



September 2016

This is the second of Ofcom's media literacy updates for 2016. These updates bring together summaries of news, initiatives and events on the topic of media literacy, submitted by stakeholders in this field, both in the UK and overseas. Inclusion here does not imply endorsement by Ofcom.

Ofcom has a statutory duty to promote media literacy, which it discharges through the provision of research to help stakeholders to understand how best to target their resources.

Each summary is included under one of the five categories below; please click on one of the links if you would like to go directly to this category:

[Research](#) | [Events](#) | [Projects](#) | [International](#)

If you have any queries about Ofcom's media literacy activities, please get in touch with the media literacy team (media.literacy@ofcom.org.uk)

[Research](#)

BookTrust

The Digital Reading Habits of Children (2016)

BookTrust, in association with the Open University, has released research exploring young children's use of digital media and ebooks, with a particular focus on children's reading for pleasure and shared reading with their parents at home. It investigates parental reports of practices and the associated perceptions of these practices by parents of 0-8 year-old children.

http://www.booktrust.org.uk/usr/library/documents/main/final-digital_reading_survey-11.2.pdf

NSPCC

- "I wasn't sure it was normal to watch it": The impact of online pornography on the values, attitudes, beliefs and behaviours of children. The NSPCC, the Office of the Children's Commissioner, and Middlesex University have launched new research,

conducted with over 1000 young people aged 11-16, exploring their perspectives of pornography and sexting. The report found that over half of the sample had been exposed to online pornography, and they were just as likely to inadvertently stumble upon it as to actively search for it. You can see the full report here:

<https://www.nspcc.org.uk/globalassets/documents/research-reports/mdx-nspcc-occ-pornography-report-final.pdf>

- The NSPCC worked with FACTs International to carry out a survey of 1000 parents and carers, finding out what they know about sexting and how they can be better supported to help their children with the issues it raises. Key findings from the research can be seen here: https://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/sexting-young-people-parents-view/? t_id=1B2M2Y8AsgTpgAmY7PhCfq%3d%3d& t_q=facts+international& t_tag_s=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667& t_ip=10.97.160.97& t_hit.id=Nspcc_Web_Models_Pages_Research_ReportsPage/ d9e07248-0772-4639-bb72-7ed34f8d23cc_en-GB& t_hit.pos=14
- Based on the findings of our sexting research, we have produced a new guide for parents, which provides information on what sexting is; the law around sexting; how to talk to your child about the issues; and what to do if your child has been involved in sharing sexual images. You can see our new page here: https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/? t_id=1B2M2Y8AsgTpgAmY7PhCfq%3d%3d& t_q=sexting& t_tags=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667& t_ip=10.97.160.97& t_hit.id=Nspcc_Web_Models_Pages_Standard_Page/ a5245587-27cb-42c6-8830-0657efe408f6_en-GB& t_hit.pos=1
- Having received a grant from BBC Children in Need to run a CSE campaign, Childline is now launching 'Listen to Your Selfie' on 19 September 2016, with three weeks of activity across Childline social media channels. The creative assets include two short films that aim to help young people (primarily aged 11-14) identify unhealthy relationship behaviours. The campaign also aims to empower young people to make their own decisions and choices, and to let them know that Childline is always there for them.

Ofcom

Ofcom has published a range of media literacy-related reports over the last few months. Please see details below.

We'd also like to remind you about the academic pages on our website:

<http://media.ofcom.org.uk/media-academics/>. If you are an academic, please do continue to use these, and provide feedback about them.

Our *Adults' Media Use and Attitudes* report was published in April. It provides detailed insight into media use, attitudes and understanding among UK adults aged 16 and over. It covers TV, radio, mobile, games and the internet and can be found here:

<http://stakeholders.ofcom.org.uk/market-data-research/other/research-publications/adults/media-lit-2016/>.

Key findings include:

- a considerable rise (10 percentage points over a year to 16%) in the proportion of adults who only use smartphones or tablets to go online, rather than a PC or laptop.

This indicates that these devices are not just supplementing PCs and laptops, but are starting to replace them;

- a large increase (11 percentage points over a year to 42%) in the proportion of internet users who say they only use websites or apps that they've used before. This trend, which is particularly prominent in over-25s, points to a narrowing use of the internet, with people focusing on content and apps that they use regularly; and
- half of adults (51%) who use search engines are not aware that the top items on many results pages are adverts or sponsored links, indicating that there is a need for people to be more aware or savvy about the content they are accessing online.

Our *Smartphone by Default* qualitative report was published in May. It provides insights into the needs, experiences and characteristics of people who access the internet mainly through their smartphone, and what this means in relation to their media literacy. The fieldwork involved 26 two-hour in-depth interviews in five UK cities: Glasgow, Leeds, London, Belfast and Cardiff. During these interviews, researchers explored the digital behaviour and skills of participants across a number of dimensions. The report can be found here:

http://stakeholders.ofcom.org.uk/binaries/research/telecoms-research/mobile/Smartphone_by_Default_2016.pdf

Our *Digital Day* research, published in August, reports the results of an in-depth quantitative diary study of UK adults' and children's media and communications activities, to provide an overview of the role of these activities in people's lives. The research provides a snapshot of media and communications behaviour over a seven-day period, exploring when and how people use services and devices throughout the day, covering both personal and work/study use; in and away from home.

The data can be accessed at the interactive site www.digitaldayresearch.co.uk.

Our *Internet Use and Attitudes Bulletin* was also published in August.

This purpose of this bulletin is to provide a single home for a number of key internet metrics across a variety of sub-groups within the UK adult population.

http://stakeholders.ofcom.org.uk/binaries/research/cmr/cmr16/Internet_use_and_attitudes_bulletin_2016.pdf

Information Commissioner's Office

A survey commissioned by the ICO, the UK's independent data protection regulator, shows that only one in four people trust businesses with their personal information, with many taking matters into their own hands to protect their personal data

But it also shows that consumers have a clear awareness of the actions they can take to protect their own personal data. Seven in ten regularly check bank and credit card statements for irregular activity, while more than half also keep their computer protected from viruses, shred personal documents, use different passwords for different online services, and limit how much info they share on social media.

The survey shows that while 53% of people said they trusted High Street banks with their information, that dropped to 36% for Government departments, 32% for High Street retailers and 22% for internet brands.

People's concerns were focused on their information being stolen by criminals, used to make nuisance calls or sold to other companies for marketing.

Link to survey: <https://ico.org.uk/media/about-the-ico/documents/1624382/ico-annual-track-2016.pptx>

Deloitte

Mobile Consumer Survey 2016: UK cut

Provides a unique insight into the mobile behaviour of nearly 53,000 individuals across more than 30 countries, with our sample for the UK covering 4,000 respondents.

Unlock the latest findings at: www.deloitte.co.uk/mobileuk

University of Sheffield

Fiona Scott is a final year PhD student at The University of Sheffield. Her research on pre-school children's home practices with television and related media is based on a survey of 1200 UK parents, and year-long ethnographic case studies with eight families in Yorkshire. In particular, her work considers how social class is implicated in the children's practices, including their media choices, the social context of their media consumption and their playful and literate responses to television and related media.

Website: <https://fionalouisescott.com>

Recent CMC talk on children, TV and social

class: <https://fionalouisescott.com/2016/08/11/the-c-word-children-tv-and-social-class/>

RAJAR

RAJAR stands for Radio Joint Audience Research and is the official body in charge of measuring radio audiences in the UK. It is set to release its Q3 2016 data on Thursday October 27th 2016. The latest wave of RAJAR's audio survey, 'MIDAS', is freely available on the RAJAR homepage: <http://www.rajar.co.uk/>.

Please download the RAJAR app via the website or at app.rajar.co.uk for RAJAR information on the go.

University of Westminster

Paul Dwyer

My research looks at whether academic theories can help us understand the changes in media production. I conduct an analysis of the best documented case – Hollywood – to show how far the division between theory (taught in media and film schools) and practice undermines our understanding of exactly how the media are changing. A response by the founders of one of the theoretical schools shows that this is a debate rather than a conclusion. My forthcoming book (2017) *Understanding Media Production* (Routledge) will attempt to show how we can integrate theory and practice.

The debate has taken place in the journal *Media Culture and Society* <http://mcs.sagepub.com/content/early/2015/06/29/0163443715591667> and <http://mcs.sagepub.com/content/38/5/763.abstract>

but the articles are also available on open access at:

http://westminsterresearch.wmin.ac.uk/15665/1/Dwyer_%20MC%26S_2015.pdf and http://dspace.lboro.ac.uk/dspace-jspui/bitstream/2134/22208/3/Murdock_2016-January-%20Politial%20Economy%20and%20Media%20Production.pdf

Events

Association for Media Education in Scotland (AMES)

Seeing beyond the Veil: 12 Nov 2016

This professional learning opportunity will take place at Dundee Contemporary Arts from 10.00am to 3.30pm on Sat 12 Nov 2016. It will focus on the highly praised films [Utopia](#) and [Persepolis](#) with a screening of the former. *Utopia* is set in Afghanistan, India and Aberdeen and the film's producer Chris Robb will talk about the film. The afternoon will focus on the contexts and art of Marjane Satrapi's graphic novel and animated feature *Persepolis*. The day should prove useful for teachers of Media, English, RMPS and Art & Design. Details at [ames.scot](#).

Rick Instrell, Association for Media Education in Scotland (AMES)

Web: [ames.scot](#), Email: ames.scot@gmail.com

BBC News School Report

On 16 March 2017, thousands of 11-16 year olds across the UK will be making the news as part of BBC News School Report annual News Day, and throughout the year BBC News School Reporters will be producing reports that matter to them. Their content will feature across the BBC.

Now in its 11th year, BBC News School Report is a partnership project involving BBC News, BBC Academy, BBC Children's and BBC Sport, to extend the editorial, outreach and skills opportunities available for the young people taking part.

To find out more, including how schools can sign up to get involved, go to the School Report website at <http://www.bbc.co.uk/schoolreport/16220554>

Digital Evolution: Social Revolution

Tinder Foundation's annual conference will take place on Thursday 24 November at London's BT Centre, and tickets are on sale now. It's the fifth year of the conference, which brings together a range of community organisations, policy makers and corporate organisations working on digital inclusion activities, to talk about the impact that technology can have on tackling key social challenges in today's society. Hosted by Maggie Philbin of BBC and TeenTech fame, the conference will look how digital solutions can help tackle social challenges - across the UK and beyond. Find out more and buy tickets here: <http://www.tinderfoundation.org/digital-evolution-2016>

Safer Internet Day 2017

Safer Internet Day 2017 will take place on Tuesday 7th February with the theme 'Be the change: unite for a better internet'. Coordinated in the UK by the UK Safer Internet Centre, the celebration sees hundreds of organisations unite to raise awareness of online safety issues and run events and activities across the UK. As a result of our collective action, Safer Internet Day 2016 reached 2.8 million UK children and 2.5 million UK parents. Find out more and get involved!

<http://www.saferinternet.org.uk/safer-internet-day/2017> #SID2017

Projects and initiatives

Family Kids & Youth

More than a hundred 12-14 year olds take part in workshops to look at cyberbullying

As part of the work of the taskforce that is looking at cyberbullying, [launched](#) in May by the Duke of Cambridge, Family Kids & Youth has been working with [The Royal Foundation](#) to explore the views of 12-14 year olds. The workshops have enabled young people to define cyberbullying, and to tell industry, including ISPs and social media companies, what support they need to tackle cyberbullying. The results will be presented to the taskforce in September. See website <http://royalfoundation.com/duke-cambridge-launches-cyberbullying-taskforce/>

BBFC

Long BBFCinsight, which provides detailed information for consumers about the classification of individual films, is now available on the BBFC website for children: CBBFC. Long BBFCinsight on CBBFC is edited to ensure that it is suitable for children under 12, allowing parents and children to check it together. If the description of any classification issue has been adapted for CBBFC (e.g. if examples of language or imitable techniques are removed) we direct parents to the main BBFC website and free apps to find these.

On 29 March 2016 the BBFC launched a new competition asking children to outline what they would like to read when finding out about the age ratings of films they want to watch. Application packs are available for schools here: <http://www.cbbfc.co.uk/our-news/competitions>].

Google

Google's ***Digital Garage*** is coming to Glasgow from 21 September 2016 until January 2017. It will be based at the Mitchell library during this time. SMEs and individuals will be able to drop in and/or register to take part in a digital skills development session aimed at providing digital skills to assist in developing a a business, furthering career or boosting an individual's confidence online. Sessions can be booked at g.co/GlasgowGarage.

During their time in the city, Google representatives will be working in partnership with the [Tontine](#) to take The Digital Garage on tour. At these breakfast sessions a Google digital expert will teach SMEs what is needed to gain a competitive advantage in the changing digital landscape. There will be three sessions at Tontine over the next few months; the first workshop: *Reach New Customers Online* will look at: 'Making your business more discoverable online so customers can find you' and 'Understanding how to use online marketing to extend reach'. Please register at <https://tontinegoogledigitalgarage1.eventbrite.co.uk>.

Bridging the Digital Divide in Wales

The Digital Communities Wales programme (DCW) is funded by the Welsh Government and delivered by the Wales Co-operative Centre. It seeks to address the key issues of the digital divide, and offer support to organisations in an effort to assist the number of people in Wales who are still digitally excluded.

DCW works with a wide range of organisations to help them address issues of opportunity, access, knowledge and skill in relation to people using technology, and in particular the internet. To find out more see <http://digitalcommunities.gov.wales/>

Tinder Foundation

Tinder Foundation is a registered charity that supports people to improve their basic digital skills through a network of hyper-local partners: the UK online centres network. Tinder Foundation's work in the last quarter has included:

Libraries Digital Inclusion Action Research Project

From October 2015 - April 2016, Tinder Foundation funded 16 library services across England to deliver innovative and sustainable digital inclusion projects, targeting vulnerable or isolated people to help them improve their basic digital skills. This final report contains the findings from the project and recommendations for how Tinder Foundation can help libraries to deliver and use digital inclusion activities.

The project supported more than 1,600 digitally-excluded, hard-to-reach people to improve their digital skills at over 200 branch libraries and other community venues, using a variety of innovative delivery models such as tablet lending schemes, partnership delivery, and mobile classroom concepts. [Read the full report here.](#)

Health & Digital: An Evaluation of the Widening Digital Participation Programme

In July 2013 Tinder Foundation and NHS England began the three-year Widening Digital Participation programme, aiming to help more than 220,000 people improve their digital health skills. The project aimed to help people improve their digital skills, learn more about digital health, and improve their own health and wellbeing as a result. A final evaluation was published in July, and showed that more than half of participants were feeling more confident about managing their health, 21% were making fewer calls or visits to their GP and 6% were making fewer trips to A&E. This behaviour change is estimated to have saved the NHS £6m in avoided GP and A&E visits in just 12 months. [Read more about the impact of the project on Widening Digital Participation microsite.](#)

Doing Digital Inclusion: Carers' Handbook

Millions of people provide unpaid care for a friend or family member who, due to illness, disability, a mental health problem or an addiction cannot cope without their support. These carers' lives can be unpredictable, with many missing out on the benefits that digital can bring. This handbook outlines common challenges, and provides tips and resources for helping carers gain digital skills in the community, to support their caring responsibilities and their own wellbeing. [Download the handbook here.](#)

Copyright education

[CopyrightUser.org](http://www.create.ac.uk/), generated from CREATE research (<http://www.create.ac.uk/>), is an independent online resource intended to make UK copyright law accessible to everyone. The website offers authoritative guidance produced by leading copyright experts as well as videos, illustrations and interactive tools responding to the everyday questions and concerns faced by all copyright users: creators, media professionals, entrepreneurs, cultural heritage practitioners, teachers and students, and members of the public.

The resources offered by CopyrightUser.org prioritise positive messaging and encourage public understanding as to what copyright enables and allows, rather than what copyright inhibits and prevents. These include The Game is On! (<http://copyrightuser.org/schools/the-game-is-on/>), a research-led, open access, web-based resource that provides users with an opportunity to explore and discuss key principles and ideas underpinning copyright law, creativity, and the limits of lawful reuse of creative works. Find out more at <http://copyrightuser.org/>

LSE

Parenting for a Digital Future recently released its [policy brief](#) on screen time, arguing that the advice to parents is outdated and needs rethinking in the light of new research; see <http://eprints.lse.ac.uk/66927/> The brief resulted from an invite-only event at the LSE in May together with the [Media Policy Project](#), which brought together researchers, policy-makers, advocates and content & platform providers to discuss what new advice to families about 'screen time' should look like. An event summary is [here](#), and on [YouTube](#). We have blogged about this at www.parenting.digital

The Class: Living and learning in the digital age. Sonia Livingstone's new book, [The Class](#), can be read open access online, and its launch event can now be viewed at <http://www.lse.ac.uk/media@lse/events/CYDF-Book.aspx>. The book examines the [everyday experiences](#) of a group of 13-14 year olds, showing how, in a connected age, teenagers prize 'disconnections', keeping their worlds separate by design. Based on a [year of ethnographic fieldwork in](#) a London school, we followed the young people in school, and at home, to see them with their families, with friends, and taking part in non-formal learning, tracing when and how ['the digital'](#) enters their lives.

BT

BT-led **Barefoot Computing** is helping primary school teachers bring computing to life in the classroom, already reaching 700,000 pupils as we start the new school year. Children grow up surrounded by digital technology, and tech literacy skills are vital to help them thrive in a digital world. Free, downloadable resources and lesson plans, tailored to the curricula across the UK, covering computational thinking concepts, are available from www.barefootcas.org.uk “

Media Smart

[Media Smart](#) has launched new film-based media literacy resources on Body Image and Advertising. These are free for parents and teachers, and aim to help children aged 9-11 better understand the adverts they see and encourage a positive body image. They were promoted at a reception in the House of Commons with Equalities Minister Caroline Dinenage MP in May, and through the national media in August. Separately, Media Smart has completed a nine-month research programme in three schools across the UK to better understand media literacy education and to improve future resources.

For more information please contact Bruce Rothberg via bruce.rothberg@adassoc.org.uk

Carnegie UK Trust

Digital Futures

As part of its new [Strategic Plan](#) for 2016-2020, the Carnegie UK Trust is extending its technology focus with a new thematic workstream called [Digital Futures](#). Current projects include research to examine the links between digital and social exclusion, work on data protection and privacy, practical initiatives to build the digital skills of vulnerable young people, and support for digital projects in libraries. Contact Douglas White, Head of Advocacy at the Trust on douglas@carnegieuk.org to find out more.

[International](#)

Australia

ACMA

Digital lives of older Australians

In August the Australian Communications and Media Authority released a research snapshot called *Digital lives of older Australians*. The research shows that older Australians are embracing digital life, with nearly four in five (79%) people aged 65+ having gone online. That figure shows an upward trend, as four years ago only 65% of older Australians were online. Other key findings include:

- nearly all older internet users go online from their home on a desktop, with a growing percentage using tablet and mobile to access the internet;
- older Australian internet users are ahead of the UK and the USA in internet use; and
- one in five older Australians (65+) have never accessed the internet.

The research snapshot is available on the ACMA website at:

<http://www.acma.gov.au/theACMA/engage-blogs/engage-blogs/Research-snapshots/Digital-lives-of-older-Australians>

Latest research: ACMA developments

Further information on ACMA's research programme is available at:

<http://www.acma.gov.au/theACMA/Library/researchacma>

To keep up to date with the latest developments in our research programme, you can now subscribe to our researchacma alerts at <http://www.acma.gov.au/theACMA/subscribe-to-researchacma-alerts>

European Commission

Pilot project on 'Media literacy for all'

Call for proposals published

The European Commission has published a call for proposals for pilot projects on 'Media literacy for all'. The total budget allocated to this action is 250 000 EUR. The objective is to experiment with actions aimed at increasing critical thinking about the media, among citizens of all ages, and to test the feasibility and usefulness of such actions. Critical thinking

includes, among other skills, the ability to distinguish information from propaganda, to deconstruct media communication and to interact with social media in a mindful way. The pilot project should have clearly defined objective(s) to advance/target specific area(s)/goal(s) within the field of media literacy, as defined in the Background Section. It should propose the adequate mixture of tools and activities to achieve those objectives. These could include:

- The creation of multilingual on-line material and interactive tools to improve the capacities of citizens to acquire a critical understanding of the media and to interact with it.
- Awareness-raising and efficient dissemination of the material created by the project or other similar material/activities that can be adapted to the same purpose, in particular through networks that can act as multipliers.
- Efficient dissemination of best practice, for instance through conferences, workshops, on-line platforms and/or training programmes.
- Social media campaigns aimed at helping citizens to interact with new media in a mindful way.
- Any other relevant innovative activities that can develop citizens' ability to distinguish information from propaganda, to deconstruct media communication or any other capacity related to critical thinking towards the media.
- Activities with local communities or networks to tailor and make accessible some of the above tools to minorities, low-skilled people or people at risk of being socially marginalised.

For all tools and activities proposed, it will need to be demonstrated in what way these will directly or indirectly benefit citizens lacking medial literacy skills.

Proposals should provide an assessment of and a plan for the sustainability of the action(s) after the end of the project. The deadline for submitting applications is 14 October 2016 17:00 Brussels time.

More information at: <https://ec.europa.eu/digital-single-market/news-redirect/32751>

EU Media Literacy Expert Group

The next meeting of the Media Literacy Expert Group (MLEG) is taking place in Brussels on 15 November 2016. Update agenda and documents will be posted online:

<https://ec.europa.eu/digital-single-market/en/news/meetings-media-literacy-expert-group>

The meeting is devoted to four topics:

1. Media literacy: coordination and synergies with other EU policies within the European Commission;
2. Media literacy: building bridges between the media industry and the education sector to develop and disseminate critical thinking tools;
3. Media literacy in the digital era: how to empower citizens who are active in on-line platforms with critical thinking tools?
4. Presentation of the mapping of media literacy practices in EU-28 prepared by the European Audiovisual Observatory.

Attendance is by invitation only (Member States, candidate countries, EEA countries, European associations and Foundations active in the field of media literacy and International organisations -Council of Europe, UNESCO). However, researchers and Universities can also be accepted as observers at their own request and up to the limit of availability of seats. The meeting will be web-streamed.

Italy

Interaxion

Some of our media literacy activities:

1. An international conference on character education and digital life, with some internationally well-known experts on the field of education, youth lifestyles and internet research: www.interaxion2016.org
2. Are media literacy programmes effective? Evaluation Review (<http://erx.sagepub.com/>) will shortly publish an article focused on the effectiveness of an intervention run in Spain and Italy. More information will be available in: www.navarra.academia.edu/ReynaldoRivera

New Zealand

University of Waikato

The following research report investigates what local (New Zealand) screen content is being used in New Zealand schools, and how teachers are integrating such material into the key subject areas of Media Studies, History, English and Social Studies. The research was commissioned by New Zealand On Air, which is a significant agency for funding local television production in genres which broadcasters regard as commercially marginal, such as documentaries, drama, children's and special interest programmes.

'Why do teachers keep using American films when ours are so good? The Use of New Zealand Screen Content in New Zealand Schools' is at <http://www.nzonair.govt.nz/document-library/nz-screen-content-in-schools-2016/>

Russia

The first issue of a new international journal:

International Journal of Media and Information Literacy

<http://ejournal46.com/en/archive.html?number=2016-06-01-16:39:16&journal=1>

https://www.researchgate.net/publication/305432397_International_Journal_of_Media_and_Information_Literacy_2016_Vol_1_Is_1_http%3A%2F%2Fwww.researchgate.net%2Fpublication%2F305432397

Call for papers: ***International Journal of Media and Information Literacy***

https://www.researchgate.net/publication/305429896_Call_for_Papers_International_Journal_of_Media_and_Information_Literacy

Call for papers and instructions for authors: ***Media Education Journal***

https://www.researchgate.net/publication/304771558_Instructions_for_Authors_of_Media_Education_Journal_Media_Education_Web_of_Science_-_Emerging_Sources_Citation_Index_ESCI_Thomson_Reuters_Master_Journal_List_MEDIA_OBRAZOVANIE-MEDIA_EDUCATION?ev=prf_pub

Prof. Dr. Alexander Fedorov, president of Russian Association for Film and Media Education
<http://edu.of.ru/mediaeducation>
<http://edu.of.ru/medialibrary>
<http://www.mediagram.ru>

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