



April 2016

Media Literacy e-bulletin





April 2016

This is the first of Ofcom's quarterly 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](#) | [Awards](#) | [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](#)

Parent Zone

The Perfect Generation: Is the internet undermining young people's mental health?

Family online safety experts, [Parent Zone](#), has carried out new research on perceptions of mental health and the internet among young people and in schools. Surveying school staff and young people aged 13-20, Parent Zone's report found that children in the UK are facing a lack of resources in schools, leaving teachers frustrated and pupils vulnerable.

Results show a generation of young people who have positive feelings towards the internet (three-quarters say that it makes them happy), and yet acknowledge that there are areas they would tell friends to avoid. More than a third of young people who were surveyed admit they would advise friends to avoid Facebook if they were feeling worried or upset.

The full report is available to download here: <http://parentzone.org.uk/article/report-perfect-generation-internet-undermining-young-people%E2%80%99s-mental-health>

LSE

From Digital Skills to Tangible Outcomes (DiSTO)

The From Digital Skills to Tangible Outcomes project has published a new report on measuring internet use, and has produced the final versions of instruments to measure digital skills, internet uses, and the tangible outcomes of internet use. The project now has partners in Brazil, Chile, Uruguay, Australia and the US, who will implement various versions of this survey to look at the links between social inequalities, digital literacy and the tangible outcomes of internet use. The DiSTO project is currently based at the London School of Economics and Political Science, led by Ellen Helsper who can be contacted at e.i.helsper@lse.ac.uk.

Project website: [From Digital Skills to Tangible Outcomes](#)

Questionnaires: [Digital Skills, Uses, Tangible Outcomes](#)

Reports: [Digital Skills, Uses, Tangible Outcomes](#)

Global Kids Online

Global Kids Online met at the LSE in March 2016, in advance of the launch of a new global toolkit for research on children's digital experience, building on the work of EU Kids Online.

LSE's Department of Media and Communications and UNICEF Innocenti heard from partners, researchers and experts, and learned from international research findings on children's internet use, as input to the research toolkit and policy recommendations to be launched in late 2016.

The meeting hosted close to 40 academics and UNICEF staff from 14 different countries, including Argentina, South Africa, Serbia, the Philippines, Montenegro, India, and Ghana. See www.globalkidsonline.net

Recent findings on child internet safety

For quick summaries of the latest UK-relevant research on child internet safety, see <http://www.saferinternet.org.uk/research>. The UKCISS Evidence Group has now produced 90 research highlights, with the most recent being:

- [Safer Internet Day 2015: Campaign Evaluation](#)
- [How Parents of Young Children Manage Digital Devices at Home](#)
- [ISEC Illegal Use of the Internet Project — Stakeholder Consultation](#)
- [Children's Media Lives: Year 1 Findings – Advertising, Content Creation and Funding](#)

Children's online risks and their rights in the digital age

New open-access research publications:

- Livingstone, S. (2016) Reframing media effects in terms of children's rights in the digital age. *Journal of Children and Media*, 10(1): 4-12. Available at <http://www.tandfonline.com/doi/full/10.1080/17482798.2015.1123164>
- Livingstone, S., Carr, J., and Byrne, J. (2016) *One in three: The task for global internet governance in addressing children's rights*. Office of Research - Innocenti. Discussion

Paper 2016-01. Chatham House, CIGI and UNICEF. Available at <http://www.unicef-irc.org/publications/795>

Children and online pornography

The latest research findings on the possible adverse consequences of children's exposure to online pornography, published to accompany the government's current consultation: *Age Verification for Pornography* (<https://www.gov.uk/government/consultations/child-safety-online-age-verification-for-pornography>):

- Nash, V., Adler, J.R., Horvath, A.H., Livingstone, S., Marston, C., Owen, G., Wright, J. (2016) *Identifying the routes by which children view pornography online: implications for future policy-makers seeking to limit viewing*. Report of Expert Panel for the Department of Culture, Media and Sport. London: DCMS. Available at <http://eprints.lse.ac.uk/65450/>

The future of children's public service content

Reflections on the evidence, arguments and policy regarding the future of children's public service content in a converged media landscape:

- Livingstone, S., and Local, C. (2016) *Children and public service broadcasting. Submission to the Puttnam Inquiry: A Future for Public Service Television: Content and Platforms in a Digital World*. Available at <http://futureoftv.org.uk/wp-content/uploads/2016/01/Sonia-Livingstone-and-Claire-Local.pdf>

Ofcom

Children's Media Lives (wave 2) report

Ofcom's *Children's Media Lives* study was begun in 2014 to provide a small-scale, rich and detailed qualitative complement to Ofcom's quantitative surveys of media literacy. The project follows 18 children, aged 8-15 at the beginning of the study, over three years, interviewing them on camera each year about their media habits and attitudes. The study provides evidence about the motivations and the context of 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. We published our wave 2 report in January, which can be found here: http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/childrens-media-lives-year-2/children_media_lives_year2.pdf

Adults' Media Lives

The *Adults' Media Lives* study was set up in 2005 to provide a small-scale, rich and detailed qualitative complement to Ofcom's quantitative surveys of media literacy. The study interviews the same 19 individuals on camera each year about their media habits and attitudes, providing us with rich detail of how these change over time, in particular linked to

life-stage. The latest report was published in February 2016, providing analysis of our 2015 findings:

http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/medialives11/media_lives_2015_summary.pdf

Tinder Foundation

Centre of Economics and Business Research (Cebr) report.

The economic impact of Basic Digital Skills and inclusion in the UK - A report for Tinder Foundation and Go On UK

This report presents, for the first time, both the costs and the significant benefits of equipping everyone in the UK population with basic digital skills. Findings reveal significant benefits for individuals (including cost and time savings, as well as social and wellbeing benefits), and for the UK as a whole, in terms of productivity and savings. Find out more [here](#). The report can be downloaded [here](#).

A Social Return on Investment - Analysis for Tinder Foundation

Tinder Foundation commissioned leading research organisation Just Economics to conduct an SROI analysis of their Future Digital Inclusion Programme (FDI) and includes a review of their overall programme evaluation from Professor Rebecca Eynon of Oxford Internet Institute. The FDI programme is funded by the Department of Business, Innovation and Skills (BIS), a £15 million programme which aims to help 1 million people to get online. The report is due to be published later in the Spring - keep an eye out on Tinder Foundation's research pages.

UK online centres, Tinder Foundation and progression to further education report
Tinder Foundation also commissioned Just Economics to write this report concerned with the impact of UK online centres and their role in supporting access to further education for those that lack basic digital skills. The report is due to be published later in the Spring - keep an eye out on Tinder Foundation's research pages (<http://www.tinderfoundation.org/our-thinking/research-publications>).

Family, Kids and Youth

Digital vs. print – how do children read?

FK&Y and Egmont Publishing have teamed up to investigate how children read. Research is ongoing, and so far has included a literature review, in-home ethnography and focus groups. We have found that parents feel a deep emotional connection with their child when they read to them using a print book, especially so when reading the bedtime story, raising memories of their own childhood and a sense of nostalgia. On the other hand, a digital device is recognised as a source of entertainment for their child in a way that can be educational (although this does not necessarily involve reading). Further research, including focus groups and quantitative research, is being carried out in the UK Germany, Poland, Sweden, Norway. Key findings will be available in July.

<http://www.kidsandyouth.com/>

Events

Ofcom

Ofcom will hold its annual *Adults Media Use and Attitudes* research event on **Wednesday 11 May 2016**, from 3-5.30pm at Riverside House, London. The event will discuss the findings of Ofcom's annual *Adults Media Use and Attitudes* report, due to be published on Thursday 21 April. In addition to presentations of key findings from the report, there will be an opportunity to hear from industry, academic and public sector stakeholders about relevant research in this area. Please email Alison Mountain alison.mountain@ofcom.org.uk if you wish to attend.

AMES Conference 2016

The Association for Media Education in Scotland conference takes place at Forth Valley College Stirling Campus on Saturday **4 June 2016**. The theme is 'How good is our Creativity?' and the keynote speaker is Clive Gillman Director, Creative Industries at Creative Scotland. There is also a choice of 15 media production and analysis workshops for primary, secondary and further education teachers. As well the focus on creativity there are 3 sessions on media representations of the refugee crisis. Full details at the AMES website ames.scot.

Children's Media Conference

The Children's Media Conference (CMC) issued its annual call for papers to the academic, institutional and commercial research sectors on 22 January 2016. They are seeking a varied mix of 9 research presentations to be presented at the CMC in Sheffield (**5-7 July 2016**). The conference theme for 2016 is "Making It Happen", one element of which will be an emphasis on diversity, representation and inclusion. They hope to see some research submissions with this focus. The 9 successful projects will be informed March 25.

Community Media Association

The Community Media Association published details of the Community Media Conference 2016 to be held at Birmingham City University School of Media on Saturday **10 September 2016**.

Lucinda Guy, Chair Community Media Association, Director of Soundart Radio, said:

"The Community Media Conference is a gathering of the tribes, a chance to learn from one another, so we can grow from strength to strength. I look forward to seeing many familiar faces and plenty of new ones there. We all spend so much time focusing on the needs of the communities we serve, it is important to make time to come together as a community ourselves".

<http://www.commedia.org.uk/news/2016/03/save-the-date-saturday-10th-september-the-community-media-conference-2016/>

[Projects and initiatives](#)

David Buckingham

David Buckingham (of Loughborough and Sussex Universities, and a well-known media literacy advocate) has established a personal website, including some useful resources for teachers and students, and a blog featuring some trenchant commentary on media literacy issues. You can find it at www.davidbuckingham.net.

RAJAR

RAJAR is set to release its Q1 2016 data on Thursday May 19th 2016. The latest Wave of RAJAR's Audio Survey 'MIDAS' is available on the RAJAR homepage, MIDAS moves to a Quarterly publication in 2016. Additionally, RAJAR has recently improved its Training Programme for Subscribers, for more information please go to www.rajar.co.uk and see the 'Training' Section. Please download the RAJAR App via the website or app.rajar.co.uk for RAJAR information on the go."

DCMS Digital Engagement

The Minister for Culture and the Digital Economy, Ed Vaizey, recently [wrote](#) about what's been achieved since the publication of the digital inclusion strategy two years ago. He also highlighted the work the Digital Engagement team - which recently moved to DCMS - has begun to build for the future. This includes the establishment of a new Digital Engagement Council. We aim to: recognise and promote digital engagement excellence; ensure Government will lead by example; strengthen collaboration to ensure effective delivery; and maintain an evidence base to inform decisions. To stay up-to-date with our work, subscribe to [email updates](#) to the [Digital Engagement blog](#).

Ofcom

Children's factsheets

Using the findings from our recent [Children and parents: media use and attitudes report](#), we have developed some new factsheets aimed at children aged 8-11, to encourage them to think about their media activity. We thought it would be a good idea for children to see how their media behaviour and attitudes compare to others their own age, and think about some of the issues we ask about. Factsheet 1 is about the devices they have and use, and Factsheet 2 is about how 'online smart' they are. They are accompanied by activity sheets for children to record their own results. We hope they will be of use to parents and schools, and welcome any feedback at media.literacy@ofcom.org.uk.

You can find the resources here: http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/children-parents-nov-15/factsheets_and_activity_sheets_8-11.pdf

Resolving Chaos

As part of the Big Lottery-funded Fulfilling Lives programme, Resolving Chaos is supporting people with multiple and complex needs in Lambeth, Southwark and Lewisham via its You First Team. Clients have access to a personal budget of £12,000 which must be spent on things that promote independence, choice and resilience and are outcome focussed.

Resolving Chaos is undertaking a scoping exercise to better understand the digital engagement picture for the You First cohort and those with Multiple and Complex Needs across the 3 boroughs, as well as the services supporting them.

For more information see <http://resolving-chaos.org/big-lottery>

Tinder Foundation

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

Libraries' Digital Inclusion Action Research Project

In October 2015, Tinder Foundation launched a six-month Libraries' Digital Inclusion Action Research Project, in partnership with the Leadership for Libraries Taskforce, and funded 16 library authorities across England to deliver innovative pilots to engage those who are socially excluded and to support them to develop basic digital skills.

[The interim findings](#) report provides an early insight into the impact of the six-month project, and outlines some of the unique approaches and delivery models the library research partners are using to engage with people who are socially excluded.

The report also highlights some of the emerging challenges currently facing libraries and how libraries are looking to make their digital inclusion pilots sustainable.

English My Way

English My Way aims to support adults with no or low levels of English language skills to improve their language so they can better integrate with their local communities. The project, now in its second year, hopes to support around 4,000 people to improve their English language skills, expanding upon the current programme which Tinder Foundation has been running since November 2013, in partnership with the BBC and the British Council.

This [interim report](#) outlines the findings of the project so far.

Routes to inclusion

Routes To Inclusion is a new longitudinal study that will track 40 digitally excluded learners across the UK online centres network over the next 18 months. Inspired by Ofcom's Media Lives research, the study aims to identify key barriers to digital engagement, trigger points and motivations, and identify connections between the processes of digital and social inclusion. A report on baseline findings will be available in Spring 2016 - keep an eye out on [Tinder Foundation's research pages](#).

Reboot UK

Reboot UK is an innovative test and learn project, led by Tinder Foundation and run with consortium partners Family Fund, Mind, and Homeless Link. This [literature review](#), part of the project's first phase, brings together a range of evidence from external sources that has helped shape the project's delivery model, testing assumptions to support the project's second phase.

Lloyds Bank Consumer Digital Index 2016

Launched in January, this is the first UK report of its kind to benchmark the digital and financial capability of UK customers. Developed in association with GO ON UK, Accenture and Toynbee Hall, the report combines the behavioural data of one million customers with attitudinal and qualitative research from a cross-section of the consumer population.

Key findings

- 13.1 million people in the UK have low financial capability and 11.1 million have low digital capability; 3.2 million have low digital and financial capability.
- On average, online consumers stand to benefit from £744 in annual savings on their digital spend.
- There are a potential 7.8 million consumers who have high financial capability but are not capitalising on online benefits.
- Data shows that digital capability decreases with age, and financial capability increases; consumers of 40–49 are at the equilibrium of this.
- Highly digitally-capable consumers are making savings deposits of four times the value, and are making those deposits 50% more often, than less digitally-capable people.
- Aside from monetary value, highly digitally capable consumers are seeing a vast array of lifestyle benefits from being online; including feeling better informed, having more time to spend on things they enjoy and being better connected to the people that matter to them.

Web page: <http://www.lloydsbank.com/banking-with-us/whats-happening/consumer-digital-index.asp>

Report download:

http://www.lloydsbank.com/assets/media/pdfs/ConsumerDigitalIndex_280715AP_0116_v9_Web.pdf

Vodafone

Vodafone has launched a partnership with The Scout Association to create the Scouts' Digital Manifesto, which provides clear goals to help hundreds of thousands of young people use digital technology safely, creatively and responsibly. The Scouts' Digital Manifesto will empower young people to develop key digital skills, encourage them to stay safe online and to make more of the opportunities to explore their digital potential. Vodafone also becomes the official partner for two badges – Digital Maker and Digital Citizen:

<https://www.vodafone.co.uk/campaigns/scout-partnership/index.htm>

Digital Unite: One Digital

One Digital is an exciting new collaboration to inspire hundreds of Digital Champions to get thousands of people online.

Age UK, SCVO, Citizens Online and Digital Unite, with its partners Affinity Sutton and AbilityNet, have joined forces to develop the One Digital programme, a unique collaboration that will recruit, train and support 1,400 Digital Champions nationwide.

Funded with a £2m investment from the Big Lottery Fund, the programme will help around 9,500 people develop basic digital skills, and will reach a cross-sector of society including those with disability and accessibility needs, young adults looking for work, the over-65s, and third sector organisations and their beneficiaries.

As a new One Digital Infographic demonstrates, Digital Champions are an effective tool in today's digital inclusion landscape, where those who aren't online are now becoming harder to engage and need personal long-term support.

Visit www.digitalchampionsnetwork.com/one-digital

Media Smart

Media Smart has been busy creating new film-based educational resources on Body Image and Advertising. The resources will be targeted at primary school-aged children (9-11 years), and their teachers, parents/guardians, to help them better understand the adverts they see, and encourage a positive body image.

The resources are being launched at the House of Commons on 3 May by Equalities Minister Caroline Dinenage MP, concurrently with new research by advertising think tank Credos, which is exploring how boys and young men (8-18 years) feel about their body image, and how advertising impacts it. For more information please contact Rachel Barber-Mack on mediasmart@adassoc.org.uk

Awards

Tech4Good

The AbilityNet Tech4Good Awards shine a light on the individuals and organisations who are changing lives through the power of technology. Now in our 6th year, we're looking for exciting, inspiring and innovative stories of people who are making the UK and beyond more inclusive, accessible, healthier and skilled - in short, making the world a better place.

Entry is open to any individual and organisation that has a base in the UK.
Entry closes Friday 6th May: <http://www.tech4goodawards.com/enter-now/>

International

Australia

ACMA

Aussie teens and kids online

In February the Australian Communications and Media Authority and the Office of the Children's eSafety Commissioner jointly released a research snapshot called *Aussie teens and kids online*. This research snapshot provides an update to a snapshot released by the ACMA in July 2014 and highlights how young people are now engaging online, the devices they use and the services and activities that draw them online. Understanding the levels of online engagement by young people is the first step in exploring related issues such as trust and online safety, themes that will be developed in future research.

The research snapshot is available on the ACMA website at:

<http://www.acma.gov.au/theACMA/engage-blogs/engage-blogs/Research-snapshots/Aussie-teens-and-kids-online> and on the Office of the Children's eSafety Commission website at: <https://www.esafety.gov.au/about-the-office/research-library/aussie-teens-and-kids-online>.

Latest research developments

Further information on the ACMA's research program is available at:

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

If you would like to be informed about the latest developments with our research program, you can now subscribe to our researchacma alerts at

<http://www.acma.gov.au/theACMA/subscribe-to-researchacma-alerts>.

Canada

The Association for Media Literacy, Ontario

The Association for Media Literacy is currently active in writing cross-curricular media literacy curriculum, and offering professional development to educators from kindergarten to Grade 12. AML is also building a substantial collection of end-user license agreements in plain language; i.e. the "I agree" statements between consumers and corporations such as Google and Instagram. AML is also accumulating exemplar projects for educators on its [YouTube channel](#).

Latvia

The Second European Media and Information Literacy Forum

The Second European Media and Information Literacy Forum will take place from 27-29 June 2016 at the National library of Latvia, Riga. The event is co-organised by UNESCO, the European Commission and the Government of Latvia. For more information, please contact a.grizzle@unesco.org, +33.1.45684211

The event's website is: <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/second-european-media-and-information-literacy-forum/>.

USA

PLURAL+ 2016 Youth Video Festival

The PLURAL+ 2016 Youth Video Festival on Migration, Celebrating Diversity and Social Inclusion.

Three winners will be invited to PLURAL+ Awards Ceremony in New York in autumn 2016. Call for entries: <http://pluralplus.unaoc.org/>

GamiLearning

GamiLearning is an international project that supports media literacy through game creation experiences related to online identity management for children 9-12 years of age.

Funded by the Fundação para a Ciência e para a Tecnologia (FCT) in Portugal, and coordinated through SAPO Campus, the project brings together researchers from the University of Texas at Austin (USA), the Universidade Lusófona, Universidade de Aveiro, Real Colégio de Portugal, and Colégio Cesário Verde in Portugal.

For more information: <http://gamilearning.ulusofona.pt/>

Summer Institute in Digital Literacy

July 24 - 29, 2016,,Providence, Rhode Island, USA

Now in its 4th year, this 42-hour intensive program in digital literacy offers hands-on, minds-on learning for elementary and secondary teachers, college faculty, librarians, researchers, graduate students and other professionals with interests in digital media and education.

Faculty include Renee Hobbs, Julie Coiro, Troy Hicks, Maria Ranieri and keynote speaker Chris Lehmann, co-founder of Inquiry Schools.

In 2015, participants came from 20 states and 15 countries. To learn more or to register: <http://mediaeducationlab.com/summer-institute-digital-literacy>

If you do not wish to receive this update in the future, or if you would prefer to receive a link to the published bulletin on the Ofcom website rather than the full text in an email, please contact us at media.literacy@ofcom.org.uk so that we can amend the distribution list