

## Making Sense of Media Bulletin

Thank you to everyone who sent in updates for this Making Sense of Media February bulletin, a round-up of your initiatives, research, and events.

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.

A reminder that these updates are provided by our network members and reflect the views of the individual members. Inclusion here does not imply endorsement by Ofcom.

You will find the Bulletins published on our [Ofcom website](#).

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## Ofcom Activity

### Understanding online false information in the UK

On 27 January, we published [a discussion paper](#) as a contribution to the growing body of research on how to assess the availability and potential impact of false information online. We explore data sources and research techniques that can be used to investigate false information and present insights from this analysis.

### A case study monitoring political advertising

On 4 February, we published [a discussion paper](#), presenting our findings from monitoring the transparency of online political advertising on Facebook and Google under the voluntary Code of Practice on Disinformation. By reviewing the transparency information available to researchers and platform users, this report seeks to contribute to debates about the comparative effectiveness of transparency tools.

### Covid-19 news and information survey (week 47, 12-14 February)

The February wave of our online [Covid-19 news and information survey](#) of 2,000 UK participants aged 16 and over was published on Tuesday 23<sup>rd</sup> February. We monitor the consumption of news

and information about the pandemic, and people's attitudes towards it, including opinions relating to misinformation.

This month, we also include findings comparing differences by ethnicity, using a rolled dataset combining October – December fieldwork.

## **Covid-19 webpage update**

We have updated the 'Combatting Covid-19 misinformation' [webpage](#) on our website with a range of guidance and information of relevance to stakeholders.

### **Keep in touch**

If you would like more information on any of Ofcom's Making Sense of Media work or Ofcom's wider activities, please email us at [makingsenseofmedia@ofcom.org.uk](mailto:makingsenseofmedia@ofcom.org.uk).

## **Research**

### **Ditch the label**

Ditch the Label published its [eighth edition](#) of The Annual Bullying Survey on 16th November 2020 with over 13,000 young people sharing their experiences of bullying and mental health.

For more information, please contact [sue@ditchthelabel.org](mailto:sue@ditchthelabel.org)

### **Good Things Foundation**

Good Things Foundation has published [a paper](#) – 'Digital inclusion and online safety for adults in the UK' - reviewing research, policy and practice and supplemented with insights from community organisations and those they support. Focused on 'everyday' internet risks, rather than the worst excesses of internet behaviour, the aim is to understand the links between online safety and digital access, skills and confidence. The review identifies the overlaps between digital literacy, media literacy, and data literacy.

Good Things Foundation has also published [a paper](#) – 'Shocks, knocks and skill building blocks' – highlighting the importance of digital skills. The reports sets out the need for help for people to learn soft skills, such as increased confidence, better decision-making and resilience to setbacks, in order to lay the foundations for workers to embrace digital skills and thrive. It comes following the delivery of the Future Proof: Skills for Work, a one-year digital employability programme carried out in partnership with Accenture, Nesta and 13 community partners.

For more information, please contact [alice@goodthingsfoundation.org](mailto:alice@goodthingsfoundation.org)

### **The Internet Commission**

The Internet Commission has launched its [Accountability Report 1.0](#). The year-long independent review looked at how organisations take decisions about content, contact and conduct online.

For more information, please contact [patrick.grady@inetco.org](mailto:patrick.grady@inetco.org)

## Internet Matters

Internet Matters have partnered up with Youthworks on their latest [report](#) about the digital experiences of children with vulnerabilities, which was published in January. The report - 'Refuge and Risk' - calls for a number of urgent changes in the way vulnerable children receive support.

For more information, please contact [claire.levens@internetmatters.org](mailto:claire.levens@internetmatters.org)

## London School of Economics

How and why do parents support their child's learning online, and how does that relate to their management of online risk? The latest report from the "Parenting for a Digital Future" survey of UK parents is here – [blog post](#), [research report](#).

Stoilova, M., Livingstone, S., and Khazbak, R. (2021) *Investigating risks and opportunities for children in a digital world: A rapid review of the evidence on children's internet use and outcomes*. UNICEF Office of Research-Innocenti – [blog post](#), [research report](#)

The Digital Futures Commission, which seeks to embed children's rights and needs into the digital world, has begun its work, as a project of the 5Rights Foundation. See the [research agenda](#), [children and young people's voices report](#), review on [the nature of play](#), [watch the launch](#), [blog series](#).

## The NI Cyber Security Centre

The NI Cyber Security Centre has commissioned Ipsos MORI to conduct a piece of research with the small business and voluntary and community sectors across Northern Ireland. The aim of this is to provide a robust evidence base on the level of cyber security and an understanding of the barriers, constraints and challenges faced by these sectors in developing good cyber security culture, implementing good cyber security practices and obtaining independent assurance for their business.

For more information please contact [info@nicybersecuritycentre.gov.uk](mailto:info@nicybersecuritycentre.gov.uk)

## Parent Zone

Parent Zone has carried out [research](#) with Ipsos MORI to understand how families have been coping during Covid-19. The research found that not only has the mental health of many children been negatively affected, but a clear link exists between a family's wellbeing and its financial situation.

## Projects and Initiatives

### ACT

ACT is running its three-part professional development course in Media Literacy Education on 2, 16 and 30 March. The course is for secondary teachers who are looking to build their subject knowledge and pedagogy to teach media literacy through citizenship. Sessions will address both national curriculum and GCSE requirements in relation to teaching about the media and building pupils media literacy and digital literacy skills. **For those who complete all 3 parts you will receive an official CPD certificate from ACT.**

For more information and how to register please visit  
<https://www.teachingcitizenship.org.uk/events-cpd-training>

## **BBC**

The [BBC Beyond Fake News](#) website relaunched at the end of 2020. It curates all aspects of the BBC's media education work

For more information, please contact [josie.verghese@bbc.co.uk](mailto:josie.verghese@bbc.co.uk)

## **BBFC**

The BBFC has launched a brand new [Youth Panel](#) that aims to engage directly with young people and ensure that the voice and views of UK youth continue to be reflected in their film and media regulation work. The Youth Panel is open to all 16 - 19-year olds across the country.

## **Economist Educational Foundation**

The Economist Educational Foundation has published its [Impact Report for 2019-20](#) measuring the impact of its [resources](#) that are designed for learners aged 9-14 to help them tackle the big stories in depth and think critically in an age of fake news. In February, the Foundation is releasing a full scheme-of-work to help learners make sense of the "infodemic" affecting us all.

For more information, please contact [tombigggestone@economist.com](mailto:tombigggestone@economist.com)

## **Google**

Google has [announced](#) additional ways they are helping with the response to COVID-19 with a particular focus on vaccination efforts. Google is committing \$150 million to promote vaccine education and equitable access. This will provide Ad Grants to non-profits and the WHO and will help public health agencies reach marginalised communities with vaccine-related content and information.

Google has also worked with Internet Matters to launch a new [hub](#) on Tackling fake news and misinformation advice. This aims to equip parents and carers with strategies to empower children and young people to recognise misinformation online.

For more information, please contact [adimofte@google.com](mailto:adimofte@google.com)

## **Glitch**

Last year, Glitch researched and released a report on the gendered online impact of COVID-19. The report highlighted that nearly half of women experienced online abuse since the beginning of COVID-19. It also found that Black women are disproportionately impacted by online abuse. In response to this, we created the [Fix the Glitch Toolkit 2.0](#), designed for Black women to gain confidence and knowledge on Online Gender-Based Violence, digital self-defence, self-care and safety.

Glitch have also been providing a [free guide](#) and [online workshops](#) on staying safe whilst working online. The final spring workshop is on 8 March.

If you would like to send an enquiry about workshops you can do so [here](#).

For more information please contact [gwen@fixtheglitch.org](mailto:gwen@fixtheglitch.org)

## The Guardian

The [Guardian Foundation Education Centre](#) has provided a range of programmes to enable visitors to interact with the news and to provide a realistic understanding of what it is like working in a news organisation. Programmes include successfully piloting and delivering a 'fake or for real' [workshop](#) with secondary schools across the UK, and creating [teacher webinars](#) on remote learning and shared [resources](#) to assist teachers in engaging students with news and developing critical analysis skills in a distance learning environment.

For more information, please contact [educationcentre@theguardianfoundation.org](mailto:educationcentre@theguardianfoundation.org)

## IMPRESS

IMPRESS launched [a review](#) of its Standards Code and Guidance. IMPRESS welcomes submissions to its open call for evidence on seven key issues: journalism online, discrimination, harassment, accuracy, fairness, children and public safety; closing 26 February 2021.

For more information, please contact [Clara@impressreg.org.uk](mailto:Clara@impressreg.org.uk)

## Internet Matters

Following the launch of their Fake News and Misinformation hub [mentioned above], Internet Matters - in partnership with Google - have expanded their onsite resources to include a new [critical thinking guide](#) and [interactive quiz](#) called 'Find the Fake'. The resources aim to give parents support when developing their child's digital literacy - to help them think critically about what they see online.

For more information, please contact [claire.levens@internetmatters.org](mailto:claire.levens@internetmatters.org)

## NewsWise

NewsWise has rolled out virtual [workshops](#), reaching 650 primary pupils across the UK, with journalist volunteers sharing their expertise in live Q&As and pre-recorded videos.

During the latest lockdown, NewsWise have updated their [Happy News Project](#) with versions for both home and classroom learning, to reflect the fact that many schools have significant numbers of pupils in attendance.

For more information, please contact [newswise@theguardianfoundation.org](mailto:newswise@theguardianfoundation.org)

## The NI Cyber Security Centre

The NI Cyber Security Centre has launched [a digital advertising campaign](#) to raise awareness of smishing and to help individuals protect themselves and their mobile devices. The campaign encourages individuals to forward suspicious texts to 7726 and will run until March 2021.

For more information please contact [info@nicybersecuritycentre.gov.uk](mailto:info@nicybersecuritycentre.gov.uk)

## Parent Zone

Parent Zone has launched a weekly [podcast](#), Tech Shock, looking at the impact of digital technology on family life and how far government policy can help. Hosts - Vicki Shotbolt and Geraldine Bedell - tackle hate speech, algorithmic bias, online harms legislation, digital poverty, and look at how tech companies, governments and civil society might come together to ensure tech works in the interests of families.

## Events

### March 2021

### BBC Media Education Conference

The BBC will host a [media education conference](#) at the end of March which will draw on speakers from across the Trusted News Initiative to explore what experts tackling disinformation have learned from a year of fighting Covid-19 falsehoods.

For more information, please contact [josie.verghese@bbc.co.uk](mailto:josie.verghese@bbc.co.uk)

### Imagine! Festival of Ideas and Politics

FactCheckNI has a public event coming up on 25 March at 7pm as part of the Imagine! Belfast Festival of Ideas and Politics. Angie Holan (editor of US-based PolitiFact) will be discussing Fact-checking the US elections and their aftermath, and a local panel will consider the use and abuse of facts in the political situation in Northern Ireland.

You can register for the event [here](#).

For more information, please contact [info@factcheckni.org](mailto:info@factcheckni.org)

### In My Own Words – Understanding Young People’s Online Experiences & “Digitally Smart” – a Workshop for Young People aged 12+

WiseKids is hosting 2 free online workshops on 25 and 26 March: one for professionals, parents and carers and separately, one for young people attending with their parent/carer/teacher or youth worker.

You can find out more [here](#).

**April 2021**

## **Media Education Summit**

NewsWise's team will be presenting on media literacy with the primary age group at the [Media Education Summit](#). The Media Education Summit is taking place online on 31 March and 1 April.

For more information, please contact [newswise@theguardianfoundation.org](mailto:newswise@theguardianfoundation.org)

You can register for the Media Education Summit event [here](#).

**July 2021**

## **2021 Children's Media Conference**

The CMC Research Advisory Sub-Committee is delighted to announce this year's [call for papers](#) to be presented at the 2021 Children's Media Conference which will take place online on the 5-9 of July.

The Research Strand of the Children's Media Conference (CMC) is an important and popular part of this annual event, which attracts over 1,000 children's media professionals every year. The linked document sets out details on research themes, submission criteria and key dates. The deadline for submissions is Friday 19 March.

For more information, please contact [research@thechildrensmediaconference.com](mailto:research@thechildrensmediaconference.com) and/or [jacqui@thechildrensmediaconference.com](mailto:jacqui@thechildrensmediaconference.com)

## **International**

### **The Association for Media Literacy**

The Association for Media Literacy (Ontario, Canada) provides media literacy education resources to teachers and citizens through its [website](#), as well as through presentations at local and international conferences.

For more information, please contact [carcus@rogers.com](mailto:carcus@rogers.com)

### **Better Internet for Kids**

Better Internet for Kids (BIK) has published its policy mapping [report](#). It examines the further implementation of the BIK Strategy in 30 European countries, including all EU Member States, Iceland, Norway and the United Kingdom.

## **The European Commission**

In December the European Commission published the [European Democracy Action Plan](#) (EDAP) and the [Media & Audiovisual Action Plan](#) (MAAP). These two publications are roadmaps of upcoming legislation from the Commission that will target different areas of the digital economy. Both the EDAP and MAAP include proposals relevant to the EU's media literacy policy.

## **European Platform of Regulatory Authorities (EPRA)**

Media regulators' network EPRA published [a reflections document](#) on Video Sharing Platforms and media literacy on 1 February. The document outlines approaches to the promotion of media literacy by VSPs under the Audiovisual Media Services Directive.

## **European Regulators Group for Audiovisual Media Services (ERGA)**

The EU audiovisual regulators' group ERGA has published its [report](#) on improving media literacy campaigns on disinformation. The EU audiovisual regulators' group ERGA has published its [report](#) on improving media literacy campaigns to counter disinformation. The report summarises various of these activities, and makes recommendations for the improvement of such types of campaign.

## **Commission nationale de l'informatique et des libertés (CNIL), France**

The French Commission nationale de l'informatique et des libertés (CNIL) have published the [results](#) of a survey and consultation on the digital practices of young people. The results show that young people are engaging in increasingly unsafe behaviours online.

## **The Media and Learning Association (MLA)**

The Media and Learning Association (MLA) has been running a series of Wednesday [webinars](#) on Media Literacy in the EU, each focusing on policies, projects and initiatives in a different country.