.uk

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