

Media studies

Class 11



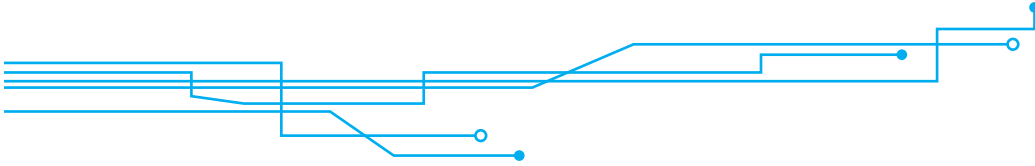
Department of Curriculum and Professional Development
Ministry of Education
Thimphu

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MEDIA STUDIES



CLASS XI



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Reprint 2022



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Advisors:

1. Kinga Dakpa, Director, Royal Education Council, Paro
2. Wangpo Tenzin, Dean, Royal Education Council, Paro
3. Kinley Namgyal, Curriculum Specialist, Royal Education Council, Paro

Research & Writing

1. Ugyen Lhendup, Curriculum Developer II, Royal Education Council, Paro
2. Riku Dhan Subba, Information and Media Officer, DoIM, MoIC, Thimphu
3. Anju Chhetri, Lecturer, Sherubtse College, Trashigang
4. Monira A. Y. Tsewang, Chief Information and Media Officer, DoIM, MoIC, Thimphu
5. Kusum Latha Sharma, Sr. Teacher I, Yangchenphug Higher Secondary School, Thimphu
6. Jigme Lodey, Sr. Teacher II, Mongar Higher Secondary School, Mongar
7. Bhim Kumar Rasaily, Sr. Teacher I, Punakha Central School, Punakha
8. Pema Wangmo, Cluster Lead Teacher, Gelephu Higher Secondary School, Gelephu
9. Sonam Thinley, Teacher I, Gongzim Ugyen Dorji Central School, Haa
10. Jana Rai, Teacher II, Tendruk Central School, Sipsu
11. Jambay Wangmo, Teacher II, Damphu Central School, Tsirang
12. Jigme Wangchuk, Teacher I, Drukjegang Central School, Dagana
13. Thinley Dorji, Teacher II, Karmaling Higher Secondary School, Samdrup Jongkhar
14. Sonam Dorji, Teacher II, Nganglam Central School, Pemagatshel
15. Gayleg Namgyal, Teacher II, Sarpang Central School, Sarpang

Review and Refinement

1. Wangpo Tenzin, Dean, Royal Education Council, Paro
2. Riku Dhan Subba, Information and Media Officer, Department of Media and Communication, MoIC
3. Ugyen Lhendup, Curriculum Developer II, Royal Education Council, Paro
4. Monira A. Y. Tsewang, Chief, Department of Media and Communication, MoIC
5. Renuka Chhetri, Subject Coordinator, Bhutan Council for School Examinations and Assessment
6. Kusum Latha Sharma, Sr. Teacher I, Yangchenphug Higher Secondary School, Thimphu

Copy Editor

Dr. Dorji Wangchuk, Assist. Professor, Paro College of Education, Paro

Foreword

The industrialisation of printed media began with the discovery of the use of power steam in the printing press in 1810. Subsequently, gradual advancement in photographic technology gave rise to moving pictures in colour and full sound in 1890s. By the early 1920s, radio exploded in its popularity. Slow but consistent growth of media simultaneously took place during that period.

The advent of internet in 1990s and the dramatic growth in digital technologies in the recent decades have brought about unprecedented revolution in the media. Since then, a rapid growth of media and media providers has led to extensive amount of media texts that are dispensed and accessed. Today, media have penetrated into the lives and livelihood of people of all walks of life. The quality of information people receive, without any doubt, substantially determines their choices and actions, including their capacity to enjoy fundamental freedom and ability for self-determination and development. As a result, the need for media education has become not only crucial, but also timely for our citizens.

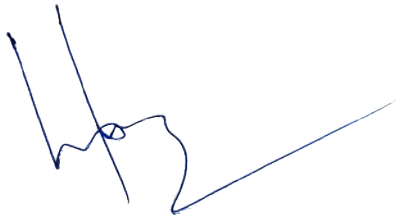
Media education in Bhutan is provided in the form of Media Studies. Media Studies, as an independent subject in the school curricula, is intended to provide our learners with an opportunity to engage themselves with the content, evolution, creation and effects of various forms of media. Learners will be able to perceive and conceptualise media education as a means of developing and promoting media related competencies in them. They will understand how the media constructs messages about individuals, communities and cultures, and how media products are produced, controlled, and distributed. This will basically equip them with the knowledge and skills, values and attitude to address and resolve situations, and eventually help them to apply the acquired concepts, skills and values in their everyday lives. Media Studies, in a nutshell, will help the learners to shape and reinforce their thoughts and actions as responsible citizens and bring about positive changes in society.

Further, in a dynamic society like Bhutan, complex societal changes call for relevance in educational curricula so as to adapt to rapid changes and ensure functionality of its citizens. Since it is the primary means through which educational goals are attained, calculated changes are frequently introduced in the school curricula to facilitate the provision of relevant knowledge, skills and transversal competencies. The rising cases of unemployment particularly

among school dropouts and graduates due to lack of the skills required by the available jobs, for instance, has driven the Royal Education Council (REC) to diversify the school curricula in order to meet the demands of the changing job market. Media Studies, as one of the many diversified curricula recently introduced by REC, is one of the means of improving the relevance of Bhutanese education by catering to the diverse educational needs of the learners.

I am confident that both the learners and teachers will enjoy engaging themselves in the exploration, analysis, appreciation and creation of media through this curriculum, eventually contributing to the promotion of media education towards fulfilling the national goals and aspirations of Bhutan.

Tashi Delek!

A handwritten signature in blue ink, consisting of several fluid, connected strokes. The signature is positioned below the text 'Tashi Delek!' and above the name 'Kinga Dakpa'.

Kinga Dakpa
Director

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CHAPTER 1

UNDERSTANDING MEDIA

People from all walks of life use media, and in one way or the other, everyone is impacted by media. Media are essential in providing information, education and entertainment to millions of people. Media have become essential tools for everyone living in the 21st century. The dynamism of media has been revolutionary and rapid in the recent times due to the advancement in the field of Information and Communication Technologies (ICT).

This chapter aims at learning more about what media are, their types, evolution of media, and media growth in Bhutan.

1.1 Introduction to Media

LEARNING OBJECTIVES

- Define 'media'.
- Describe different types of media.
- Analyse the functions of media.
- Distinguish between traditional media and new media.

Media shape our understanding of the worldview. Daily consumption of media content contributes to the creation of personal, social, cultural, and national identities. Media have become indispensable for modern living, and they will continue to influence the way we live, learn, work, communicate, and relate to each other and the world at large.

a. Defining Media

A 'medium' is an intervening means or a channel or an outlet through which information and effects are stored and transmitted. It is something we use when we want to communicate with other people indirectly rather than in person. The term 'media' is the plural of 'medium', and it can take a plural or singular verb depending on the sense intended.

There are numerous meanings and interpretations for media, but in essence, it refers to communication channels, which include newspapers, magazines, video, television, radio, music, cinema, photography, advertising, computer games, and the Internet. Many of these reach large audiences, hence they are known as 'mass' media. There are also

media that are intended to reach small or specific audiences.

To understand the media, it is important to know their characteristics. Different types of media have their own specific characteristics depending on their reach, audience, formats and accessibility. Let us look at some of the most common characteristics of media:

- Media convey messages through visuals, languages, and sound.
- Mass produced for mass audience using different forms of technology.
- Media messages are produced to be consumed by audiences at different places.

To understand these characteristics, let's explore the key elements of media as reflected in Figure 1.1.

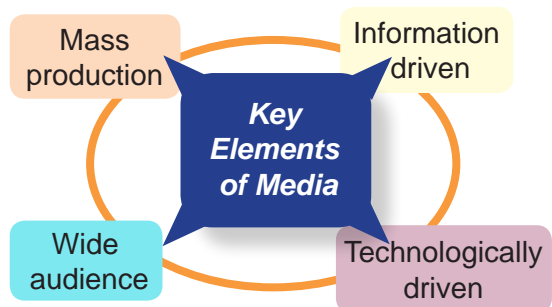


Figure 1.1 Key Elements of Media

ACTIVITY 1.1 : Exploring the meaning of media

Instructions:

1. Explore and study a few definitions of media by different scholars, or organisations, or institutions from your school library or the Internet.
2. Discuss among yourselves (in small groups) the definitions that you found from the library or the Internet.

Questions:

- a. What are some of the common key words that you have found from the definitions?
- b. Create your own meaning of media using the key words from the definitions and Figure 1.1.
- c. List down some of the media you observe in your community.
- d. Do you think the followings are media? Why?
 - i) maps
 - ii) currency notes
 - iii) prayer flags
 - iv) libraries
 - v) museums
 - vi) archives

b. Types of media

Media can be generally classified into three types: print media, broadcast media, and the Internet media (new media).

i. Print Media

The 'print media' is the form of printed publications, and it is one of the oldest media forms. The print media readership

has declined in the recent years, but there are people who still read newspapers, magazines and books on a daily basis. Some of the common print media include newspapers, magazines, books, newsletters, journals, banners, billboards, brochures, and flyers.

1. Newspapers

A newspaper is a publication containing news and information including

advertisements. It is printed and distributed on a daily or bi-weekly or weekly basis. It includes news related to politics, business, developmental activities, crimes, and sport. It also has entertainment news for fashions, movies, and celebrities. In the olden days, newspapers were the only mass media that masses depended on for daily news. Nowadays, newspapers are also available in electronic form.

2. Magazines

A magazine is a periodical that is printed on a regular period – weekly, fortnightly, monthly, quarterly, bi-annually or annually. It publishes a variety of articles such as food, lifestyle, travel, fashion, sports, electronic gadgets, and finance. Often magazines are financed by

advertisements as many companies use this platform to promote their products.

3. Books

Books are considered to be one of the oldest forms of print media that are used as a medium for sharing information with masses. They pass on knowledge from one generation to another. Books focus on a particular subject/topic to provide knowledge to the readers. These days, books are also available online as e-books.

4. Newsletters

A newsletter is a printed report containing news about ongoing developments of an organisation or a business firm. Most of the newsletters are in-house publications that are sent to their employees, or aimed



at specific interest group. Newsletters are one of the most common forms of serial publication. They are distributed to the interested audience free of cost.

5. Journals

A journal is a publication (newspaper or magazine) that deals with a particular subject or professional activity. For example, academic journal, medical journal, and literacy journal.

6. Brochures

A brochure, which is also known as pamphlet, is a type of booklet that includes information about a company or organisation like products and services, terms and conditions, contact details and addresses. Brochures are usually of two or three folds, and they are distributed with

newspapers, or handed over to people to make them familiar with the brands or services.

7. Flyers

A flyer is a small handbill advertising a product or event. It is adopted by small business entities like restaurants, shops and clubs due to its low cost of advertising. Flyers contain basic information about a firm and its products, services and contact information. They are distributed in public places.

ii. Broadcast Media

Broadcast media is transmission of audio and video programmes to numerous recipients through television and radio. It forms a large segment of the mass media.

1. Television

Television (also known as TV) is a system for transmitting visual images and sounds that are reproduced on screens or television sets. The television began in 1930s, and in its initial years, there were only a few channels sharing all types of content.

Today, the television has grown into a powerful mass media in the world. It offers many separate channels for news, movies, drama, sport, travel, nature, politics, cartoons and religion to appeal different age groups and people of various social backgrounds. The television is an integral part of many households for information and entertainment. It has become an advertising hub where



advertisers spend huge amount of resources to advertise their goods and services.

2. Radio

Radio broadcasting is the transmission of informative, educative and entertaining audio content over radio waves intended to reach a large number of recipients or 'listeners'. Sound can be sent through AM (Amplitude Modulation), FM (Frequency Modulation), and SW (Shortwaves).

The radio is one of the oldest means to entertain people. Although it has lost its popularity due to the boom of television, radio still remains one of the favourite means of electronic communications. Some of the advantages of the radio over other media are that it has a wide reach,

and can serve and entertain people even when they are already occupied. Listeners can tune in the radio while working at homes, digging fields or commuting on roads.

iii. Internet Media (New Media)

The Internet, a global network of all computer networks, is a new and a global mass media. The Internet makes it possible for people from all across the world to access and exchange information, acquire knowledge, socialise and network on the World Wide Web (WWW). Volumes of data can be transferred from one part of the world to other. Users can upload and download information instantly using any electronic devices such as computers, smartphones, tablets, and laptops.

With the advent of social media, websites, and search engines, the Internet media has become the centre of all other media. Even the traditional media such as newspapers, television, radios, and magazines can be accessed online as they are gradually transforming into new media with their own websites and social network accounts.

The education system derives the benefits of the advancement in the Internet media. Teachers can conduct virtual classroom by sending e-mails or audio-visual messages to their students. Both teachers and students can access information online, and use web pages and blogs to share their educational work among themselves.



Figure 1.3 Broadcast Media
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ACTIVITY 1.2 : Exploring different types of the Internet Media

Instructions:

1. Explore some of the commonly used Internet Media.
2. Study the use of each type of the Internet Media.

Questions:

- a. Why is it important to have different types of the Internet Media?
- b. Which Internet Media is the most useful to you as a student? Justify
- c. What types of the Internet Media are commonly used in your locality? Why?

c. Traditional Media and New Media

Media can be classified into two: traditional media and new media. Traditional media is referred to

the conventional means of mass communication such as television, radio, newspapers, magazines, and billboards. The new media is the new-age means of mass communication that are primarily



Figure 1.4 Internet Media

based on computer technology and include social media, e-mails, websites, blogs, and computer games. The traditional media and new media serve the same primary purpose of informing, educating and entertaining people. However, there are many differences between the two. You will learn these differences in Table 1.1.

Table 1.1: Differences of Traditional Media and New Media

Feature	Traditional Media	New Media
Interactivity	Generally, offers one-way conversation, where there is little or no scope for interaction among producers and audiences.	Provides a platform for a two-way conversation, where the consumers can give instant feedback.
Level of engagement	No avenue for engagement with its audiences. The messages are directly provided to the audiences.	Provides an avenue for its audiences, where they can engage and build communities.
Reach	Limited in reach and numbers. They are bound to a certain physical space and people.	Greater scope of reach. It is a global avenue without a limit to its reach and the number of people who engage with it.
Delivery platforms	Delivered on their own format only.	Can be delivered on flexible formats in different digital tools like computers, laptops, tablets, smartphones, etc.
Associated costs	Carries with it a hefty cost for production and placement of advertisements.	Inexpensive, and a minimal charge is required for advertising online.
Mobility	Static.	Portable.
Improvement	No scope for subsequent improvement. Once information is published it cannot be changed.	Changes can be made immediately.
Sharing	Does not allow information to be shared.	Allows information to be shared.
Practice of journalism	Publisher journalism.	Consumer journalism or citizen journalism.
Editorial Process	Media content goes through an organised editorial process.	Online citizen journalists or content creators do not work through this process.
Communication process/Speed	A slow form of communication. It takes long time to create and share a piece of information.	A faster form of communication. It is spontaneous and publishes information instantly.

ACTIVITY 1.3 : *Assessing the credibility of media content of traditional media and new media*

Instructions:

1. Select a news item on the same matter covered by a journalist working in traditional media and an online citizen journalist.
2. In small groups, discuss similarities and differences between the news item by the above two journalists.

Questions:

- a. What are some of the similarities and differences of the news item appearing on traditional media and new media?
- b. Which news item is more credible? Why?

1.2 Evolution of Mass Media

LEARNING OBJECTIVES

- *Examine mass media evolution to familiarise the changing trends in the media landscape.*
- *Study the growth of media in Bhutan.*

Mass media have been evolving with the progression of mode of communication and invention of information technologies. With the introduction of printing press in the 15th century, mass media have seen growth of many new mediums such as radio, television, cinema, and the Internet.

a. Evolution of Mass Media

The beginning of mass media can be traced back to the 15th century when a movable type printing press was invented by Johannes Gutenberg. Before that,

books or any other written materials were painstakingly handwritten. The printing press made mass production of print medium possible, faster and cheaper. Spoken words could be documented and manual writings printed.

In 1810, Friedrich Koenig, another German printer, enabled the industrialisation of printed media by discovering the use of power steam to a printing press. This gave simultaneous rise to some of the earliest forms of mass media like books and the daily newspapers. The term “mass media” was

coined with the creation of print media, and the print media is notable for being the first example of mass media.

Moving pictures, with colour and full sound, were first seen around the early 20th century although significant advances in visual media like creating a form of photography had started in the 1890s. By 1920, Hollywood had created its first stars, most notably Charlie Chaplin.

By the early 1920s, radio exploded in popularity. This new invention in the field of mass media greatly affected the print media. People found that listening to the news on radio was much more convenient than reading it on the print medium, and the radio provided both information and entertainment. The radio also opened a new market for the illiterates. Moreover, the radio became a boon for advertisers, who now had access to large audiences.

The television became a dominant form of mass media only in the 1950s though it was in existence before the World War II. This new medium provided viewers to be entertained with moving pictures and sound in their own homes. The emergence of the television also changed the world of

the advertising market as it catered to a larger mass of audience. However, with its invention, radio, cinema and print media declined.

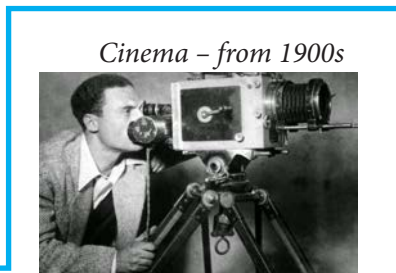
In the 1980s and 1990s, the media landscape faced drastic changes with the spread of cable television. The cable television allowed viewers a wide range of choices including channels like golf, classic films, and sermons contrary to the earlier decades of the television where viewers had a limited number of channels to watch.

The Internet became a full-fledged mass medium in the 1990s. It is the most recent and popular mass medium. News, information and audio-visual media have become readily available on the WWW. The Internet also started social media which have redefined mass communication altogether. It has made communication to the masses more entertaining, easier and cheaper.

Due to the advent of new communication technologies, every mass medium eventually merges to the point where they become one complex platform. This process is known as convergence and it is



Print – from 1400s



Cinema – from 1900s



Radio – from 1920s

Figure 1.5 Evolution of mass media at the global level

the force that affects media today.

b. Growth of Media in Bhutan

Bhutan was predominantly an oral society. In the past, news and messages were shared through word of mouth. Local stories, songs, and folklores were passed on orally from one generation to another. Bhutanese people also depended on runners, or messengers to deliver or receive mails comprising official letters and personal notes. Even mani walls, paintings, prayer flags, festivals and dances played the important roles of media in disseminating information and preserving local culture and art.

With the beginning of modernisation in Bhutan in the 1960s, there were some official publications. For instance, Kuensel was founded as an internal government bulletin. The bulletin which was initially published on a weekly basis became the country's first newspaper in 1986. It began the bi-weekly publication from 2005 and became daily paper in 2009.

In 1973, the National Youth Association of Bhutan (NYAB), a group of young volunteers, started a weekly news and

entertainment broadcast known as Radio NYAB. This small radio studio was taken over by the Royal Government and expanded into a regular broadcast station in 1986. It was renamed as the Bhutan Broadcasting Service (BBS).

The first Bhutanese feature film *Gasa Lamai Singye* was produced in 1989. Over the years, popularity of Bhutanese films increased with the growth of film industry in the country.

The BBS television and the Internet were first launched in 1999. They were then followed by the introduction of international television channels. The BBS television went nationwide only in 2006 via satellite. The BBS 2 started in 2012 as a general entertainment channel.

Two private newspapers, i.e. *Bhutan Times* and *Bhutan Observer* started in 2006 as weekly publications in preparation for the country's political transition to democracy. After that, with the market liberalisation for the media industry, the media environment underwent unprecedented changes. Several private newspapers and magazines entered the market. The first

Television – from 1950s



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Cable Television – from 1980s



Internet – from 1992



Dzongkha newspaper, Druk Nyetshul began in 2010. The number of newspapers in Bhutan increased to 12 in 2012. Many magazines such as Bhutan Window, Yeewong, Faces of Bhutan, Druk Trowa and Drukpa started. However, even as the country witnessed a rapid growth of print media, sustainability of media became a major concern. Majority of private media houses struggled to survive owing to the lack of funds, and over the years, many of them simply discontinued their business.

In 2006, the first Commercial FM Radio Kuzoo FM began in Bhutan. Other commercial FM radio stations, namely, Radio Valley, Centennial Radio, and Yiga Radio also came into existence.

The Sherubtse College started a Campus Radio Station in 2009 known as the Sherubtse FM. It broadcasted educational and entertainment programmes for students and faculty of the college. Since then, some other colleges in the country also established their own campus radio stations. In 2016, the Community Radio Stations were also established. Edi Community Radio in Gelephu, Lhop Community Radio in Dorokha, and KYD Community Radio in Pemagatshel are some examples of community radio stations.

After the introduction of the Internet in 1999 and the subsequent development of mobile telephony in 2003, the broadband Internet swept through the country, bringing a new media experience for the people.

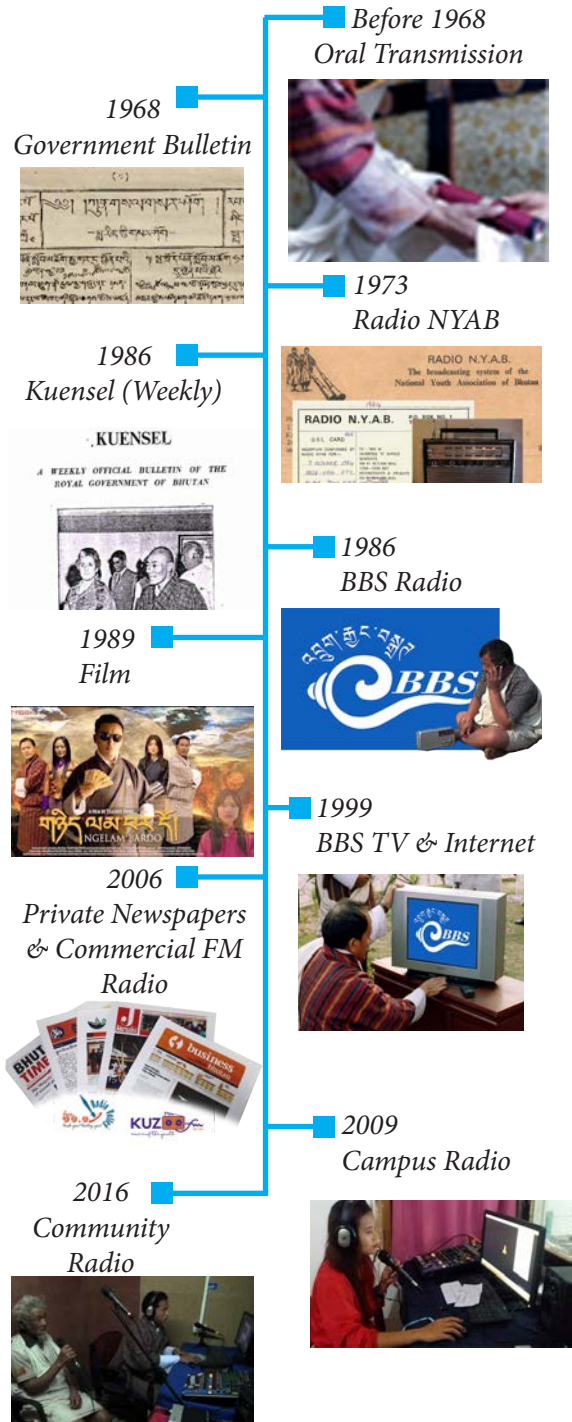


Figure 1.6 Changing trend of media in Bhutan

ACTIVITY 1.4 : Exploring the evolution of media types over time

Instructions:

1. Look at the Kuensel of two different times in Figure 1.7.
2. Explore how the media has changed over time.

Kuensel in earlier days



Kuensel in 2020



Figure 1.7 Images of Kuensel in two different eras

Questions:

- a. How has the Kuensel given in Figure 1.3 evolved over time?
- b. What are some of the reasons for change of the newspaper?
- c. Make a separate timeline of the development of each type of media in Bhutan.
- d. How has the advent of new media changed the traditional media in Bhutan?
- e. Compare and contrast the changing trends of media types in the global and Bhutanese scenario?

REVIEW QUESTIONS

1. What do you understand by media?
2. What are the significances of media in your daily life?
3. What are the different types of media? Why is it important to have different types of media?
4. What are the differences between traditional media and new media?
5. How has the media evolved at the global level and at the national level? How has the advent of new media changed the media landscape?

CHAPTER 2

MEDIA LITERACY

We are constantly exposed to information through television, radio, newspapers, magazines, the Internet, films, and other forms of media. We cannot escape the ubiquity of media and the role they play in our lives and society. Therefore, if individuals are to become critical thinkers, effective communicators, responsible and ethical users, and active participants in a democratic setup, enhancement of their competencies in analysing and producing the media content have become crucial.

This chapter aims to educate students to become media literate by which they are aware of forms of media, core concepts of media literacy, media literacy process skills, deconstruction and construction of media messages, and the values and attitudes associated with the use of media.

2.1 Concept of Media Literacy

LEARNING OBJECTIVES

- *Explain the meaning of media literacy.*
- *Examine the media literacy process skills.*
- *Analyse the core concepts of media literacy.*

To understand media literacy and acquire its knowledge and skills, one must study the meaning of media literacy, its process skills, and the core concepts of media literacy.

a. Media Literacy: Meaning

Media Literacy has been defined differently by different authors, media educationists, and media literacy organisations across the globe. We will look at some of the frequently cited definitions of media literacy, which are relevant to the local and global context.

One of the most often cited definitions of media literacy is “the ability to access, analyse, evaluate, and produce communication in a variety of forms”. This definition emerged from the participants at the 1992 Aspen Media Literacy Leadership Institute.

The Centre for Media Literacy (CML) expanded the definition:

“Media Literacy is a 21st century approach to education. It provides a framework to access, analyse, evaluate, create and participate

using messages in a variety of forms – from print to video to the Internet. Media Literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.”

The important aspect of media literacy is not about protecting young people or citizens from unwanted media content. Media literacy is about preparing students and citizens to become competent, critical, and literate in all media forms – written language, visual images (still or moving), and audio (sound, music, or speech). In the modern world, print literacy is no longer enough as a colossal amount of information is conveyed in images and sounds. Media literacy is not a denial of traditional print literacy, but rather an expansion of it.

The emphasis of media literacy is not only on understanding and analysis of consumers of media but also on enabling citizens to become creative and responsible producers of media. The core of media literacy is critical thinking.

Nonetheless, media literacy should not be confused with media education or media studies. Media education or media studies are the process of teaching and learning about media, whereas media literacy is the outcome – the knowledge and skills learners acquire.

To understand the meaning of media literacy, it is important to know what media literacy is not. The points in the box provide some meaningful insights:

Media Literacy is NOT:

- *bashing media, but it involves criticising media;*
- *just consumer of media, but also producer of media;*
- *only using multimedia, but one must also learn about media;*
- *just looking for stereotypes or negative representations, but also involves exploring how media representations work;*
- *based on one single perspective, but rather it encourages multiple viewpoints;*
- *telling not to watch, but it means watch carefully, think critically, and participate actively*

b. Media Literacy Process Skills

Media literate people need to act on what they learn and translate the knowledge and skills into real-world actions in their day-to-day lives. Media literacy not only provides knowledge about the content of media but it also gives a composite set of knowledge and skills needed for

individual autonomy and collective solidarity in a global media culture.

The knowledge and skills of media literacy include:

i. Access

When people access media messages, they are able to use communication technologies effectively, locate relevant and high-quality information from a wide variety of sources, and select different types of information relevant to the purpose of a task.

ii. Analyse

When people analyse messages, they are able to examine the form, structure and sequence of the message, interpret a message using concepts (such as purpose, point of view, genre, theme, audience, and character), and use strategies to compare/contrast, and fact/opinion.

iii. Evaluate

When people evaluate the messages, they are able to make informed and reasoned judgments about the quality and relevance of messages, judge the value of a message based on one's ethical, religious or democratic principles, and respond to messages of different content.

iv. Create

When people create messages, they are able to make media messages for particular purposes by using appropriate media formats.

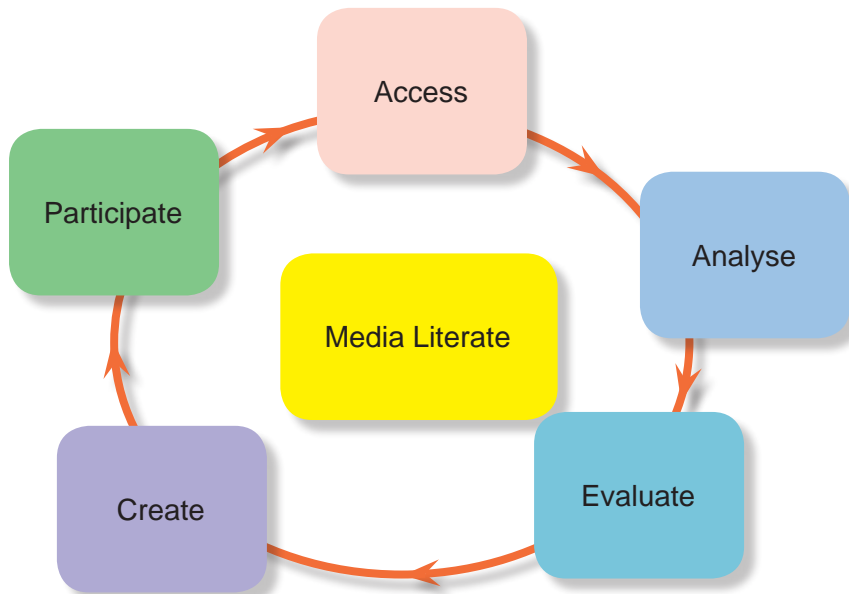


Figure 2.1 Media Literacy Process Skills

v. Participate

When people participate, they are able to engage and interact with others responsibly and ethically for self-expression, creativity, collaboration, and participation by using different forms of media.

c. Core Concepts of Media Literacy

To acquire media literacy skills, one has to understand the core concepts of media literacy, which are a set of key concepts that describe the core ideas of media messages. These concepts are central to both deconstruction and construction process of media messages.

Every organisation or institute involved with media literacy has articulated a set of

core concepts of media literacy. Though specific wording varies, there is a broad agreement on these five points stipulated by the Center for Media Literacy (CML):

i. All media messages are constructed

Media texts are the programmes, films, images, and websites that are carried by different forms of communication. They are not 'natural' although they look 'real'. Media texts are constructed just as buildings and highways are put together: a plan is made, the building blocks are gathered and ordinary people get paid to do various jobs. Whether we are watching the nightly news, passing a billboard on the street or reading a political campaign flyer, the media messages we experience was written by someone (or probably

many people), images were captured and edited, and a creative team with many talents put it all together. It varies from one kind of media text to another. In a magazine, for example, there are words in different sizes and types of fonts, photographs, colours, layout and page location. TV and movies use different camera angles and movement, lighting, scene, music, and sound effects.

In this creative process, choices are made. If some words are spoken, others are edited out; if one picture is selected, dozens may have been rejected; if an ending to a story is written one way, other endings may not have been explored. However, as the audience, we don't get to see or hear the words, pictures or endings that were rejected. We only see, hear or read what was accepted. Nor does anybody ever explain why certain choices were made. The success of media texts depends upon their apparent naturalness. But the truth is, it is all constructed.

ii. Media messages are constructed using a creative language with its own rules

Every type of media has its own set of 'grammatical' rule or creative language that makes it comprehensible to users. In printed text, the grammar is familiar: nouns, verbs, sentences, paragraphs, and the like. In visual texts, the components of language are things like camera angles, juxtaposition, movement, body language, composition, editing, symbols, and use of props. The language of audio texts

includes sound effects, voice-over, and the musical grammar of notes, rests, and dynamics. The Internet has elements like URLs, banners, and hotlinks.

This concept explores the 'format' (techniques of production) of a media message and examines how a message is constructed, the creative components that are used in putting it together – words, music, colour, movement, camera angle and many more.

It is important to understand how all forms of communication – whether magazine covers, advertisements or horror movies – depend on a kind of 'creative language': use of colour creates different feelings, camera close-ups convey intimacy, scary music heightens fear. The use of these techniques influences the various meanings we can take away from a message.

iii. Different people experience the same message differently

Audiences are active participants in the communications process. Our bodies may not be moving but in our heads, we're constantly trying to connect what we're hearing, seeing or reading with everything else we know. This concept incorporates two important ideas: first, that our differences influence our various interpretations of media messages, and second, that our similarities create common understandings.

For any piece of media, there are as many interpretations as there are audiences.

While interpreting media message, two people might interpret the same message differently without either of them being wrong. Each audience member brings to each media encounter a unique set of life experiences (age, gender, education, cultural upbringing, race, ethnicity, political affiliation, socioeconomic class, and geography or region) which, when applied to the text – or combined with the text – create unique interpretations.

iv. Media have embedded values and points of view

There is no value-free media. All media carry subtle messages about who and what is important. Since all media messages are constructed, choices have to be made. Though we should expect media producers to strive for fairness and balance in their viewpoints, they consciously or subconsciously embed their own values, experiences and assumptions in the messages, including societal norms and media conventions. Sometimes, they turn a generalisation (a flexible observation) into a stereotype.

For example, the choice of a character's age, gender or race mixed with the portrayed lifestyles, attitudes and behaviours, the selection of a setting (rural, urban, affluent, or poor) and the actions and re-actions in the plots are just some of the ways of how values become "embedded" in a TV show, a movie or an advertisement. Even the news has

embedded values in the decisions made about what stories go first, how long they are, and what kinds of pictures are chosen. The values of mainstream media typically reinforce and therefore, affirm, the existing social system.

Being able to recognise and name missing perspectives and voices from a particular message and how it impacts the message being sent is also a critical skill of this concept.

v. Most media messages are organised to gain profit or power

People have more than one reason or purpose for creating media. This concept look at the motive or purpose of a media message – and whether or how a message may have been influenced by money, ego or ideology. To respond to a message appropriately, we need to see beyond the basic content motives of informing, persuading or entertaining.

Much of the world's media were developed as money making enterprises. Newspapers and magazines lay out their pages with ads first; the space remaining is devoted to news. Likewise, commercials are part and parcel of most TV watching and radio.

This concept also uncovers issues of ownership and structure and influence of media institutions in society. The ownership of media is also associated with power and influence in society.

ACTIVITY 2.1: Exploring other forms of literacy in media***Instructions:***

1. In small groups, explore information on the following literacies associated with media literacy:
 - Digital Literacy
 - News Literacy
 - Film Literacy
 - Library Literacy
 - ICT Literacy
 - Visual Literacy
2. Make a presentation of your findings to the class.

Questions:

- a. What are the salient features common in all of them?
- b. What do you observe about the relationship of these literacies with media literacy?
- c. How important is it to understand the core concepts of media literacy to be media literate?

2.2 Deconstruction of Media Messages

LEARNING OBJECTIVES

- *Examine the key questions for consumers to deconstruct media messages.*
- *Apply the key questions to deconstruct media texts.*
- *Examine different media texts using the key questions.*
- *Present how various texts influence, manipulate, and reveal ideas, values, attitudes, and biasness.*
- *Discuss how format influences audience and purpose.*
- *Analyse how personal experiences impact individual's reading of texts.*

One of the most important media literacy analytical skills is deconstruction or decoding. The deconstruction skills are to be used as tools for understanding media products and their messages as all media messages are made or constructed by people. Deconstruction is about closely examining and taking apart media messages to understand how they work. Deconstructing a media message can help us understand who created the message,

and who is intended to receive it. It can reveal how the media makers put together the message using words, images, sounds, design, and other elements. It can expose the points of view of media producers, their values, and their biases. It can also uncover hidden meanings – intended or unintended.

To conduct a deconstruction exercise, understanding the key questions of

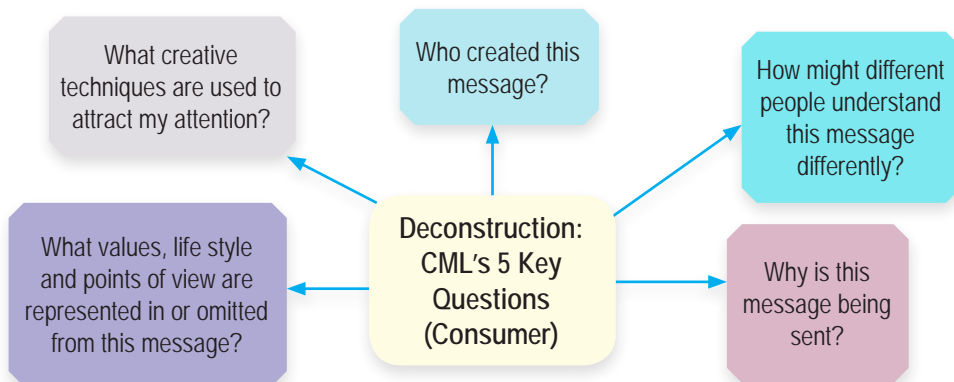


Figure 2.2 CML's Five Key Questions for Consumers

media literacy for consumers is very important. These key questions are the basis on which the deconstruction of media messages is conducted.

a. Key Questions for Consumers

Processing information efficiently and effectively requires process skills. For this, we will look at CML's five key questions that stemmed directly from each of the five core concepts of media literacy. These questions provide a strategy for critical thinking and media analysis to explore five analytical aspects of a media message. Analysis requires inquiry or questioning media as people seek out information. The five key questions form the foundation for building habits of inquiry about media messages.

Table 2.1 shows CML's five key questions for analysis (deconstruction) of media messages. The left column shows "key words" that apply to each of the respective core concepts or key questions. The CML's five key questions for Deconstruction designed for use by media consumers are placed in the middle column. The five core concepts appear in the third column, to the right of the five key questions for consumers.

In addition to the CML's five key questions, Table 2.2 shows different types of guiding questions to refer to while deconstructing media messages. These guiding questions are important to examine a wide range of media messages in many different contexts.

Table 2.1: CML's Five Key Questions for Consumers (Media Deconstruction)

Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts
Authorship	Who created this message?	All media messages are constructed.
Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.
Audience	How might different people understand this message differently?	Different people experience the same media messages differently.
Content	What values, life style and points of view are represented in or omitted from this message?	Media messages have embedded values and points of view.
Purpose	Why is this message being sent?	Most media messages are organised to gain profit and/or power.

Table 2.2: CML's Guiding Questions

Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's Guiding Questions
Authorship	Who created this message?	<ul style="list-style-type: none"> • What kind of "text" is it? • What are the various elements that make up the whole? • How similar or different is it to others of the same genre? • Which technologies are used in its creation? • How would it be different in a different medium? • What choices were made that might have been made differently? • How many people did it take to create this message? What are their various jobs?
Format	What creative techniques are used to attract my attention?	<ul style="list-style-type: none"> • What do you notice . . . (about the way the message is constructed?) <ul style="list-style-type: none"> » Colours and shapes? » Sound effects? Music? Silence? Dialogue or Narration? » Props, sets, clothing? » Movement? Composition? » Lighting? • Where is the camera? What is the viewpoint? • How is the story told? What are people doing? • Are there any visual symbols or metaphors? • What's the emotional appeal? Persuasive devices? • What makes it seem "real"?
Audience	How might different people understand this message differently?	<ul style="list-style-type: none"> • How close does it come to what you experienced in real life? • What did you learn from this media text? • What did you learn from other people's responses – and their experiences? • How many other interpretations could there be? • How can you explain the different responses?
Content	What values, life style and points of view are represented in or omitted from this message?	<ul style="list-style-type: none"> • How is the human person characterised? What kinds of behaviours/ consequences are depicted? • What type of person is the reader/watcher/listener invited to identify with? • What questions come to mind as you watch/read/listen? <ul style="list-style-type: none"> • What ideas or values are being "sold" in this message? • What political or economic ideas are communicated in the message? • What judgements or statements are made about how we treat other people? • What is the overall worldview? • Are any ideas or perspectives left out? How would you find what's missing?
Purpose	Why is this message being sent?	<ul style="list-style-type: none"> • Who is in control of the creation and transmission of this message? • Why are they sending it? • Who are they sending it to? • Who is served by, profits or benefits from the message? The public? Private interests? Individuals? Institutions? • Who wins? Who loses? Who decides? • What economic decisions may have influenced the construction or transmission of the message?

b. Process in Deconstruction of Media Message

While deconstructing media messages, one must be aware of the deconstruction process by carrying out Activity 2.2.

ACTIVITY 2.2: Deconstructing media message

Instructions:

1. In small groups, find a media text for deconstruction.
2. Display the Five Key Questions for media deconstruction and the Guiding Questions to the media text for all the groups to see.
3. Analyse the media text applying the Five Key Questions and Guiding Questions, and answer each question.
4. Present your answers to class including the conclusion you have drawn based on the activity to class

Questions:

- a. Summarise how the text is constructed and how various elements of the construction trigger your own unique response.
- b. Explain how your personal experiences impact the reading of the text?
- c. How do format influence audience and purpose?
- d. How are different questions important for different kinds of messages?

2.3 Construction of Media Messages

LEARNING OBJECTIVES

- *Examine the key questions for producers (construction of media messages).*
- *Apply the key questions to the creation of media texts.*
- *Create media texts to demonstrate understanding of social, political, commercial, personal and cultural values.*

As studied earlier, media literacy is not only about the ability to analyse and evaluate media messages. It is also about the ability to produce or create media in a variety of forms to communicate and express oneself in sound, image, and writing. The process of construction of media messages provides an avenue for people to engage themselves in learning by doing through the production of texts and images. This process helps in gaining insight into how professional media is created. The process also equips people with the ability to deconstruct media messages better.

To conduct construction exercise, understanding the key questions of media literacy for producers is important. These key questions are the basis on which construction of media messages is being carried out.

a. Key Questions for Producers

Like in the deconstruction of media messages, constructing media messages effectively also requires process skills. We will look at CML's five key questions for producers that are derived directly from each of the five core concepts of media literacy. These questions provide methodologies and techniques for production and interaction using media. They are the basis on which the construction of media messages are carried out. It takes questioning as the individuals construct or produce their own messages.

Table 2.3 shows CML's five key questions for producers. The left column shows key words that apply to each of the respective core concepts. The CML's five core concepts appear in the middle column. The five key questions for producers, designed for use by media producers, appear in the extreme right column.

Table 2.3: CML's Five Key Questions for Producers

Key Words	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
Authorship	All media messages are constructed.	What am I authoring?
Format	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format, creativity and technology?
Audience	Different people experience the same media messages differently.	Is my message engaging and compelling for my target audience?
Content	Media messages have embedded values and points of view.	Have I clearly and consistently framed values, life styles and points of view in my content?
Purpose	Most media messages are organised to gain profit and/or power.	Have I communicated my purpose effectively?

Table 2.4: CML's Guiding Questions for Media Production

Key Words	Construction: CML's 5 Key Questions (Producer)	CML's Guiding Questions for Media Production
Authorship	What am I authoring?	<ul style="list-style-type: none"> • What kind of text/genre am I creating? • What various elements (building blocks) make up the whole? • How similar or different is it to others of the same genre? • Which technologies am I using to create it? What will my medium be? • How would my construction be different in a different medium? • What are my choices? What choices might I make it differently? • Have I respected copyright, trademarks or other intellectual property that I might have used?
Format	Does my message reflect understanding in format, creativity and technology?	<ul style="list-style-type: none"> • What do I want people to notice . . . or not . . . (about the way I am constructing my message)? • What technologies am I using? How is my message structure affected? • What techniques stand out the most? Colour and shapes? Sound? Silence? Dialogue or Narration? Movement? Composition? Lighting? Texture? Scent? • How am I telling the story? What storytelling conventions am I using? • What is the setting or timing of my message? What impact might the setting or timing of my message have on other choices I make? • What visual or verbal, musical or visual symbols or metaphors am I using? • What emotional appeal am I using? • What persuasive devices am I employing? Am I being ethical? • What factual information am I presenting? Are my facts and information accurate? • Does my message seem "real"? Why?

Audience	Is my message engaging and compelling for my target audience?	<ul style="list-style-type: none"> • Who is the target audience for my message? • What do I know about this person or people? • Have I respected the need for privacy or confidentiality on the part of my audience? • Have I taken into consideration the appropriateness of my message for special or vulnerable audiences such as very young children or youth or those disabled? • How might my audience interpret my message and respond to it? • What effect might I anticipate my message having on my audience? Positive, negative, neutral? • Why should my audience care about my message?
Content	Have I clearly and consistently framed values, life styles and points of view in my content?	<ul style="list-style-type: none"> • What is my main message? • How am I supporting my main message? What information am I including? What am I leaving out? Why? • Who or what do I invite my audience to identify with through my message? What lifestyles, values and points of view are overt? What are implied? • Have I represented other voices or social groups? Are these representations nuanced or are they stereotypical? • What might the opposition to my message say? Have I treated my opposition with respect? • Have I made appropriate disclosures about conflicts of interests or assumptions? • Have I considered the needs of the “whole” person that I am relating the message to? If not, are my reasons ethical? • Does my message convey real-life behaviours or consequences? If not, why not? • What is the overall worldview depicted in my message?
Purpose	Have I communicated my purpose effectively?	<ul style="list-style-type: none"> • What is my intent? Whose needs am I trying to satisfy with my message? • Is the form of my message primarily entertaining, persuading, informing, or encouraging action and participation? • Who is paying for this message to be constructed and sent? • Do I want my audience to feel, think or do anything specific as a result of engaging with my message? • How is the audience served by my message? How do I profit or benefit? How does the audience profit by or benefit from my message? • Who wins? Who loses? Who decides? • What economic decisions may have influenced my message and how have I constructed or transmitted it? • Have I considered ethical, social and/or legal constraints on achieving my purpose?

b. Process in Construction of Media Message

While constructing media messages, one must be aware of construction process by conducting Activity 2.3.

ACTIVITY 2.3: Producing a media text

Instructions:

1. In small groups, discuss to generate an idea to create a media content to advertise any school event.
2. Apply the CML's five key questions for producers and the CML's guiding questions for media production to plan the design.
3. As per your design, create the media content.
4. Display the final work in the class

Questions:

- a. Did your personal experiences help you in creating the media message?
- b. How helpful was the 'CML's five key questions for producers' in the construction of your media?
- c. What were the challenges that you faced during the construction of media text?

REVIEW QUESTIONS

1. Choose the most appropriate term given in the box below and match them correctly against the following statements:

Point of view

Construction

Media text

Deconstruction

Media Literacy

- i) A movie that features the living conditions of the slum people.

- ii) Nima believes in evaluating the news source. _____
- iii) A news writer/reader refers the crime suspects as criminals.

- iv) Radio producers use voices and sound effects with music to create media message. _____
- v) After watching a movie, the meaning that parents derived from it differs from their children. _____
2. What do you understand by media literacy?
3. Why is it important to be media literate in the today's world?
4. Briefly explain the process skills of media literacy in your own words.
5. What are the key questions for consumers for media deconstruction and producers for media creation?
6. Why is it important to know the difference between facts and opinions in the news?
7. What are the effects of the exaggerated, misleading, false and bias media stories?

CHAPTER 3

MEDIA AND SOCIETY

Media have become an integral part of society and daily lives of people. People turn to media for news, information and entertainment, which they need for all types of their personal and professional works. Media are not a neutral phenomenon or the technology to construct and disseminate media products. Media reflect society as they portray what society is and how it works. It is through media that people learn about their own society and the world. Media play vital role and are great force that help progress society. Media are called the Fourth Estate as they are one of the pillars of democracy along with the executive, legislature, and judiciary.

Media and society are closely related to each other, and the relationship between media and society is dynamic and evolving. Media affect societies and societies affect media. Though media's primary functions are to inform, educate and entertain people, media institutions spread commercialism, generate trends and culture, and shape values, ideologies and attitudes of people. In doing so, they bring huge impact on societies.

This chapter helps students understand the role of media on society, impacts of media, relationship between media and contemporary culture, media culture, media representations, and how representations in media work.

3.1 Role of Media in Society

LEARNING OBJECTIVES

- *Explain the role of media in society.*
- *Examine the importance of media.*

Media fulfil multiple roles in society including providing information, educating society, and entertaining masses. Some of the primary roles of media are discussed under:

i. Information

Dissemination of information is the primary role that media play in society. Media carry out this role by keeping citizens informed and updated about happenings around them and the world. Media provide information in many forms. Newspapers, television, and radio provide information and news of all aspects like current affairs, sport, politics, health, business, lifestyle, music, finance, and religion from across the globe. Magazines and books give in-depth look at various subjects and issues.

Media act as a bridge between government and people and they ensure flow of timely and valid information to public so that people can make informed decisions. Various agencies, authorities, and business entities also utilise media to spread informative messages to public.

Media are storehouse of information where people can access information

related to any subjects or issues. The advent of the Internet has made this experience more immediate and easier.

ii. Education

Another role of media is to educate society. Media help in the diffusion of education to masses by giving information, ideas, and knowledge. They do not just provide information to people but also assist them in understanding and comprehending the information to make informed decisions.

Media educate people in different subjects, and they do it directly or indirectly using different forms of content. There are various educational programmes and materials such as children's shows on TV, books, magazines, and online reading materials. Media also help in promoting adult literacy through distance education programmes and making reading materials available. Even films, dramas, documentaries, interviews, and stories are intended to educate people.

Media are effective tools for increasing mass awareness on various issues, government policies and programmes, and business trends. Media also educate public about their rights and duties. This

broadens people's outlook and help them to make better decisions.

iii. Entertainment

One of the main roles of media is to entertain masses. Media spend a lot of their resources targeting the entertaining programmes. Various media offer entertainment programmes to keep their audiences entertained. Newspapers and magazines devote their space to humour, comics, gossip, sport, horoscopes, games, quizzes, and puzzles. Television have films, music, TV shows, comedy, series, sport, games, art, and fashion. The emergence of social media has created another source of entertainment like social networking sites, YouTube, Netflix, and podcast.

The entertainment programmes give amusement to audiences and make their recreational and leisure time more enjoyable. Media also provide audiences an outlet for imagination and fantasy.

iv. Public forums

Media play an instrumental role in society by serving as a public forum for discussion of important issues. They facilitate discussions and debates between diverse social actors, allowing opportunity to hear viewpoints and issues of all sides. This helps in forging common understanding among general public regarding various issues and holding society together.

Media often highlight issues and societal

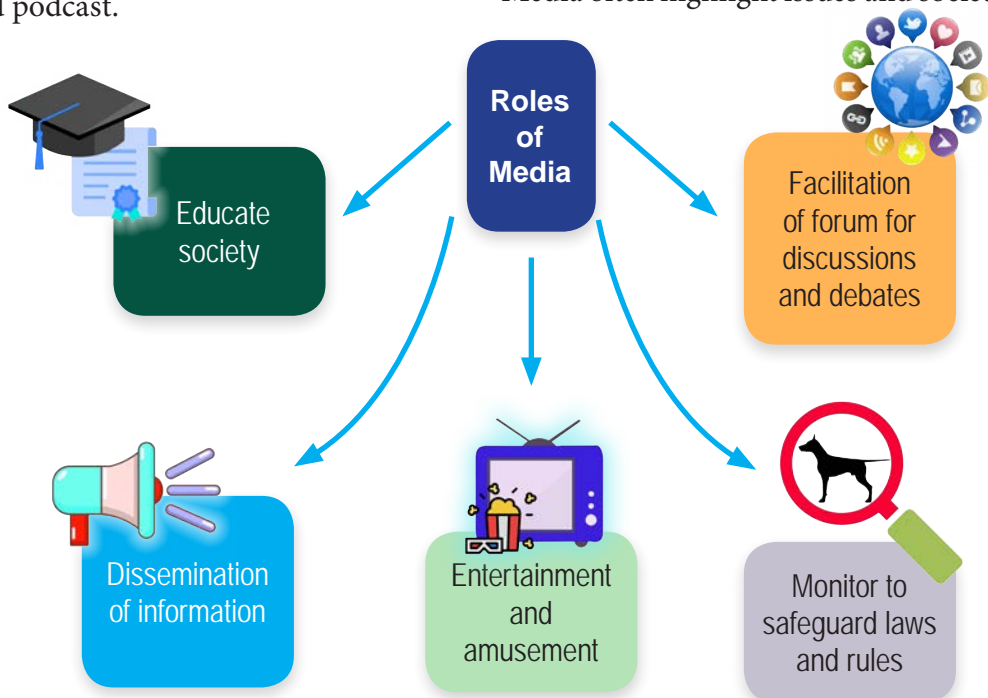


Figure 3.1 Roles of Media

difficulties of masses and help evaluating the issues and situations. Media help the voice of masses to reach the government or relevant organisations to bring about measures to address the issues.

v. **Watchdog**

Media are the watchdog of government, political system, business, and other institutions. Media monitor government by safeguarding laws and rules. They

ensure that elected officials and those in power are responsible, transparent, accountable, and acting in the public interest.

Media focus in bringing details of all major political situations, decisions, and scenarios. Thus, media promote good governance and help political and democratic processes of a country

ACTIVITY 3.1: *Evaluating the roles of media*

Instructions:

1. Make list of media that are present in your daily life today.
2. Find out roles and functions that each of these media perform in your life and community.
3. Share the findings with your peers.

Questions:

- a. Do you think media is important to you in today's world? Justify.
- b. Do you think that Bhutanese media fulfil the role of media?
- c. Imagine your life without media such as libraries, the Internet, newspapers, magazines, radio, and TV. How would your life be impacted without media?

3.2 Impacts of Media

LEARNING OBJECTIVES

- *Discuss the impacts of media.*
- *Distinguish positive and negative impacts of media on individuals and societies.*

The role media that media play in society today cannot be denied. However, with their inherent capacity to reach large number of people and their power to influence individuals and societies, media have impacted society in many ways. Media have huge potentials to bring social benefits including the role discussed in the earlier topic, but they also influence society in harmful ways.

Media have impacts in terms of social, psychological, moral, cultural, political, and economic trends. They have impact on market too. The overall impact of media on society has increased drastically over the years with advancement of media and communication technologies. The impacts of media, both positive and negative, can be easily seen these days. Table 3.1 shows positive and negative impacts of media in terms of education, society, health, and economic.

Table 3.1: Positive and negative impacts of media

Aspect	Positive Impact	Negative Impact
Education	<ul style="list-style-type: none"> • Media are source of ideas, information and knowledge. They create an informed knowledge-based society by educating people on different subjects and social and cultural aspects of society. • Education through media positively change people's attitude and perspective towards certain issues and social aspects. • During the time of emergencies or disasters, media are used for disseminating important messages to people. 	<ul style="list-style-type: none"> • Media influence individuals to develop distorted ideas, wrong views and opinions about themselves, people, and society. • Spending uncontrolled time on media entertainment affect people's learning, academic performance, and interest.

Social	<ul style="list-style-type: none"> • Media hold society together and help it progress. • Media help develop social skills for developing and building relationships. • Help people to socialise and communicate with their friends, family and colleagues. • Media show us places and events that we have only heard of. • Media help individuals to share and support social and cultural initiatives. • Media provide people with entertainment that keep them engaged and focussed. 	<ul style="list-style-type: none"> • Prolonged exposure to violent images on media often lead to violent social behaviours and actions among audiences. • Wrong or insensitive representations on media bring disharmony and destruction in society. • Relying too much on media lead to low self-esteem, and individuals become susceptible to cyberbullying and other forms of online crimes. • Media have replaced face-to-face communication, and reduced social interactions in person. • Addiction to media such as TV and social media lead to social withdrawal and feeling of disconnection among peers and family in the real world. • Unethical and irresponsible use of media break individuals' relationships with their peers and family and tarnish their reputation.
Health	<ul style="list-style-type: none"> • Advocacy through media help in creating awareness on healthy lifestyles and prevention and treatment of diseases and illnesses. • Media provide innumerable platforms to get health information and advice. People also learn about a therapy, cure or helpful drugs for themselves. • Positive connections with people help in individual's mental and physical health. 	<ul style="list-style-type: none"> • Prolonged viewing of TV and social media lead to stress and mental trauma, which have a negative impact on health. • Addiction to media leads to harmful effects on health like physical deformities, eyesight problems, radiation related health problems, lack of sleep, and obesity.
Economic	<ul style="list-style-type: none"> • Media promote businesses through marketing and advertisements. • Social media facilitate e-businesses and e-commerce that are faster and efficient. 	<ul style="list-style-type: none"> • Media promote consumerism and ostentatious lifestyles. In the process, consumers fall prey to ideas of commercial happiness and become victims of advertisement trickeries. • Spending on media cost people's time and money.

ACTIVITY 3.2: *Analysing impacts of media*

Instructions:

1. In small groups, conduct a small survey on how media have impacted the lives of people living in your community (apply scientific enquiry approach).
2. In your survey, list down what are some forms of media that people use and make observations of how people use media.
3. Analyse how the lives of people have changed by media.
4. You should present your findings to the class.

Questions:

- a. For what purposes do people use media in your community?
- b. What are some of the risks and challenges faced by people while using media?
- c. Suggest some measures you can practice to prevent the risks associated to the use of media.

3.3 Media and Culture

LEARNING OBJECTIVES

- *Explore the relationship between media and contemporary culture.*
- *Discuss how media impact culture.*
- *Discuss how media shape culture and ideologies.*

Media are pervasive and ingrained in today's world. They have touched every aspect of society and culture, and people cannot escape media. They no longer just influence culture, but they are becoming culture.

a. Relationship between Media and Culture

Media have been an important part of the global culture and society since early human civilization. Culture has evolved simultaneously with the development of media from printing press to broadcast

communication to the Internet. Media help in informing, educating and entertaining masses, ushering cultural movements, forging national identity, and creating media culture.

Media play an important role in presentation and promotion of culture by portraying various cultural norms, cultural heritages, and cultural activities. Media also represent cultural identity, language or dialect, folklore, art, and literature of different social groups, communities, and nations. They provide a platform for cultural expression and cultural cohesion within and between communities and nations.

Language is an integral part of culture, and language is indispensable to media content. Cultural values are embedded in media. The culture transmitted through media becomes the basis of belief to people or public consciousness. A society is identified with its culture, and the progress or strength of a society depends on foundation and preservation of its culture.

However, media are also often criticised for eroding traditional culture of societies. After getting exposed to media, people (especially youth and children) embrace media culture, disregarding their own culture.

b. Popular Culture

Every society has a culture that is rooted in its social norms, customs, and traditions. Within the society, people also

develop particular cultural patterns and preferences. There are generally two types of media and culture in the contemporary society: popular culture and high culture.

Media generally provide products such as books, movies, shows, music, fashion, and news that have a certain cultural appeal. When people have access to global media and cultures, they often embrace other cultures. This gives rise to a different culture known as ‘popular culture’. Popular culture, also called pop culture, can be defined as contemporary lifestyle and items that are well known and generally accepted cultural patterns within a society. Traditional folklore provides a source of popular culture.

Reality TV shows, popular genres of music, films, reporting on celebrities, fashion, sport, and cyber culture are some of the parts of popular culture. One can observe these in the way people dress, the way they keep their hairstyle, the way they talk, foods they eat, and the way they greet one another. Popular culture is contemporary, trendy, and rapidly changing. Media, embedded in popular culture, not only represent popular culture, they also create and reinforce the culture on audiences.

Sometimes popular culture is referred to as low culture, or a culture based on the tastes of ordinary people. The products of popular culture are designed to appeal masses through many media forms. The ideas of popular culture are simple, which can be easily understood and consumed

When people adopt the popular culture, societies inevitably lose some of their own cultures. The uniqueness of local or indigenous culture could be lost, which in turn, could lead to loss of identity, alienation, exclusion and even conflict. People abandon their present ways of life and adopt a virtually unknown, untraditional future. Thus, traditional communities become vulnerable to rapid modernisation.

Instead of sticking onto one homogenous culture, media give opportunity to bring in cultural diversity. This is how media cultivate the cultural tolerance. The cultural tolerance is a sense of openness to differences and an acceptance of

cultural, religious and other forms of diversity.

In the modern world, ethnic, cultural and religious diversities are everywhere. Hence, such diversities sometimes culminate to inter-group tensions, religious hostilities and ethnic conflicts. Media enable interaction among people with plural, varied and dynamic cultural identities as they create the conditions for mutual understanding, dialogue and peace. In today's society, cultural tolerance, inter-cultural dialogue and respect for diversity are essential as people become ever more closely interconnected.

ACTIVITY 3.3: *Analysing the impacts of media on Bhutanese culture*

Instructions:

1. In small groups, using the Internet or library find out some of the impacts of media on Bhutanese culture.
2. Present your finding to the class.

Questions:

- a. How have the introduction of both national and international media in the country affected the Bhutanese culture?
- b. Do you see the prevalence of the popular culture in Bhutan? Justify.
- c. Do you think cultural homogenization and cultural tolerance are threats to unique Bhutanese culture? Why?
- d. Suggest some ideas how the media can protect and promote Bhutanese culture in this age of globalisation.

3.4 Media Representation

LEARNING OBJECTIVES

- *Explain media representation.*
- *Examine the effectiveness of media representation.*

Everything in media is the representation of something or someone. Every day we are surrounded by media representations on television, in films, in photographs, on websites, in newspapers, and in books. Media representations have the power to shape ideas and attitudes of audiences and frame perceptions of the world around them. Eventually, media representations play a bigger role as what the media portray and disseminate in terms of information and values affect everyone and shape public views, and values and cultures of societies.

a. What is Media Representation?

A media representation is a portrayal, resemblance or a constructed image. Media representation can be a single image, a series of images or a whole programme, and it can take different forms like audio programmes, films, photographs, and print articles. The media offer a mediated version of the world, and what we see, hear or read on media are not the reality; they are just a representation of the reality.

Authors, journalists, filmmakers, advertisers, and publishers go through a

process that involve selecting and mixing different incidents, making events into stories, and creating characters. In a film, scriptwriter, photographer, actors, editor/s and producer/s make selections and constructions. Newspaper and magazine articles also go through a similar process where reporters, subeditors and editor/s make selections and changes.

It is not possible for the media producer/s to portray every aspect of an individual or subject in a media text. Therefore, certain features of their personality/appearance are highlighted and are often exaggerated.

The media re-present issues, ideas, events, places, or individuals by often referring to characteristics like gender, race, ethnicity, nationalities, sexuality, age, and job. Codes and conventions are also used to represent these attributes. For examples, in a film the producers might represent an old man with grey hair and a walking stick, and a woman might be cooking in the kitchen. Looking at these representations, audiences make assumptions about who the characters are. Such portrayals also

invite the audiences to see the characters in a particular way.

Media representations are inevitably biased (rather than objective) and lead to stereotypical representations of a particular social group, gender, race, community, idea, etc. In doing so, they may portray topics from a particular ideological or value perspective and may totally ignore other interpretations. However, this may or may not be the intention of the media producers. Sometimes, the recipients (reader, listener or viewer) also interpret and compare media with their own experiences and make judgments about how realistic and trustworthy the media images are.

b. Effectiveness of Media Representation

Representations invite audiences to see the world in particular ways and not otherwise. They want the audiences to understand and agree with them in certain preferred ways although interpretation may differ at the level of individual recipient. The techniques contributing to effectiveness of media representations include:

i. Media representations consist of repeated elements

Media show particular subject in certain contexts and they do it repeatedly. When audiences see these representations repeatedly, they take such representations for real or normal.



Media show particular subject in certain contexts, and they do this repeatedly

ii. Audiences are invited to identify with and to recognise representation

Media producers may have a view of the world that is similar to their audiences. If their representation fits in with the view of audiences, the audiences immediately identify themselves with the representation and recognise it. For example, in a film, audiences are



invited to imagine the role of a character, and they are also invited to recognise the representation from their own experiences or beliefs.

iii. Representations contain a point of view and values

Since all media representations are constructed, they contain the point of view of the people who created them. The ideology and value judgement held by media producers are always represented in their media texts.



iv. Media categorise people, ideas or events

Media representations are generalisation about categories, and they invite audiences to view people, ideas or events in that context. Media put people, ideas or events in categories such as ‘the aged’, ‘the unemployed’, or ‘businessmen’. Thus, this categorisation becomes part of thinking processes and beliefs of audiences.

v. Representations have a mode of address

Mode of address means how the media texts address or speak to their audience

and involve them. The mode of address varies depending on the media form and the perceived audience. There are many modes of address, some of which are:



- *Direct mode of address:* The writing or an image of media speak straight to audience.



- *Indirect mode of address:* The writing or an image of media refers indirectly like ‘people’ or ‘the public’.
- *Formal mode of address:* The writing is in formal language, and the tone is serious and sincere.
- *Informal mode of address:* The writing is in casual language and slang.
- *Friendly mode of address:* The tone of writing is cheerful and comforting.
- *Hostile mode of address:* The writing challenges or insults the audience.

Key Points while looking at media representations:

i. Presence and absence:

Media select and include certain subjects or ideas in the media world and exclude others. They also give voice to particular social groups, and keep others silent.

ii. Realism:

Media messages seem to be realistic and compelling; some can be seen more realistic and natural than others. Sometimes audiences interpret media with their own experiences and beliefs and make judgements how realistic the media texts are.

iii. Telling the truth:

The media claim to tell the truth about the world.

iv. Stereotyping:

The media represent particular social groups in a particular way through basic or obvious characteristics.

v. Framing:

A representation can be framed within a certain viewpoint, or it can be shown only within a certain context.

vi. Bias and objectivity:

Media representations are bound to be biased rather than objective. They tend to support particular views about the world from a particular ideological or value perspective.

vii. Influences:

Media representations affect the audience's views of particular social groups or issues or events.

viii. Codes and Conventions:

Representations can be understood by analysing the symbolic and technical codes that are used to communicate meaning. Some of the symbolic codes include clothes, colour, traffic light, physical appearance and body language. Some of the technical codes include camera angle, shot size, camera movement, and lighting, typography, use of graphics, and design techniques.

ACTIVITY 3.4: *Producing a media text*

Instructions:

1. Bring media content of any form.
2. Study the representations made in the media text.
3. Use the following questions of the textual analysis approach:
 - i. Who or what is being represented?
 - ii. Why are they present?
 - iii. How are they framed?
 - iv. What codes and conventions are used?
 - v. What are some of stereotypical representations (such as gender, age, sexuality, race, ethnicity, nationalities, issues, ideas, and events) portrayed in the media text?
 - vi. Whose point of view and values does it support?
 - vii. Who benefits from this representation? Who does not?
 - viii. How does the representation in this media text influence its audience?
 - ix. Who or what is omitted?

Questions:

- a. How are the media representation made in the media text?
- b. How should the producers make a proper representation?
- c. How important is it for citizens to be aware of media representation?

REVIEW QUESTIONS

1. What relationship do you see among media, culture and society?
2. What roles do media play to uphold a society?
3. How has the popular culture affected indigenous cultures?
4. What are the advantages and disadvantages of cultural homogenization and cultural tolerance?
5. How do media representations work?
6. Why do media use stereotypical representations?
7. How do media representations influence individual audience's point of view and values and culture of a society?
8. How can the proper media representations help those social groups who are underrepresented?

CHAPTER 4

INFORMATION FUNDAMENTALS

Everything around us is information. Information is one of the basic components of our society. It is the lifeblood of every aspect of our daily lives and every system, be it mechanical or social. Humans, as processors and users of information, have always been dependent on information to make decisions and guide their actions.

The advances in computer science, information communication technologies, and the Internet have increased the information flow into our lives and the complexity of information systems. This phenomenon, known as ‘Information Age’, is revolutionising how we live, learn, and communicate.

The information is a source of power, control, and commodity in society, and it can also contribute to knowledge and change. However, the information, if it is not used properly, can affect humanity. Thus, students need to understand the particular term ‘information’, its use, and how it can be effectively accessed in their everyday lives.

This chapter attempts at defining the concept of information, understanding its characteristics, sources, and forms, and learning the importance of information in society. It also provides a framework for students on how to access, assess, and manage information.

4.1 Meaning and Definition of Information

LEARNING OBJECTIVES

- *Explain meaning of information.*
- *Examine the characteristics of information.*

The word information has Latin roots, *informatio*: the noun was derived from the verb *informare*, meaning to inform, to give form to the mind and to teach. Its concept is a profound one, rooted in mathematics. Information as a concept was popularised in 1950s and 1960s by researchers who were influenced by the work of Claude Shannon (1948) and Warren Weaver (1949).

Today there are numerous definitions of ‘information’. Hence, it is difficult to come to a single definite definition of what information is. Information is considered as the resolution of uncertainty. To understand the meaning of information, studying its essence, concept and its characteristics are crucial. Examine a few definitions given below:

- “Information is any stimulus that reduces uncertainty” (Shanon,1948 & Weaver,1949).
- “Information is that ‘which changes us” (Beer, 1979).
- “Information is data that has been processed into a form that is meaningful to the recipient and is of real or perceived value in current or prospective actions or decisions” (Davis & Olsen, 1984).

- Information is that “which is transmitted by the act or process of communications, it may be a message, a signal, a stimulus, it assumes a response in the receiving organism and therefore, possess response potential” (Shera).
- “Information as a representation of knowledge” (Belkin, 1978; Madden, 2000; McCreadie & Rice, 1999).

From the above definitions, we can derive the meaning of information (which are also the characteristics of information):

- is a processed ‘data’ or ‘message’ or ‘signal’ or ‘stimulus’
- has a ‘meaning’ or ‘value’
- is ‘a representation of knowledge’
- can contribute to ‘change’ or ‘actions’ or ‘decisions’
- can ‘reduce uncertainty’

Information is what is communicated or formed through sense perceptions. It is linked to meaning and inherent in culturally identifiable signs, symbols, images, and values. To perceive or understand its meaning, information must be placed within a particular context.

Timings, knowledge, worldview, and social and cultural factors of recipients play a significant role in processing and interpreting the information.

Information can be recorded in print and audio-visual forms. It can be also stored, transmitted and displayed by graphical process, voice, and gestures.

ACTIVITY 4.1: *Analysing the meaning of information*

Instructions:

1. Using the Internet and library materials, find other definitions of information that give you a broader description and that are relevant to your own context.

Questions:

- a. What are some of the common words that you find in the definitions of information?
- b. What are the main attributes of information reflected in the definitions?
- c. Why are these definitions relevant to you?

4.2 Information Sources

LEARNING OBJECTIVES

- Explain the sources of information.
- Examine the various forms of information.

To be able to access information effectively, students need to know the classification of information sources, arranged by sources and forms depending on function and attributes of information

a. Sources of Information

Sources of information can be generally categorised in three broad groupings, namely, primary, secondary, and tertiary depending on their originality and their unique characteristics.

i. Primary Sources of Information:

Primary sources of information are the first published records of original work, first-hand accounts, and creative works. Such information are original works representing unfiltered ideas, and created by those who are directly involved. Such information, whether published or unpublished, are used for making claims or criticisms as evidence for theories, and to gain timely perspectives on a subject. Some examples



Figure 4.1 Primary sources of information

are letters, diaries, autobiographies, speeches, correspondences, artworks, photographs, interviews, survey data or polling data, original experiments or researches, and government records.

ii. Secondary Sources of Information:

Secondary sources of information are either compiled from or referred to the primary sources of information by way of selecting, modifying or reorganising. They offer extensive and in-depth analyses of the primary sources and since it is done in a more academic manner, they serve a definite purpose for the users. The secondary sources of information may not be used as a first-hand evidence, but they are still useful sources of different experts or critics' views of the primary materials. The secondary sources are more easily and widely available than primary sources. Some examples are textbooks, analyses, reviews, dissertations, theses, biographies, commentaries, etc.

iii. Tertiary sources

Tertiary sources of information are the condensed and distilled information collected from the primary and secondary sources. They present a summarised factual representation of information and are the last documents to be published in the information cycle. They tend to consist highly reliable and accurate information and offer background information, broad perspectives and overview of topics



Figure 4.2 Secondary sources of information

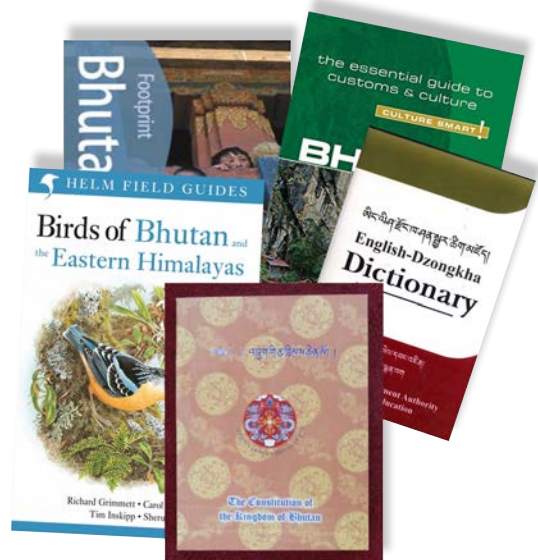


Figure 4.3 Tertiary sources of information

for research purpose. Some examples are encyclopaedias, dictionaries, guides, classification systems, handbooks, indexes, bibliographies, databases, and chronologies.

Further, the sources of information can be categorised into formal source and informal source. They are explained as:

i. Formal sources

Formal sources of information include government agencies, universities, consultants, and research organisations. The information from these sources are impersonal and presented in a coherent manner and well-structured language through a process of critical review and revision. Some examples that come under

this category are government reports, peer-reviewed journal articles, and books printed by scholarly publishers.

ii. Informal sources

Formal sources of information are considered as unofficial information, and they are communicated by casual conversations, e-mails, and text messages between friends or colleagues. The information from such sources are not well-structured and may not provide the creator's credentials or sources of reference.

b. Forms of Information

Some of the forms of information that are common and we use are shown in the Table 4.1.

Table 4.1: Forms of information

Form	Description
Oral	Oral form of information is presented as sound or speech. This form of information is used in people's day-to-day conversation. Some examples are causal talks between two people, talking on the phone, lectures delivered by teachers, speeches delivered by school principals, meetings, presentations, and interviews by journalists.
Sign	Those people who cannot hear and speak use sign language to communicate. They generate information using hands, fingers and other parts of body. Even normal people use signs and gestures to communicate.
Written	Written form of information is hand-written or word processed information. It also includes information in e-mails or messages as well as writings that are produced using different digital software. These forms of information can be printed using the printing press, and stored in digital format.
Visual	This form of information includes pictures, films, or displays used to communicate information. Some examples are photographs, animations, videos, cartoons, maps, charts, graphs, artefacts and so forth.

ACTIVITY 4.2: Evaluating sources of information***Instructions:***

1. In small groups, and using the Internet or library books, find two articles of each source of information: primary source, secondary source, tertiary source, formal source and informal source. Ensure that information you gather are of various types (different eras, different purposes, and different points of view).
2. Share your findings and experiences with whole class

Questions:

- a. What difficulties did you encountered while segregating articles into different information sources? Justify.
- b. Will you use the articles for an assignment or research work? Reason out why 'yes' and why 'no'.
- c. What more information would you require other than what you have in your hand to further validate the sources of articles?

4.3 Information and Society

LEARNING OBJECTIVES

- *Examine the relationship between information and society.*
- *Explain the importance and impacts of information on society.*

Information plays a central role in societies. It has greatly changed the nature of societies and how the world works. The term “information society” emerged in the 1970s to highlight the importance and widespread nature of information.

a. Relationship between Information and Society

The humankind always needed information in order to make decisions, resolve uncertainty, solve problems, communicate, participate in and contribute to their community and society. During the period of the ‘Stone Age’, or even before that, hunter-gatherers gathered and used information to transform their nomadic way of life. The oral society had acquired information and knowledge through experiments and observations, disseminated information verbally or using signs, and stored information in human memory.

The invention of printing press, telegraph, telephone, radio, and television changed the nature and the way information was gathered and

transmitted. These inventions helped in storing information in print and electronic devices. Since disseminating information to masses was easier and faster, it greatly improved people’s knowledge and their socio-economic conditions.

Since 1970s, with advancements in science and technology, information was increasingly being considered as the defining resource of a new post-industrial society. The term ‘information society’ emerged as a result of the importance attributed to it. It was also said to be the third wave of society, the first two waves being ‘industrial society’ and ‘agricultural society’. The rise of information industries, research and innovation, spread of education, importance accorded to the freedom of expression and the growing trend in democratic movements all led to the emergence of an information society. Information indeed forms the soft part of technology. Without it, technology as a resource has little value for potential users.

The advent of World Wide Web (WWW)

and accelerated growth of media and ICTs towards the end of the 20th century led to information explosion. Societies all over the world were changing as the way the world was working was transforming significantly. Today, the world increasingly relies on information accessed through technologies and media. Information processing, distribution, and access have become the basic conditions for new economy, communication, social cohesion, and cultural and political life. The present world is characterised by its emphasis on information and the way it is processed and consumed.

b. Importance of Information in Society

Importance of information in an society cannot be denied as every system or organisation functions on the information flow. Information keeps human society progressing. All aspects of a society are largely structured by information. We will look at the importance of information in terms of how it plays a critical role in education, research and innovation, society, citizenship, development, economics, health, and politics.

i. Education, Research and Innovation

In the field of education, information develops skills for people to compete in the global market. It not only improves literacy rate but also creates a learning society that helps in acquisition of a changing set of skills. Information is a basic input for research, innovations,

and inventions. Information helps in generating new information, new knowledge, and new theories. Many countries have established research centres to gather, process, and archive information.

ii. Social

Information is a basis for cooperation, social integration, and development in a society. Information is an essential factor to coordinate and control activities of people for their collective safety, security, survival, wellbeing, and progress. Thus, it strengthens community links and harmony and maintains law and order. It strengthens social cohesion.

iii. Citizenship

Citizens use information in their daily lives for different purposes. They use information as consumers of goods and services, to communicate, and to learn new knowledge. Most importantly, they use information in their roles as citizens and exercising their rights and duties. With access to timely and accurate information, citizens can make their choices, explore their entitlements to public services, and participate in public decision making.

iv. Development

Information is an indispensable resource for societal development and prosperity. Government or decision makers require

all types of information at all levels to run a country or system in a better way. Based on the information gathered through surveys and other means, they can introduce national policies, plans, and programmes, thereby improving socio-economic conditions of people.

v. Economic

Information is a dynamic force and an inexhaustible economic resource and commodity which can be purchased and sold in the market. Business entities make greater use of information to mobilise resources, train people, improve financial and human resource management, stimulate innovation, and increase quality of goods and services they produce. Information saves time, space, energy, and increases machine efficiency and multiplies production.

vi. Health

Access to the provision of health information raises level of public health. Medical professionals will be better informed about their patients and have access to more information about diseases and treatments. It helps in making systems better for tracking diseases. Improved health information can also enable general public to take care of their own health.

vii. Political

Information is also important in political spheres. Access to quality and timely information enable citizens to fully participate in democratic processes like elections and ballot initiatives. It helps them in making informed decisions while choosing appropriate people for the important social roles.



ACTIVITY 4.3: *Analysing the importance and impacts of information****Instructions:***

1. Make a list of all the activities you do for a day- from the moment you wake up in the morning till you go back to sleep at night.
2. Analyse what information you need to carry out the activities.
3. Write down the information you need next to each of the listed activities.

Questions:

- a. How important is information in your life in relation to performing your daily activities?
- b. What difficulties would you face while making the decisions if you do not have the required information?
- c. What role would information play in your associations with your friends, family, teachers, and community?
- d. How do you see an information impoverished society? Explain its impacts in terms of development, economy, education, security, health, democracy, agriculture and food production.

4.4 Information Literacy

LEARNING OBJECTIVES

- *Demonstrate understanding of stages/elements of information literacy.*
- *Apply stages/elements of information literacy to explore information from various sources.*
- *Analyse the purpose of information to facilitate decision making.*
- *Assess information using relevant ICT tools.*

In olden days, people were depended on verbal communication and printed sources for information. Today, advent of ICT and the Internet have changed the way we access and use information. Our everyday life is becoming increasingly digitalised. With explosion of information and unprecedented information congestion, the channels and formats of information delivered are becoming more complex and blurry.

Information users are now faced with new challenges like how to solve information problems, how to reduce information load and information noise, and how to identify quality information. Qualities of information are clarity, timeliness, relevance, precision, accuracy, authenticity, comprehensiveness, and impartiality. Obsolete or incomplete information, misinformation, and disinformation can be damaging to users – physically, mentally, socially, and economically.

Therefore, Information Literacy has become an essential part of education

to prepare citizens to be successful users of information and communication technology. It equips people with skills to access and use information in whatever situation they may be situated, be it in a familiar classroom, in a local community, or in a strange society.

a. Definition of Information Literacy

The term ‘information literacy’ was first coined in 1974 by Paul G. Zurkowski. According to Zurkowski, information literacy is “techniques and skills” learned by the information literate ‘for utilising the wide range of information tools as well as primary sources in molding information solutions to their problems’.

Over the years, information literacy gained legitimacy as the term was widely used and has substituted the previously coined descriptions like ‘user education’, ‘bibliographic instruction’, and ‘library skills instruction’. However, the meaning of the term varies widely as different scholars and professional organisations

interpret the concept differently. We will discuss here a few definitions that are relevant and suitable in our context.

- “Information literacy is a survival skill in the Information Age. Instead of drowning in the abundance of information that floods their lives, information literate people know how to find, evaluate, and use information effectively to solve a particular problem or make a decision” (The American Library Association Presidential Committee on Information Literacy Final Report, 1989).
- “Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations” (The Alexandria Proclamation of 2005).
- “Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (Association of College & Research Libraries, Framework for Information Literacy for Higher Education, 2015).

The Media and Information Literacy Curriculum for Teachers (UNESCO, 2011) states that “Information literacy is a set of individual competencies needed to identify, evaluate and use information in the most ethical, efficient and effective way across all domains, occupations and professions”. This document also provides key elements and framework for teachers and students to follow, practice, and acquire information literacy skills. The key elements of information literacy are shown in Figure 4.1.

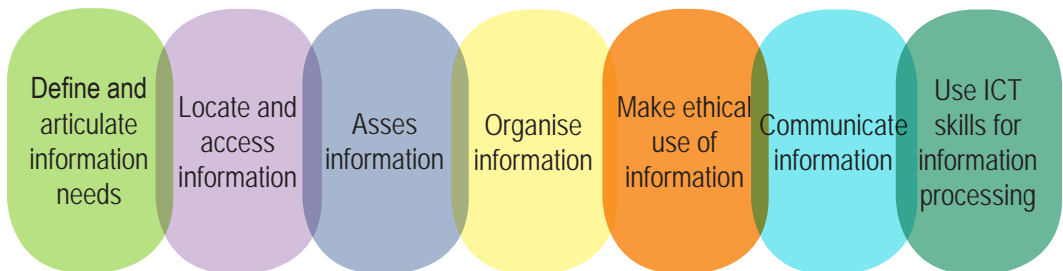


Figure 4.4 The key elements of information literacy

b. Information Problem-solving

The Media and Information Literacy Curriculum for Teachers provides important skills that individual users have to acquire for themselves to become information literate. The document provides a six-stage framework for information literacy and information problem-solving as shown in Table 4.2 (content of the table has been edited

to suit Bhutanese learners). The first column of the table shows six different stages and elements for information literacy. The second column gives relevant topics and questions to consider to follow each stage.

This framework is a process or guide that students can use while sourcing information from all domains. It helps in developing specific information literacy skills.

Table 4.2: Six-stage Framework for Information Literacy and Information Problem-solving

STAGES	TOPICS/QUESTIONS
Stage 1: Defining information needs or problems	<ul style="list-style-type: none"> • What do I want to find out? • What problem am I trying to solve? • Do I understand the nature of the problem or the topic being researched? • Can I clearly define my information needs or the problem? • What prior knowledge do I have about the subject? • How much information do I want on the subject?
Stage 2: Information-seeking strategies	<ul style="list-style-type: none"> • How much time do I have to find this information? • Where should I look for the information? • Students should determine all possible sources and select the best source depending upon the context. These may include primary sources, secondary sources, and tertiary sources. • Do I search the physical library, the Internet (including digital libraries), museums, archives, etc.?
Stage 3: Locate and access	<ul style="list-style-type: none"> • General searching and specialised searching on the Internet on a particular field; understanding domain names (e.g. .edu, .gov, .org, .com, etc.), searching the web for pictures and sound (audio and video), and searching academic websites (e.g. Google scholar). • Using the index and table of contents effectively in a book and searching within electronic PDF files, etc. • Using libraries (searching library catalogues, periodicals, indexes and abstracts and reference books). • Searching databases (examples of popular databases such as AGRICOLA, AGRIS/ CARIS, EBSCO or Expanded Academic ASAP, and others database search tips; key word searches, identifying synonyms and spelling variations, searching by subject or author, combining key words such as 'and', 'or' and 'not', using truncation and wildcards, and searching by limits, such as date, language, publication type and peer-reviewed works). • Using RSS feed to receive the information you need automatically.

Stage 4: Critical evaluation	<ul style="list-style-type: none"> • Assess/validate the reliability, authenticity or quality of information from books, website, other online sources, etc.
Stage 5: Synthesis	<ul style="list-style-type: none"> • How does this relate to the problem I want to solve? • How do I effectively organise relevant information from multiple sources? • How do I present the information? • What tools are available? • What tools do I need?
Stage 6: Information use, sharing and distribution	<ul style="list-style-type: none"> • Applying the information that I have located to solve my problem. • Referencing/tracking sources, using available bibliography/reference tools. • Tools available for retrieving, sharing, distributing and cooperating with others who have similar information needs or problems. • Understanding copyrights and plagiarism.

ACTIVITY 4.4: *Applying the information literacy skills*

Instructions:

1. In small groups, explore information to write an essay on a topical issue (e.g. impacts of information on society, democracy, global warming, youth unemployment, etc.) applying the Six-stage Framework for Information Literacy and Information Problem-solving.
2. Present your findings and the experience you have drawn from this activity to whole class.

Questions:

- a. Do the information you have found resolve your information needs and problems? If yes, how? If not, what would you add and why?
- b. Compare volumes, quality, and usefulness of information from the Internet with your school library resources.

REVIEW QUESTIONS

1. Explain what information is as you have understood in your context.
2. What relationship does 'information' share with data and knowledge?
3. What are information sources and forms? Why is it important for information seekers to identify the sources and forms of information?
4. What is the meaning information society? What are the perceived similarities between 'information society' and 'knowledge society'?
5. What are some of the importance and impacts of information on society?
6. Why do you think having information literacy skills is relevant for survival in the information society?

CHAPTER 5

COMMUNICATION FUNDAMENTALS

Every day we communicate in different environments. Whether we are home, in school or at workplace, we communicate all the time. Communication happens to all beings at the individual, group, personal or public level. Whether we give a slight head nod in agreement or present information to a large group, communication is necessary in building relationships, sharing ideas, delegating responsibilities, managing teams and collaborating with others.

Communication integrates knowledge, organisation and power to function effectively in a community. As simple as this may appear, the manner in which information is communicated will decide its outcome. Communication affects and can be affected by a wide range of factors: emotions, cultural situations, mediums used, and locations. It is for this reason that one must get to the core of communication skills to become an effective communicator.

Therefore, understanding communication fundamentals in learning and developing good communication skills can help become successful and competitive individual. However, to build communication skills it takes time and practice.

5.1 Meaning of Communication

LEARNING OBJECTIVES

- *Explain communication in your own words.*
- *Explore the definition of communication from various sources.*

Communication dates back to the very beginning of life, much before the origin of speech. The first communication tool was the use of symbols. Some of the symbols used were cave paintings, carvings on rocks, pictograms and ideograms. Writing further enhanced the way communication took place. In the recent past, with the advancement of technology, telecommunications and the Internet trends in which people communicate have also evolved.

The term ‘communication’ has its origin to Latin *communicare*, meaning ‘to share’. It is the act of conveying meanings from an individual or group to another through the use of mutually understood signs, symbols, and semiotic rules.

In simple terms, communication is the act of transferring information from one place/person/group to another. Communication generally engages a sender, a message, medium and a receiver.

ACTIVITY 5.1: *Exploring other definitions of communication*

Instructions:

Look for other definitions of communication by different scholars

Questions:

- What similarities and differences did you find in the ‘communication’ definitions?
- Using the key ideas from the definitions, write your own definition of communication.

5.2 Components of Communication

LEARNING OBJECTIVES

- Explain the components of communication.
- Assess the significance of the communication components

Sender, Receiver, Channel, Noise and Feedback are the general components of communication. These components of communication ensure the quality of communication. Any problem in one of these components can reduce effectiveness in communication.

i. Sender

The sender is the source who imagines, creates and sends the message. The sender can be an individual, a group, or an organisation. The sender encodes the message by selecting words, symbols, or gestures to convey a message.

ii. Receiver

The receiver is an individual, a group or an organisation to whom the message is sent/shared. The receiver decodes the message sent by the sender and creates his/her/their own understanding.

iii. Channel

The channel is the medium through which the message is conveyed. Generally channels can be categorised into two: spoken and written channel.

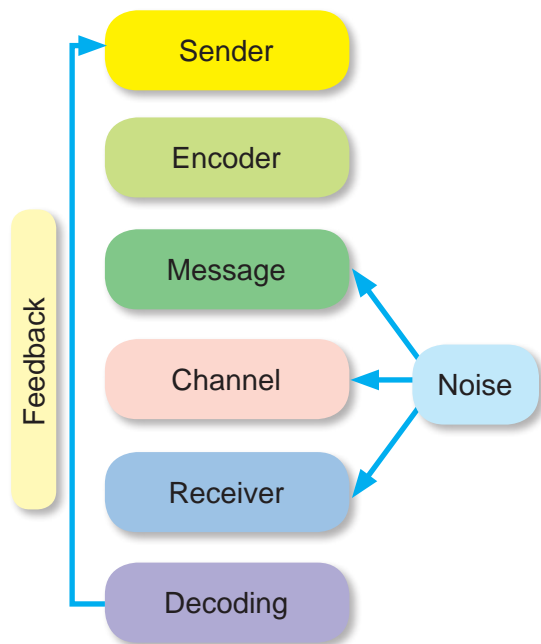


Figure 5.1 Components

Spoken channels include face-to-face conversations, speeches, telephone conversations, voice mail messages, radio, public address systems, and voice over internet protocol (VoIP). Written channels include letters, memorandums, purchase orders, invoices, newspapers and magazine articles, blogs, e-mails, text messages, tweets, and so forth.

iv. Noise/Interference

Noise is defined as any unplanned interference that distorts the message. Different cultural background, language barriers, emotions, attitude, faulty telephone lines, too high a volume or pitch from loudspeakers and illegible handwriting are some examples of noise.

v. Feedback

Feedback refers to the messages the receiver sends back to the source. Feedback takes place when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.

ACTIVITY 5.2: *Analysing the components of communication*

Instructions:

1. Involve student volunteers to perform a role play for each communication situation (intra, group or public communication).
2. Decide a topic for each communication situation.
3. After each situational act, discuss on the presence and absence of communication components

Questions:

- a. How important are communication components to communicate effectively?

5.3 Forms of Communication

LEARNING OBJECTIVES

- Explain the forms of communication
- Classify the forms of communication

Communication is an integral part of our life. Communication determines the result of what we intend to achieve. Therefore, an individual ought to have informed knowledge of communication forms to suit different purpose and audience.

i. Verbal Communication

Verbal communication is the type of communication which uses words. It also uses sounds in addition to the words. Lectures in classes, phone conversations, chat with friends, announcements and speeches are all verbal forms of communication.

ii. Non-Verbal Communication

Non-verbal communication is a process of communication without using words or sounds. Non-verbal communication includes gestures, body languages, facial expressions, eye contact, clothing, hairstyles, etc. used in communicating with the audience.

iii. Written Communication

Written communication is a way of communicating through written symbols/texts. Some of the written communication include e-mails, letters, reports, agenda, newspapers and memos.



Figure 5.2 Forms of communication

5.4 Types of Communication

LEARNING OBJECTIVES

- Describe the types of communication
- Examine the types of communication

We engage in verbal, non-verbal or written communication on a daily basis. In doing so, we involve ourselves in different types of communication such as intra-personal communication, inter-personal communication, group communication, public communication and mass communication.

i. Intra-personal Communication

Intra-personal communication is an individual reflection, contemplation and mediation. Intra-personal communication is communication within us that takes place in our heads. Ideally this communication system allows one to make decisions based on information received through the senses. For example, when we watch a television show, our



Figure 5.3 Intra-personal Communication
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eyes and ears receive information and communicate it to our brain. If what we see and hear is pleasant or interesting, our intra-personal communication system indicates that we are attending to it. If we do not like the information, our brain directs us to change the channel or push the button off.

ii. Inter-personal Communication

Inter-personal communication is the universal form of communication that takes place between two individuals. Since it is person-to-person contact, it includes everyday exchange that may be formal or informal and can take place anywhere by means of words, sounds, facial expression, gestures and postures.

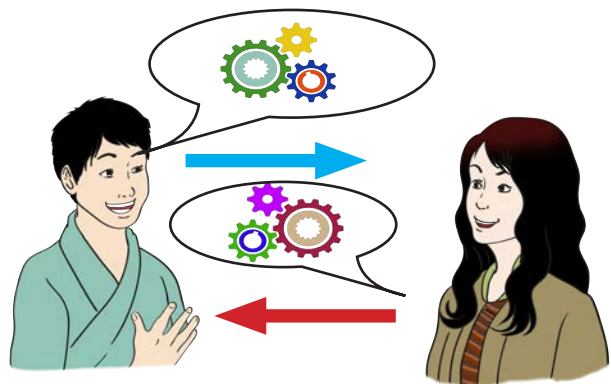


Figure 5.4 Inter-personal Communication

iii. Group Communication

Group communication refers to the messages that are exchanged by the group members. These messages, whether verbal or non-verbal, are important to groups because it is through the exchange of messages that group members participate, maintain their group identity, determine goals, motivate participation, and do many things that keep the group intact.



Figure 5.5 Group Communication

iv. Public Communication

Public communication occurs when individuals and groups engage in dialogue in the public sphere in order to deliver a message to a specific audience. It is a method to share information to the public. The way public communication happens has evolved over time with the development of technology and channels of communications.



Figure 5.6 Public Communication

v. Mass Communication

Mass communication refers to imparting and exchanging information on a large scale to a wide range of people. It is a type of communication produced in mass, for the mass mediated by mass media. Mass media include print, radio, television and the Internet.



Figure 5.7 Mass Communication

ACTIVITY 5.3: Understanding types of communication

Instructions:

For better understanding of the types of communication, engage in the different situational activities as in Table 5.1.

Table 5.1: Communication situation

Sl. No.	Type of Communication	Sample Situations
1	Intra-personal Communication	Individual activity: Self-reflection 1. Involve communicating with your body parts (Eg: My stomach is telling me it's time for lunch) 2. Reflect on your inner thoughts at the moment.
2	Inter-personal Communication	Pair activity: Engage in conversation with your shoulder/face partner on any topic.
3	Group Communication	3. Form a group of five and start speaking altogether and list the observation of speaking at the same time. 4. Start a new conversation; this time take turns to share thoughts. 5. Share your experience on how the effectiveness of communicating all at once differed from taking turns.
4	Mass Communication	Create a page on social networking sites. Example: A fire outbreak in your area and is in need of volunteers. So to reach out the information to the mass you can use social networking sites like Facebook account/page/group/ WeChat/Telegram/Blog.
5	Public Communication	Class Speech/ Morning Speech/ Extempore speech

Questions:

- How does one type of communication differ from the other?
- Which is the most common communication type used in your school? Why?

5.5 Communication Model

LEARNING OBJECTIVES

- Interpret various communication models.
- Apply communication model's key idea in information design.

A communication model is a representation to show the structure of communication process. Communication models help an individual to analyse how communication as a process takes place.

There are many communication models. A few of them are discussed in this topic.

i. Lasswell's Communication Model

Lasswell's communication model describes an act of communication by defining who said it, what was said, in what channel it was said, to whom it was said, and with what effect it was said. .

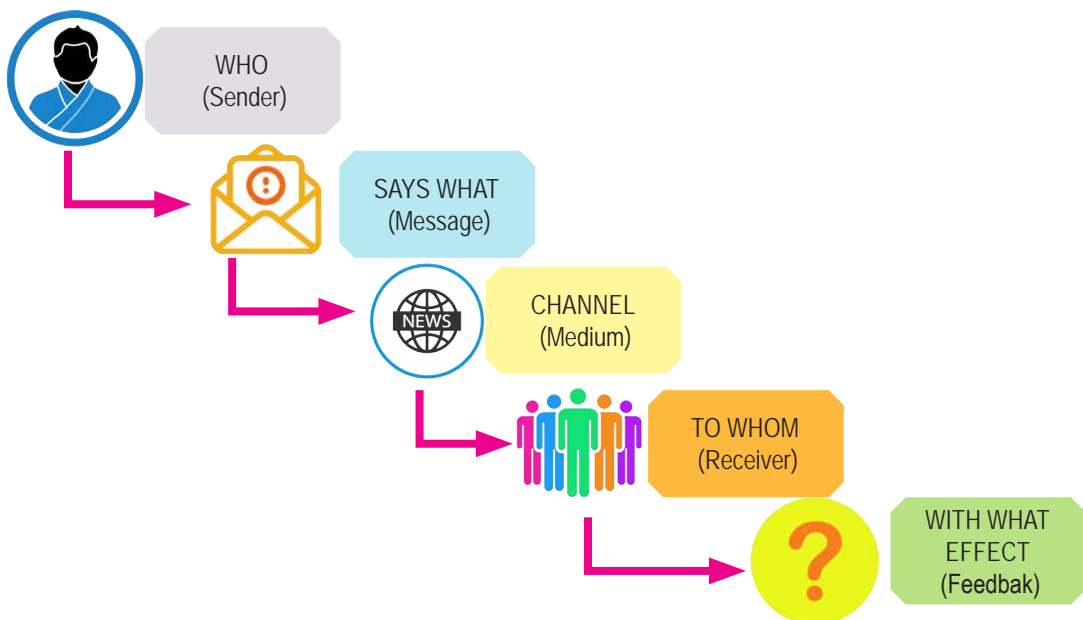


Figure 5.8 Lasswell's communication model

ii. Shanon and Weaver Communication Model

The Shannon–Weaver model of communication is an integrated model of the concepts of information source, message, transmitter, signal, channel, noise, receiver, information destination,

probability of error, encoding, decoding, information rate, channel capacity, etc.

This model doesn't show the effect on the receiver. As a result, the Source-Message-Channel-Receiver Model of Communication (SMCR model) was suggested in its place.

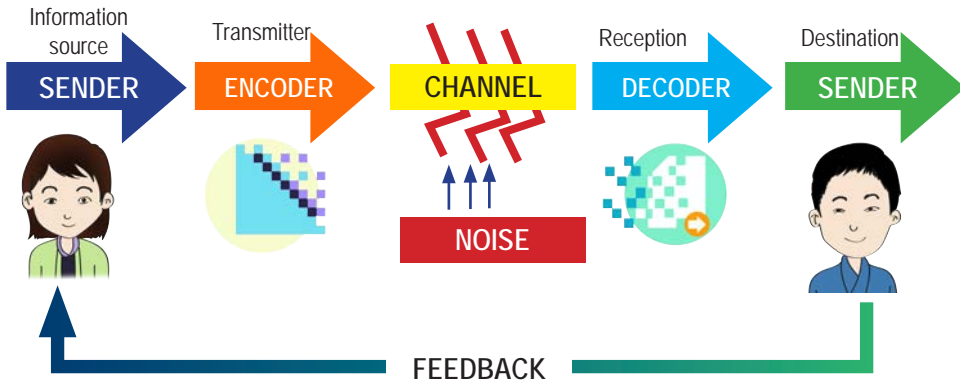


Figure 5.9 Shannon–Weaver model

iii. Osgood-Schramm Communication Model

The Osgood-Schramm model of communication is a circular, rather than

linear. It involves a sender, who encodes a message, and a recipient, who decodes it. The sender and the receiver hold both roles in the model.

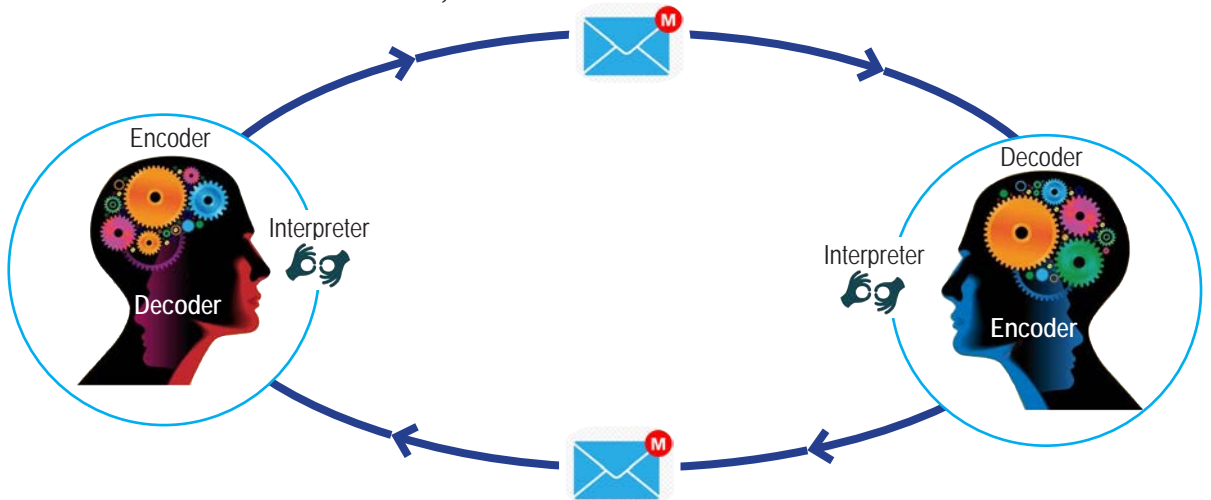


Figure 5.10 Osgood-Schramm model

iii. David Berlo's Model of Communication

David Berlo's Model of Communication, also known as the Source-Message-Channel-Receiver Model of Communication (SMCR Model), is

a postulation of Shannon Weaver's Model of Communication. The model describes factors affecting the individual components in the communication making the communication more efficient.

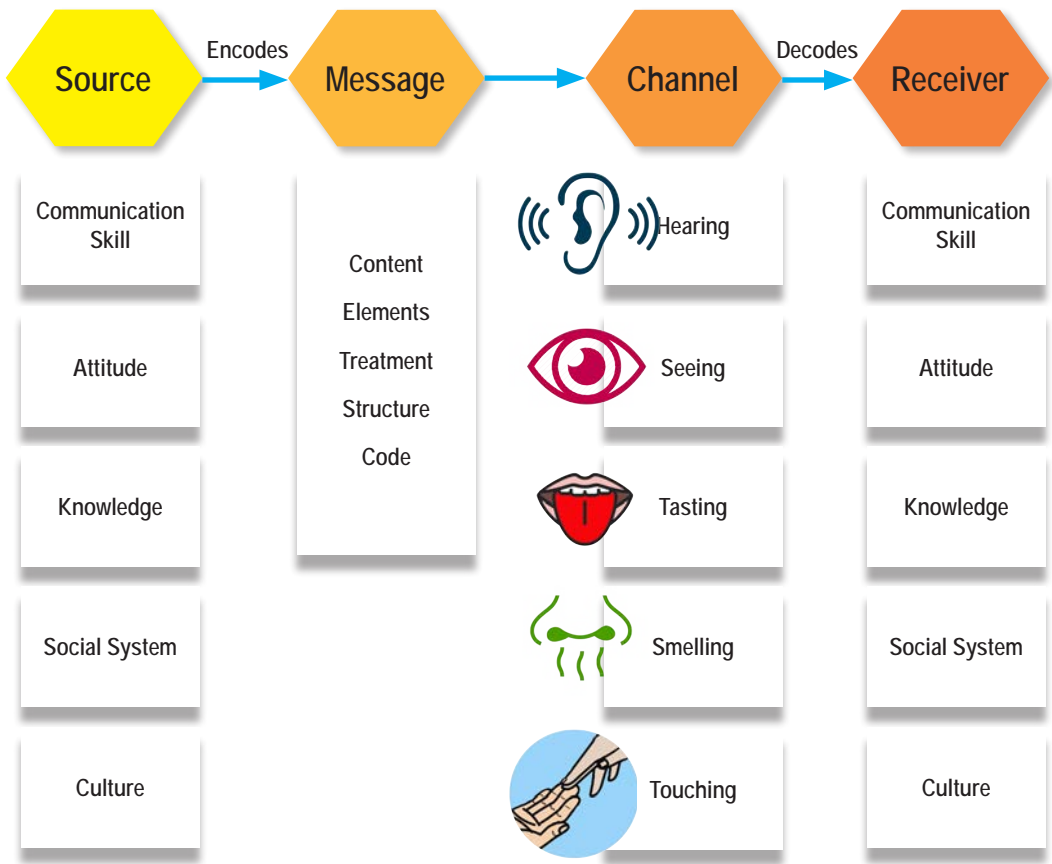


Figure 5.11 David Berlo's Model of Communication

ACTIVITY 5.4: Understanding the communication models**Instructions:**

1. Form groups as per the number of communication models.
2. Create a context and relate it to the assigned communication model.

Example:

Lasswell's Communication Model

Context: Classroom teaching

Components of Lasswell's Communication Model:

- *Sender: Teacher/Student*
- *Message: Lesson*
- *Channel: Verbal/Non-Verbal/Written*
- *Receiver: Student/ Teacher*
- *Feedback: Responses/Comments/Compliments*

Questions:

- a. Which communication model is mostly used in your daily communication?
- b. Compare and contrast different communication models.

5.6 Various Communication Theories

LEARNING OBJECTIVES

- *Explain various communication theories.*
- *Apply the concepts of communication theories for effective communication.*

Communication involves interaction with our environment and it is essential for every individual. In order to understand aspects of communication, let us briefly look at some of the communication theories.

a. Communication Theories

i. Hyperdermic Needle Theory

Hyperdermic Needle Theory also known as Magic Bullet Theory was formulated by Harold Laswell in 1920s. As per this theory, the message is said to be like a magic bullet which enters the minds of audience and injects a particular message. The theory explains how media controls what the audience views and listens to and the effects, which can be immediate or later in future.

ii. Agenda Setting Theory

This term was coined by Maxwell McCombs and Donald L. Shaw in 1972 in the context of election campaigning where politicians sake to convince the voters about the party's most important issues. Agenda theory says that the news

media present the public with the picture of the world as it is but with the agenda of their own: a selection of reports about what is happening in the world.

iii. Cultivation Theory

This theory was developed by George Gerbner in 1967. It is based on the assumption that mass media have subtle effects on audiences who unknowingly absorb the dominant symbols, images and messages of media. According to this theory, a long, continuous exposure to TV is capable of cultivating common beliefs about the world.

iv. Social Penetration Theory

Social Penetration Theory often called as Onion Theory proposes that relationships develop inter-personal communication from relatively shallow, non-intimate levels to deeper, more personal ones like peeling of layers of onion to get to the core of it. The theory was formulated by psychologists Irwin Altman and Dalmas Taylor.

REVIEW QUESTIONS

1. Explain communication.
2. If you are to explain communication using one of the communication models, which model would you choose? Why?
3. Do you agree that the need for communication is as important as our need to eat, sleep and love? Why?
4. Design your own communication model based on different communication models that you have studied.

CHAPTER 6

EFFECTIVE COMMUNICATION



This chapter deals with the study of effective communication. The important features such as the key aspects, different factors affecting communication, and the tools used in communication are discussed. The ability to communicate effectively is an important skill and it is not mere talking, chattering or blabbering, but it is a dynamic process involving a series of procedures to convey message. The manner in which one communicates can bring positive or negative implication at work and in day-to-day life.

6.1 Meaning of Effective Communication

LEARNING OBJECTIVES

- Explain effective communication.
- Examine the key aspects of effective communication.
- Evaluate the importance of effective communication in teambuilding at home or workplace.

The effective communication is a process of relaying ideas, thoughts, knowledge or any such information in the best possible manner through verbal or non-verbal speech. It involves not just the way the words are used but it also covers several other skills such as the facial expression, gesture, posture and other body language. It is equally important to consider emotions while communicating. The skill of effective communication nurtures good relationship at workplace and home, strengthens problem solving abilities, reinforces team building spirit, and helps in accomplishing one's

desired goals. There are key features to effective communication are explained underneath.

All the key aspects shown in Figure 6.1 are required in order to become an effective communicator. These key aspects are explained as:

- Clear Message:** The message communicated should be simple and easy to understand.
- Correct Message:** It is important to exchange the most accurate



Figure 6.1 Key aspects of effective communication

information between both the parties while communicating formally or informally, verbally or non-verbally, and through written languages or images. The parties must be aware that they have received and transferred exact messages to one another.

- iii. **Complete Message:** A complete message means a full sentence or a speech exchanged between two parties. When the message is complete, the communication becomes comprehensive and any sort of misconception can be reduced or avoided.
- iv. **Precise Message:** The message communicated should be exact, accurate and to the point.
- v. **Reliable Message:** The message intended to be delivered has to be credible.
- vi. **Senders' Courtesy:** The senders should be respectful and considerate to the receivers while communicating.
- vii. **Recipients' Feedback:** It is a response returned by the recipients depending on the clarity of message. The recipients' feedback is important for the two-way communication, which is the key aspect of effective communication.
- viii. **Appropriate Medium:** Appropriate choice of communication tools is essential in the effective communication.

6.2 Barriers to Effective Communication

LEARNING OBJECTIVES

- *Explain the barriers to effective communication.*
- *Examine the communication barriers.*
- *Understand the impacts and factors of communication to execute effective communication.*

Barriers to effective communication are certain hindrances to any form of communication. The barriers make communication less useful for both the parties. These difficulties create dissatisfaction and differences between the encoder and the decoder. The barriers are generally categorised under

three groups: barriers involving words, barriers involving people's background, and physical barriers as shown in Figure 6.2.

- i. **Barriers involving words:** Overloading of information should be avoided. The excess

information clogs up messages and adds noise, resulting to ambiguity and exaggeration of any intended concept one wants to convey.

ii. Barriers involving people's background: Communication becomes more effective whenever people of the same or similar background exchange dialogue. Mostly differences arise due to lack of common experience and prospective. Various backgrounds of political inclination, regionalism, racism, spiritualism and sexism affect effective communication.

iii. Physical barriers: Physical barriers such as distance between the encoder and the decoder, inappropriate use of different medium, and situational or environmental stress hinder the effective communication. No conversation becomes effective if any of the above barriers is involved while communicating.

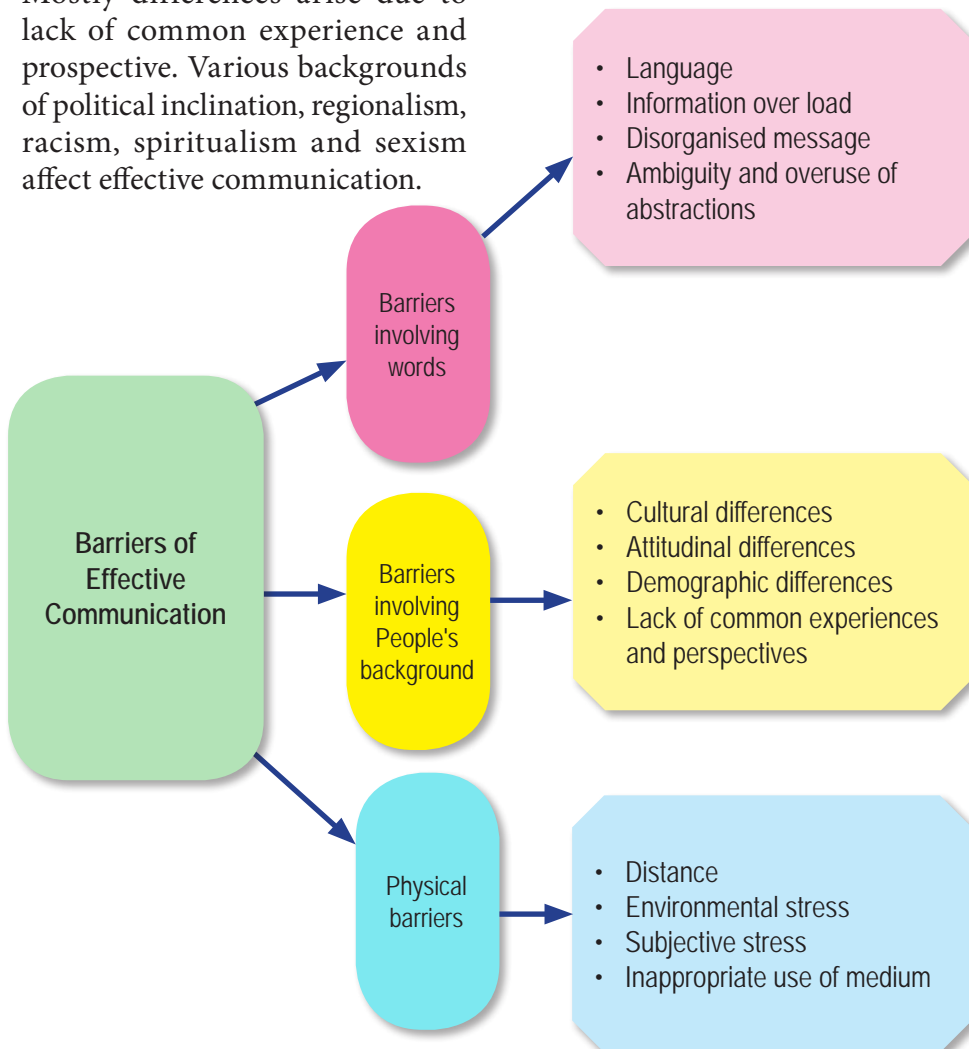


Figure 6.2 Barriers to effective communication

ACTIVITY 6.1: Examining communication barriers**Instructions:**

1. In pairs, students sit back to back, one partner (sender) facing the board and the other (receiver) facing the opposite direction. Students who participate as receivers are required to have plain paper and pencils/pens.
2. Teacher draws or shows a design on the board. An example of design is given in Figure 6.3

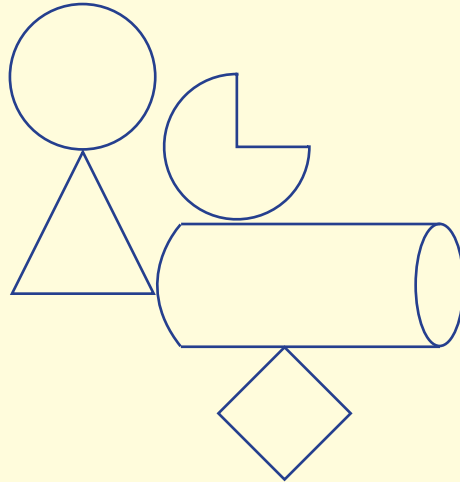


Figure 6.3

Questions:

- a. The sender looks at the design and instructs his/her partner what to draw and how to draw it without turning around or looking at his/her partner's drawing.
- b. The receiver listens to the sender's description and draws the design as instructed without turning around or looking at the board. The receiver may ask question/s.
- c. After all the students are done with the task, the receivers show their final drawing to the senders.

6.3 Digital Communication Tools

LEARNING OBJECTIVES

- *Examine digital communication tools.*
- *Identify appropriate digital communication tools for different purposes.*

Communication tools are the basic tools used for various external and internal communications. Choosing appropriate tools are essential for effective communication. The process of communication largely empowered by the combination of two or more tools, form a new communication experience altogether. These tools help in performing effective transmission of messages. There are different types of tools used for different purposes depending upon their effectiveness and utility.

a. Digital Communication Tools

Nowadays digital communication tools have become very popular and powerful as they change the reality of the everyday world. The modern society is largely dependent on digital communication tools as these tools make the workplace and life more comfortable and functional. Just by sitting in a room and clicking a button of electronic gadgets helps us to send information to other parts of the world. The TV at the corner of a room tells us what is happening in and around the globe.

Digital communication tools are used in educational institutions, business, banking, government agencies, private organisations or individual offices. Some of the popularly used digital communication tools are e-mails, social networking sites, mobile phones, the Internet calling/ messaging, video conferencing, blogs, wikis, and G Suite.

b. Identifying Appropriate Communication Tools

While there are many latest communication tools available, it is imperative to select appropriate tools in order to deliver messages efficiently. The effectiveness and efficiency of information delivery is determined by right choice of communication tools and correct communication skills. For instance, if you need to send information to the general public, appropriate tools to be used can be social networking sites or mainstream media. These communication tools are generally preferred over making individual calls. However, if the message is to be sent officially then e-mails are the common examples. If it is a collaborative

action like a group assignment, Wikis and G Suite are the most ideal tools.

When choosing communication tools, one has to consider the factors as shown in Figure 6.4.

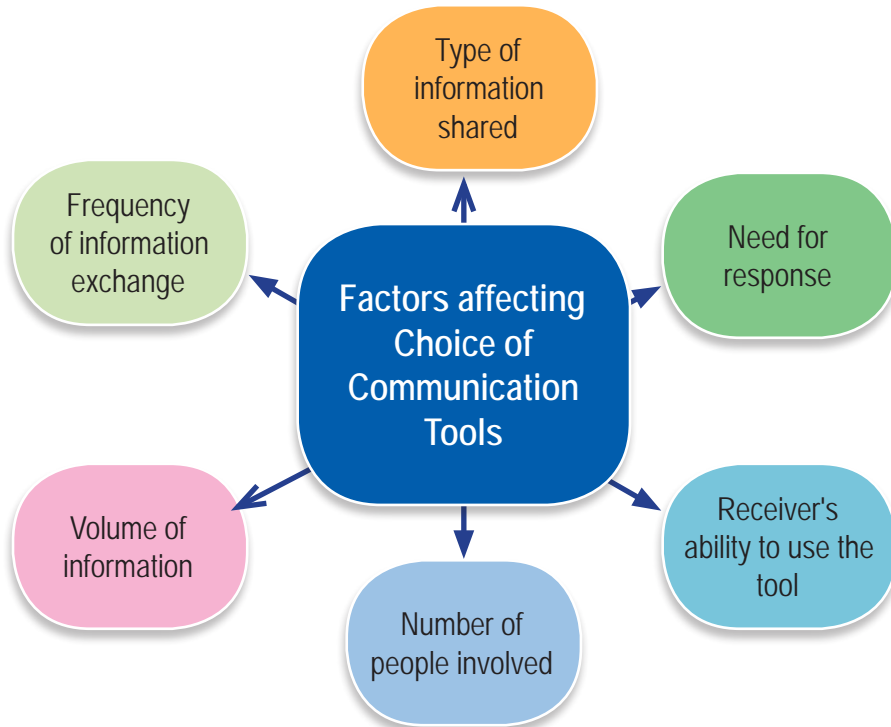


Figure 6.4 Factors affecting choice of communication tools

ACTIVITY 6.2: Identifying Communication Tools

Instructions:

In Table 6.1, a set of situations are provided. Against each situation, decide on appropriate communication tool/s and provide the rationale of your decision, keeping in mind the factors affecting their choice of communication tools.

Table 6.1

Situations	Communication Tools	Reasons
<p>Example:</p> <p>You have completed the first draft of an assignment on media. You want your teacher to review the draft. Which communication tool would best suit your need?</p>	Email/Google drive	<ul style="list-style-type: none"> • It is faster and the message can reach within the desired time. • It is reliable. • It is personal • It is collaborative
<p>1. You need to gather a huge number of volunteers for a mass cleaning campaign within a short span of time. Which communication tool will you choose?</p>		
<p>2. You are the Chief Executive Officer of a company and you have an interview to recruit an accountant for the company within an hour. At this moment you are out of the station but still you cannot afford to miss the interview. Name a communication tool you will use to interview the applicants?</p>		
<p>3. You are in Pema Gatshel. Your head office in Thimphu asked you to send your original documents to attend a month-long training in Korea. Name a communication tool that will safely reach your documents to Thimphu in time.</p>		

Questions:

1. What are some of the advantages of choosing the right tools?
2. From the above communication tools, which tool will you use the most often? Why?
3. Come up with a situation for each of the following communication tools:
 - i) Television
 - ii) Radio
 - iii) Telephone

REVIEW QUESTIONS

State True or False

1. Explain effective communication in your own words.
2. Why is it necessary to communicate effectively?
3. What are some of the factors that affect effective communication?
4. Narrate a situation in which you realised the importance of the use of appropriate communication tools.
5. How has digitised world enhanced active communication?
6. Browse current status of users of different communication tools. Which are the most commonly used tools? Why?
7. Match the activities listed under Column A correctly against the tools listed under Column B for effective delivery of message.

Column A	Column B
1. Class teacher submitting monthly report to the principal.	a. Text message
2. Teacher conducting an online class with the students.	b. Telephone
3. Booking a hotel room.	c. Mail
4. Sending your CID card number to the bank official.	d. e-mail
	e. Web conferencing

CHAPTER 7

MEDIA LANGUAGE AND PHOTOGRAPHY

It is clear that all media messages are constructed using creative techniques with its own codes and It also has embedded values and point of view communicated through words, sounds, symbols, representations and persuasive techniques. All of these creative techniques influence the audience to believe and act upon what they see and hear. Therefore, the broader the understanding of media languages, the better the meaning one can make out of media contents. Such understanding will lead to the wiser consumption and creative production of media.

This chapter discusses how visual language and creative techniques are used to suit the purposes of the producers in creating exquisite images, and how media appeals to ethos, pathos and logos of the audiences.

7.1 Media Language

LEARNING OBJECTIVES

- Explain media language.
- Deconstruct the visual text in the context of ethos, pathos and logos.
- Examine codes and conventions used in media images to persuade audience.
- Use appropriate media language in constructing an image for a purpose.

Media language is a way through which a message is conveyed through a medium. Every medium per se has its own 'language' or 'combination of languages' such as words, sounds, visuals, and representations which communicates meaning of media message profoundly. They are called the codes and conventions of media. These codes and conventions are used in creating meaning in media messages.

a. Codes

Codes are system of signs and can be divided into three categories:

- Technical codes** are the ways in which equipment is used to tell a story in a media text. For example, the camera works are used in a visual text to create meaning.
- Symbolic codes** show the underlying meanings beneath the surface of what we see in any media content. For example, a character's actions may show how the character feels. The facial expression during the phone conversation depicts the emotional

state of the character.

- Written Codes** are formal written and spoken language used in any media content. For example, the printed text you see in magazines and movies. The spoken language includes dialogue and song lyrics.

b. Conventions

Conventions are the set of rules and formations which are accepted in different mediums. There are specific rules while using images in media. To understand conventions, we need to think how image producers usually do things within a particular photograph

Codes and conventions are used together in any study of genre. It is not enough to discuss a technical code used such as composition without saying how it is conventionally used in a genre.

In order to know how media control audience and language, we need to know how producers use symbols and visual languages. We shall look at how the codes and conventions used in photography create exquisite images

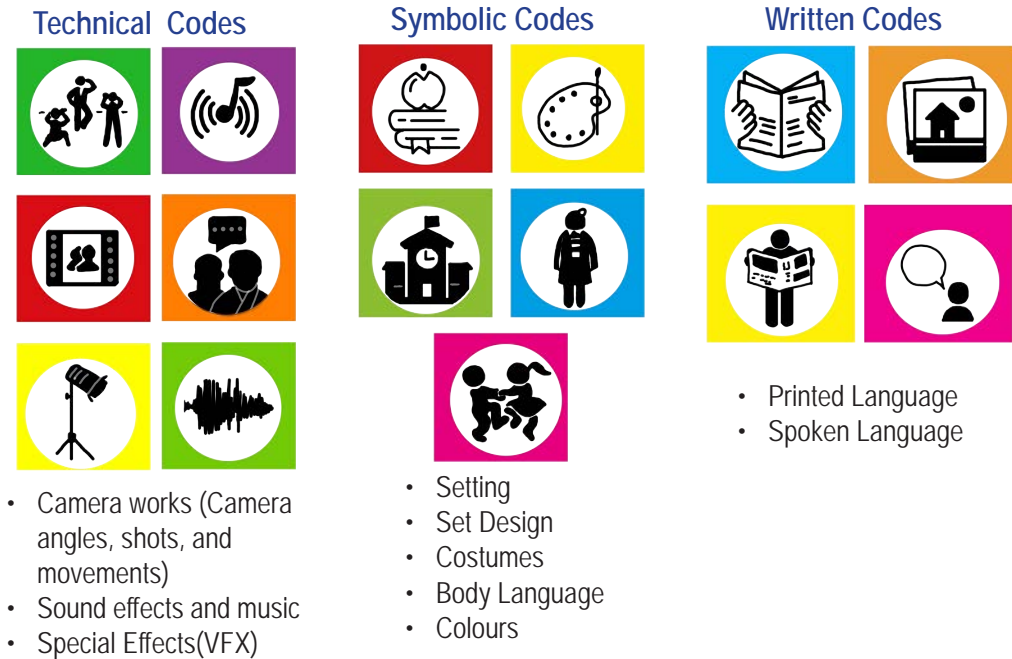


Figure 7.1 Category of codes

7.2 Photography and Types of Photography

LEARNING OBJECTIVES

- Explain the term photography.
- Identify different types of photography

Whether you want to critically analyse an image as a media consumer or creatively produce a visual image, you should have a fair acquaintance on what photography is all about. This understanding of photography will possibly make you a visual literate.

Photography is an art of taking and processing pictures creatively with a

camera to express oneself. Photography as a visual language has long history of being used as a tool to record and convey message. Today, photography is used extensively in delivering media content – all the more so because the technological advancement and convergence have made gadgets and mobile devices which are more accessible and affordable. Photography is no more a luxury today

and it has become trendy and popular like never before.

The photography can be classified into different types on the basis of various subjects, equipment and techniques used. Understanding different types of photography will help you develop photographic knowledge and styles. A few examples of photographic type commonly practiced are discussed here

i. Landscape Photography

Landscape photography is one of the oldest genres of photography. This genre is about capturing the serenity of nature. It includes the forest, mountains, oceans, or your backyard. Landscape photographers take pictures to appreciate the beauty of environment and seize it in the camera for eternity. Landscape photographers mostly use wide shot to capture the surroundings.

ii. Wildlife Photography

This type of photography focuses on the subjects such as plants and animals. Many people like to practice this type of photography as it is lucrative in nature. The pictures are mostly taken to be printed in journals or exhibitions.



Figure 7.3 Wildlife photography



Figure 7.2 Landscape photography

iii. Portrait photography

Portrait photography is one of the most explored genres in photography. Portrait photography is taking photos of a person or animal that captures an emotional connection. Sadness and happiness and other emotions can be derived through this genre.



Figure 7.4 Portrait photography

iv. Fashion Photography

This type of photography usually incorporates models in fashionable clothes, shoes and accessories. Fashion photography is based for brands and advertising. It is one of the most lucrative genres of photography.



Figure 7.5 Fashion photography

ACTIVITY 7.1: Classifying photography into different genres

Instructions:

1. Collect and bring different photographs in the class.
2. Classify them into different categories.

Questions:

- a. Which type of photography appeals you the most? Why?
- b. How is each of the photography style different from each other?
- c. Which type of photography do you think is commonly practised in our country?

7.3 Composition in Photography

LEARNING OBJECTIVES

- *Examine the use of composition in photography.*
- *Apply knowledge of composition to interpret meaning of visual texts.*

Composition is arrangement of elements in a photograph to create a well-balanced and interesting picture. Effective composition is critical for a high quality photograph, and it can enhance the photograph and message you intend to send.

In visual texts, the basic units of meaning are the elements of which the text is composed, such as representations of people, objects, and places. Composition of a particular person, an object or a place in the photographic image will also vary from individual to individual. Similarly, when we view a visual text, we cannot help but view it from a particular viewpoint. So, we may unconsciously impose our own context, experiences, ideas, biases and feelings onto the text and that will influence our response to it. However, there are some century old fundamental conventions generally used as the basis for creating visual text by most of the people.

The composition design of modern photography has its root in the design principles that were developed by the artists of the Italian Renaissance. The

development evolved as a result of the growing importance of science and particularly mathematics during the time. Painters such as Leonardo da Vinci of Italy and Vermeer of Holland utilised the camera obscura to construct the perspective of their paintings using the design principles. Later, modern photographers inherited those design principles and the tools that representational painters used got automated gradually.

Although, in the last centuries, photographers have modified and expanded on this original vocabulary, the basic principles are as applicable today as they were in the 19th century or even in the 15th century. Therefore, in the following paragraphs, some of the basic principles and their application to photography shall be discussed.

i. Positive/Negative Space

Positive space and negative space are commonly used composition in photography. The positive space is created by the subjects in the frame and the negative space is the remaining surface area around these subjects.

For an appealing composition in a photograph a photographer should strike the balance between positive and negative. It is important to note that from a design point of view, negative space is visually just as significant as the positive space created by the actual subject



Figure 7.6 Spatial composition

Although the empty sky has little relationship to the animal for an observer of the actual scene, a viewer of the photograph is affected by the shape, size, placement, angles and proportion of the design the sky creates when it is placed within the flat rectangular space of the print. A photographer needs to consider not only the subject of the photograph, but also what happens around it and its potential impact on the final, two-dimensional space.

ii. Leading Lines

The lines in a photograph can create a visual pathway that leads the eye around the image in a controlled and predictable fashion. Leading lines help the eyes to travel along lines and focus attention on important elements.

iii. Isolate the Subject

This is an effective way of simplifying composition and it is a useful technique



Figure 7.7 Leading lines

In Figure 7.7 the bridge as leading lines lead a visual journey from right to left of the photography. The lines on the bridge all lead the viewer far deep into the horizon in the distance.



Figure 7.8 Portrait

if you are shooting portraits. By using a wide aperture, the background can be blurred to isolate the subject for minimal distraction.

iv. Colour Combination

The use of colour is one imperative compositional tool to be heeded in photography. Colour theory propounds that certain combinations complement each other well and can be visually very striking. Photographers look for scenes that incorporate complimentary colours as a way of creating attractive

and striking compositions. If you noticed posters with blue and yellow/orange colour scheme, it is not coincidental though. It is a deliberate attempt to create eye catching adverts as these are complimentary colours.

v. Rule of space

Technically the subject must be facing or moving towards the larger visual space in a frame to imply motion and direction to lead the eye of the viewers. The space should be more in front than behind it if you are shooting a moving subject. This implies that there is space in the frame for the subject to move into.

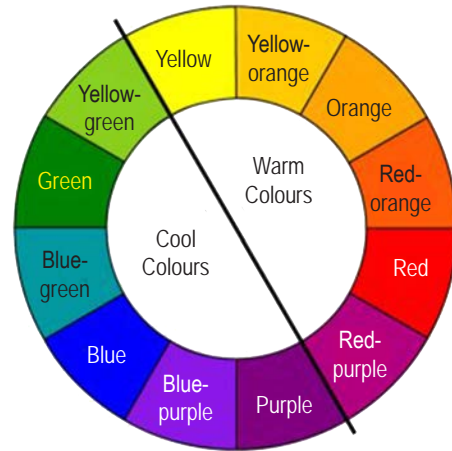


Figure 7.9 Colour wheel



Figure 7.10 Rule of space

vi. The Rule of thirds

It is one of the most useful composition techniques in photography. The rule of thirds is an imaginary line dividing the frame vertically and horizontally into three equal parts and placing the subject on any of the four intersections.

In this photograph, the boat is placed on the left-hand side of the frame as it moves from left to right. Notice how there is a lot more space for the boat to move into in front of its direction of motion (to the right) than behind it. We can mentally imagine the boat moving into this space as it sails along the river. We also have a subconscious tendency to look forward to where an object is heading. If the boat was right up at the right-hand side of the frame, this would lead us out of the photograph!

It serves as the perfect opportunity to shoot the subjects from different angles. This technique can be used in all types of photography to make photographs more engaging.

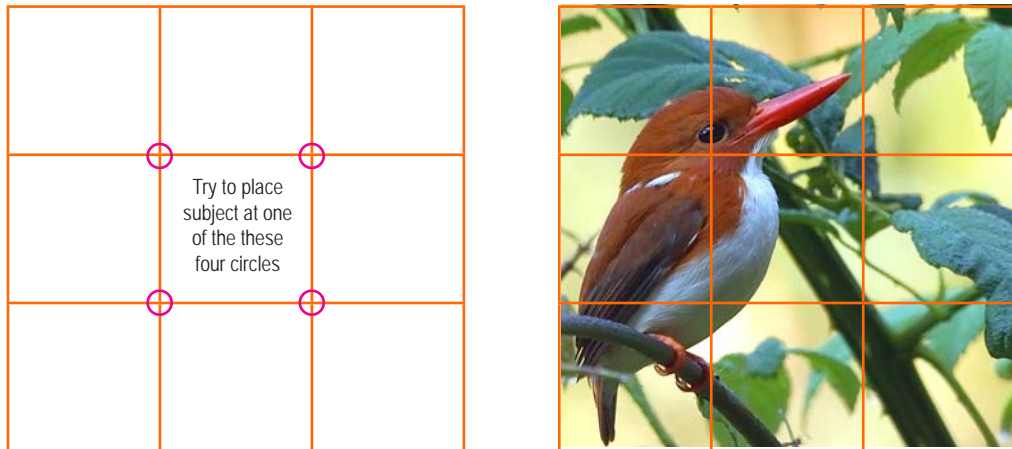


Figure 7.11 *The Rule of Thirds*

ACTIVITY 7.2: *Exploring use of compositions in photography*

Instructions:

1. The compositional tools discussed in the textbook are just a few examples. Explore more of such compositions and discuss them.
2. Search for some visual texts produced by professional agencies.
3. Analyse how have the producers put photographic elements together to make a successful photograph.

Questions:

- a. Some people are of the notion that photography is just about being creative and one need not necessarily have to learn fundamentals of photographic composition. What is your opinion on this?

7.4 Camera Angles and Shot Sizes

LEARNING OBJECTIVES

- Examine use of camera angles and shot sizes in photography.
- Apply knowledge of camera angles and shot sizes to interpret meaning of visual texts.

Creating a photograph is not only about pushing the click button. It includes the creative use of camera angles and shots which adds variety and creates a balanced photograph.

a. Camera angle

It is the direction in which camera is positioned facing the subject. Using of different types of camera angle adds certain perspectives to the image. A few examples of such angles are discussed here to get insights on the effects created.

i. Bird's Eye View

This type of camera angle is a shot from high above the ground. It offers an aerial view of bird's perspective. This gives observer the god-like position over looking at the subject.



Figure 7.12 Bird's eye view of a village
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ii. Eye Level Angle

Eye level is the simplest and most common photographic angle. The camera is placed at the subject's level which gives neutral perception of the subject.



Figure 7.13 Eye Level shot

iii. High Angle

The camera is positioned higher above staring down at the subject. It creates an impression of the subject being smaller, weaker and insignificant.



Figure 7.14 High Angle shot

iv. Low Angle

The camera is positioned below the subject tilting upwards. Apparently, the subject looks tall, huge, powerful and dominant.



Figure 7.15 Low Angle shot

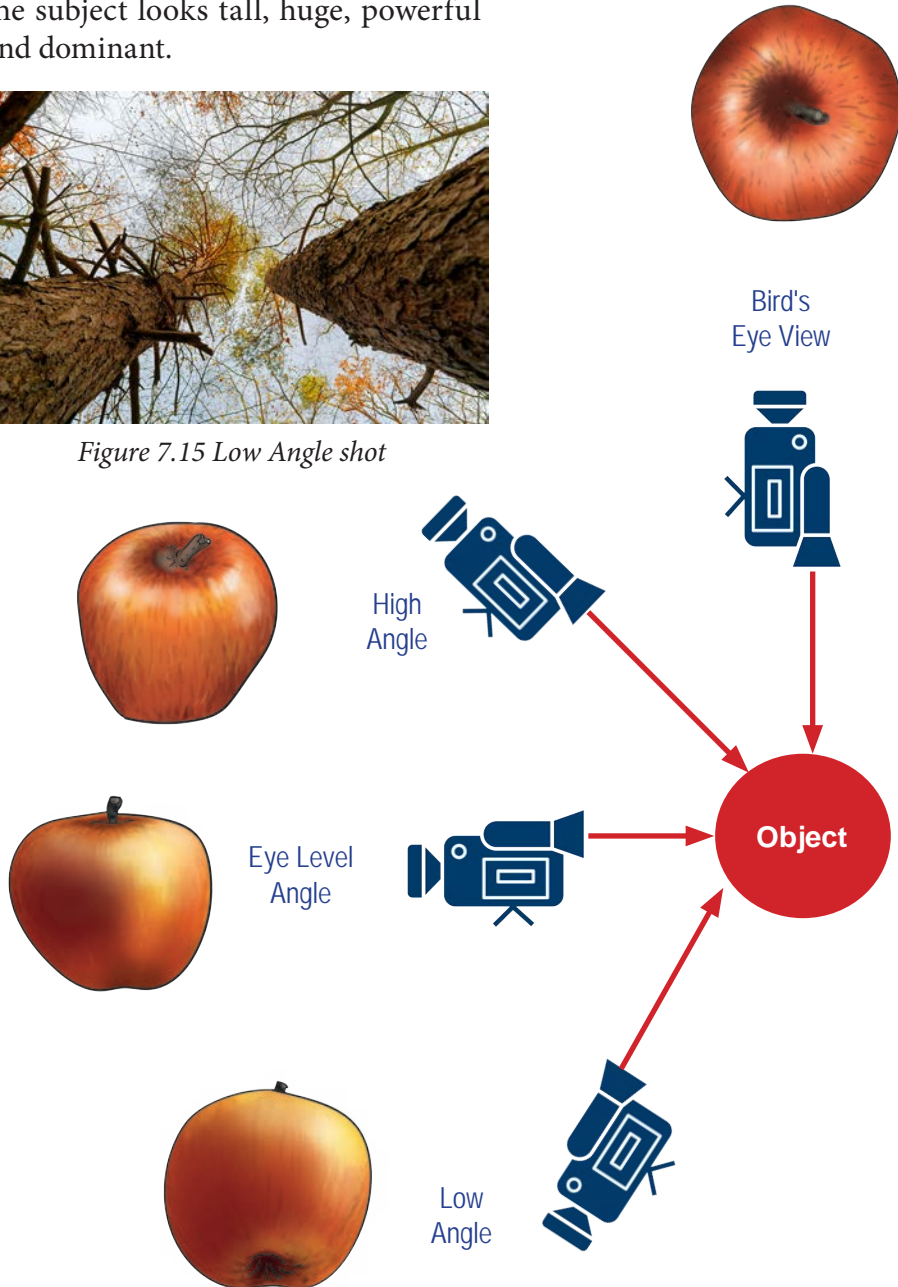


Figure 7.16 Camera angle

b. Camera Shots

There are many ways to frame subjects while taking photographs. Camera shots communicate visual elements focusing on the size of a subject within the frame. A few common types of shot sizes are discussed here.

Wide Shot

The wide camera shot shows a broad panoramic view of surroundings around the subject. This shot is used to show the subject from a distance while focusing on the area in which the scene is taking place. This type of shot is mostly used in Landscape photography.



Figure 7.17 Wide Shot



Figure 7.18 Medium Shot

Medium Shot

The medium shot is one of the most common camera shot. This type of shot shows subject from head to the waist. Medium shot is often used in portrait photography and fashion shoots.



Figure 7.19 Close-up Shot

Extreme close-up Shot

This shot emphasises a small area or detail of the subject like eyes or mouth. It also allows your audience to interact with your photo in a more personal manner. It creates a more intimate space between the image and the viewer than an average close-up. It is used to create tension when the subject is a person or show lots of detail on an object.



Figure 7.20 Extreme close-up shot

The close-up Shot

The close-up shot is one of the most common type of shot used. The close-up shot fills your frame with a part of your subject. It provides the perfect distance between you and the subject. It is used to show emotions and highlight details on the subject. The social media profiles are filled with this type of shot.

ACTIVITY 7.3: Analysing use of camera angles and shot sizes in photography

Instructions:

1. Collect a variety of pictures of local, national and international personalities and bring them to the class.
2. Examine the use of camera angles and shot sizes in those pictures.
3. Find out how the use of media languages add value in creating meaning in the pictures

Questions:

- a. What is your observation on the use of media languages in the pictures you have examined?
- b. How well or poorly are the media languages used in those pictures?
- c. Do you think a set of media languages will always imply the same connotative meaning across time, place and culture?

7.5 Language of Persuasion

LEARNING OBJECTIVES

- Explain artistic proofs.
- Explore use of language of persuasion in advertising.
- Analyse the effects of persuasion.

Persuasive language is pervasive in the world of advertisement. If we look at commercial ads, it is obvious that the media contents are all constructed with the heavy use of language of persuasion. The persuasive contents use a variety of techniques to grab our attention and establish credibility and trust, stimulate desire for the product or services and motivate us to act. As the learners of media studies, it has become quite obligatory to understand how such techniques influence individuals in making meaning out of media that they are exposed to.

a. Three Artistic Proofs

Persuasion techniques appeal either our brain, emotions or logical reasoning. People will be able to make decisions when they know how media messages try to persuade. Over the centuries writers, speakers and media producers have used Aristotle's persuasive techniques known as Ethos, Pathos and Logos. They are also known as the three artistic proofs and are all represented by Greek words.

- Ethos** means character, and it asks the audience to believe because the speaker or writer is a good person of good character. Ethos is to do with who the persuaders are and how they win peoples' trust. Their identity will show great impact on how the audience takes the message. For example, use of prominent figures could be more credible in creating social awareness.
- Pathos** means to stimulate emotion in an audience and appeal their heart. Authors use pathos to invoke sympathy from an audience. For example, using heart touching pictures to seek donations may possibly impel observers to contribute.
- Logos** appeal to logic, and it is used to convince an audience with reasons. For example, facts and statistics, historical and literal analogies, and other credible citations from the trusted sources may convince the audience to believe in your argument.

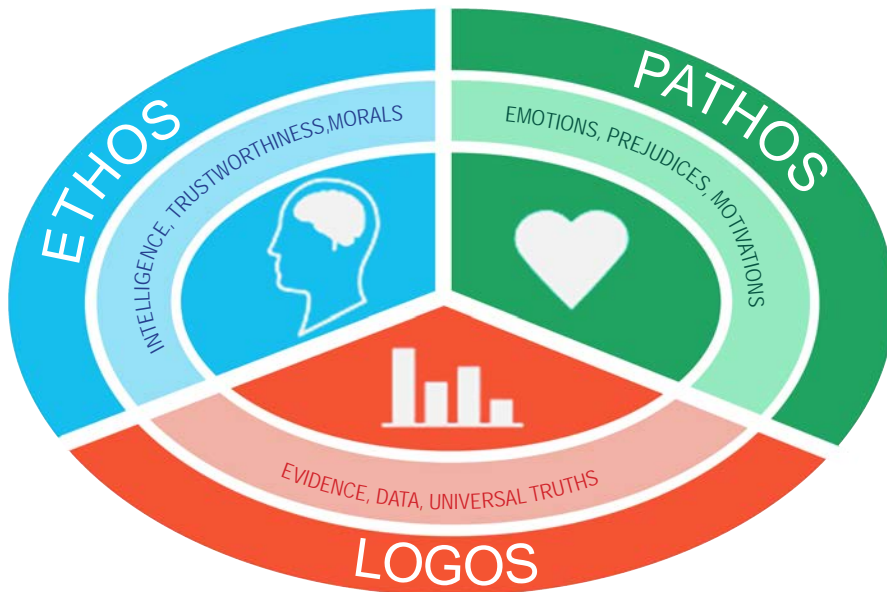


Figure 7.21 Three artistic Proofs

ACTIVITY 7.4: Exploring three artistic proofs

Instructions:

1. In small groups, look for a visual image used for commercials containing three different artistic proofs.
2. Identify the artistic proofs used in the given image and discuss how each visual text affects you differently.
3. Present your work to the class.

Questions:

- a. Why do you think each visual text affects you differently?
- b. Would there be any better way to communicate the same information for better response?

b. Basic Techniques of persuasion

There are many persuasive techniques employed by the producers of visual content to get desired response. Some of the basic persuasive techniques are:

i. Association

This persuasive technique tries to link a product, services, or an idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, success, wealth, and security. It creates a strong emotional response and then associates that feeling with a brand.

The producer persuades the audience to buy the product relating the product to be fit in all times. Nike shoes always fits in all the games for the victory.



Figure 7.22 Association

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ii. Bandwagon

In bandwagon advertisement the intention of advertiser is to show that their product is a part of popular trend and urge the consumers to “Jump on the Wagon”.



Figure 7.23 Bandwagon

In the image, the seller appeals to its consumers with the tagline “everyone is enjoying it”.

iii. Expert Claim

Persons who are so called specialist in a subject are present to opine their expert view. The use of experts’ evidence will lead the audience to have more faith and belief in what the experts are saying as they have prior knowledge in similar situation. We rely on experts to advise us about things that we do not know



Figure 7.24 Expert claim

ourselves.

In the image the doctor advises the audience to use the product so that people can have more faith to buy the product.

iv. Humour

Media producers use humour to grab our attention. They make observers laugh and they show the observers their product or logo to connect the good feeling to their product. People usually have good feeling when they see the product and decide to select the product.

The image has used the humour showing the sparkling white teeth which lights up the surroundings.



Figure 7.25 Humour

v. Bribery

This technique is used to persuade people to buy a product by promising to give them something like a discount, a coupon or a free gift. Sales, special offers, contests and sweepers are all forms of bribery. The fact is, people don't really get something for free since the part of the sales covers the total cost of the bribe.

In the image the producer persuades audience to buy the products by offering special offer using bold text in the middle of the ad to attract people's attention.



Figure 7.26

ACTIVITY 7.5: *Examining use of persuasive techniques in advertising****Instructions:***

1. The persuasive techniques discussed in the textbook are just a few examples. In small group, explore some more techniques used by media producers to persuade consumers.
2. Discuss the strength and limitations of each of those techniques.
3. Examine the use of those persuasive techniques in the Bhutanese adverts.
4. Present your work to the class.

Questions:

- a. What do you think about the Bhutanese adverts in terms of use of persuasive languages?

REVIEW QUESTIONS

1. Explain media language in your own words.
2. What role does photography play in our lives?
3. How important are the codes and conventions in photography?

CHAPTER 8

MEDIA AND INFORMATION RIGHTS AND RESPONSIBILITIES

This chapter explains the importance of Fundamental Rights and Duties. It is universally recognised that the Fundamental Rights and the Duties share a reciprocal relationship where both citizen and state benefit from each other. The Fundamental Rights guarantee equality to the citizens, and in return, the citizens fulfil their responsibilities. The Right to Freedom of Speech and Expression and Right to Freedom of Media and Information are the two important Fundamental Rights enshrined in Article 19 of the Universal Declaration of Human Rights. The role of media comes in with these rights. Similarly, Bhutan has also recognised Fundamental Rights and the Duties under Article 7 and Article 8 of the Constitution of Bhutan respectively..

8.1 Media, Fundamental Rights, and Duties

LEARNING OBJECTIVES

- *Interpret the freedom of opinion, speech and expression and the right to information.*
- *Explain the fundamental rights.*
- *Explain the fundamental duties.*

a. Fundamental Rights

Fundamental rights are basic rights entitled to all citizens by virtue of being a human. These rights are indispensable for the all-round development of an individual. The idea of fundamental rights acknowledges the importance and purity of the person and the protection of those principles that support the satisfaction of individuals' abilities. There are twenty three provisional fundamental rights mentioned under Article 7 of The Constitution of Bhutan.

The common features of Fundamental Rights are:

- The Fundamental Rights are the primary part of the Constitution which cannot be changed by ordinary legislation.
- It is universal in nature providing rights to the citizens irrespective of cast, creed, race, sex, language, religion or power.
- It is not absolute in nature because certain rights are subjected to restriction in the interest of the people and the country.

- Fundamental Rights are justifiable and legally enforceable law. A citizen can seek justice by filing a suit in the Supreme or the High Court.

b. Fundamental Duties

Since the enactment of the US Constitution, it has been an obligation for all the democratic countries to let their citizens learn about Fundamental Rights and Duties. In the Constitution of the Kingdom of Bhutan, the Fundamental Duties have been included under Article 8 with 11 clauses. Alongside the fundamental rights, the citizens also fulfil their moral duties to promote the spirit of patriotism and unity of a country. The rights are achievable if the duties are duly fulfilled. For example, while citizens have the right to own properties, they also have the fundamental duty to take care and make sure that the properties don't become a liability to others.

Fundamental duties are moral or legal obligations a citizen must render to the state under any condition. The classification of duties are:

- i. **Duty to Nation:** Duty to nation means to preserve, protect and defend the sovereignty of a country and to act according to the law.
- ii. **Duty to society:** It is to safeguard the public property and foster mutual respect to one another irrespective of religion, language, sex, caste, creed, power and age.
- iii. **Duty to humanity:** It is to render support to self and others in the times of difficulties and to maintain peace and sanctity in the society.

Looking at the classification of duties, it is understood that everyone can exercise his/her fundamental right so long as it does not trespass another individual's independence. This right must always entail one's legal duty and moral responsibility to maintain individualism, socialism and the national peace and security of the country. However, it is the media houses which have to come forward to strengthen the balanced news release and provide timely information so that the citizens make right decision at the right time.

In this case, media become the bridge to advocate individual responsibilities along with the freedom of expression and the right to speech.

c. **Right to Freedom of Speech and Expression**

In order to understand the rights related to media, the applicable clauses from the Constitution of the Kingdom of Bhutan

are discussed.

Clause 2 of Article 7 states that *Bhutanese citizen shall have the right to freedom of speech, opinion and expression.*

While the Constitution of the Kingdom of Bhutan provides a wide range of fundamental rights to the citizens, a closer look at these rights show their identity and dignity through freedom of speech and expression mentioned in section two of the Article 7.

Freedom of speech and expression is the right of an individual to be, to have and to do one's duty within the scope of the constitution. It enables the free exchange of ideas, opinions and information, thus allowing the members of the society to form their own opinions on issues of public importance. Such freedom of speech and expression encourages public debate and supports a free and independent press, informed citizenship and transparent functioning of the state. However, people should be careful while exercising this freedom in different democratic setups. For instance, in Bhutan, people are free to express their opinion but they should not mislead the Bhutanese value and laws. Therefore, fundamental rights, duties and the freedom of expression are some of the basic prerequisites of media coverage.

Against that backdrop, the media's role in keeping an eye on the implementation of fundamental responsibilities and duties forms the basis on which the citizens

exercise their right to freedom of speech and expression. For individuals to be responsible media content producers, it is important that everyone is aware of responsible use of media. For instance, one should seek consent before posting an image of a friend on Facebook because without his/her consent, you are disrespecting the person's right to privacy. Though the one who posts takes his/her freedom of exercising right of speech and expression as a liberty, it is not ethical when done without prior permission.

d. Right to Media and Information

Clause 3 and 5 of Article 7 states that *Bhutanese citizens shall have the right to freedom of media for disseminating information to all citizens as they have the right to be informed.*

The Constitution of the Kingdom of Bhutan underlines the importance of right to media and information.

With the rising and easy access to information, especially through the internet in this 21st century, it is important that people understand their roles and responsibilities to use information critically.

Right to information is the right of every individual to seek information from all government records, and public organisations unless the information is protected from disclosure under law. For example, the information may be denied if it threatens the country's security and sovereignty. At the same time, with the

advancement of media and technology, everyone is expected to create useful media content as well as protect sensitive information from unauthorised access. This is especially critical considering the fact that some information, if not responsibly used, could affect the social, political and cultural stability of the country.

In this 21st century, people are empowered with information. Notwithstanding the latest technology, the moral duties of every citizen are to promote the spirit of nationhood. Along with the duties, come in the role of freedom of expression. It is the ideologies that support the freedom of any individual or community to express opinions and ideas with all good intention and fairness either to get justice or to be heard. Accordingly, the right to information is the entitlement owed to people by an individual, group, or state. Since media is the representative of public opinion, the right to information is largely exercised by media. For example, a citizen's right to know about the improving economic condition of a country is fulfilled by the media while covering news on the issue. Similarly, if a citizen has vandalised a public property, a news story on the crime will highlight on failed fundamental duties. Therefore, the media play the role of a watchdog in implementing fundamental rights and duties.

ACTIVITY 8.1: Exploring fundamental rights and duties

Instructions:

1. Write your responsibilities in different workplaces in Table 7.1
2. Read the articles 7 and 8 of the Constitution of Kingdom of Bhutan.
3. Examine how these provisions interplay in the functions of media.

Questions:

- a. Complete Table 8.1

<p><i>At My Home</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><i>At My School</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><i>To Myself</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p><i>In My Community</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

- b. How important is it to understand the fundamental rights and duties to engage with media responsibly?

ACTIVITY 8.2: Understanding fundamental rights with their corresponding duties

Instructions:

Refer Table 8.2

- i) Examine the fundamental rights and duties.
- ii) Discuss in groups and fill the remaining column individually.
- iii) After filling the table, look at Figure 8.1 and categorise all the Rights under different sections (legal, social, moral and political).
- iv) An example is done for you.
- v) You are expected to write a few lines on the consequences of not taking responsibilities seriously.

Table 8.2

Sl.no	Fundamental Rights	Fundamental Duties
1	Right to life	Respect / love oneself
2	Right to equality	Respect/competent
3	Rights to freedom of speech	Loyalty, sincerity, integrity,
4	Right against exploitation	Mindful/ownership/empathetic
5	Right to Culture	Preservation
6		
7		
8		

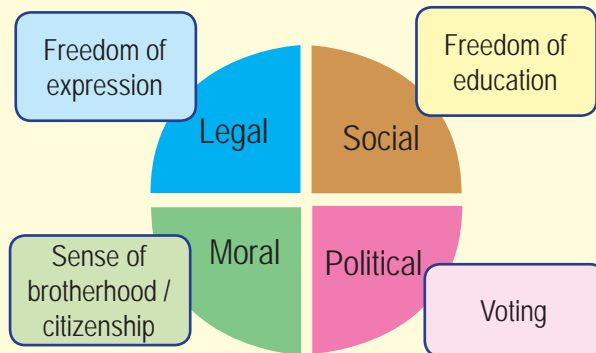


Figure 8.1 Segregating various rights under different categories

Questions:

Look at Figure 8.1 and answer the following questions.

- i) What are the fundamental rights associated with democracy?
- ii) Under what category does *Tha Damtshe* and *Ley Juday* (Integrity, Loyalty and Dedication) fall?
- iii) Identify the areas where freedom of expression is exercised in school. Explain the duties associated with the freedom of expression.

8.2 Media and Democracy

LEARNING OBJECTIVES

- *Examining the role of media in democracy*

Media is the backbone of a democracy. It facilitates the democratic process and gives news of fair and free elections. Media correct asymmetry of information between governors and governed and competing private agents. Above all, media keep a close look at how the government functions and the way public reciprocate. They are the channels to disseminate the right information to the general masses and also give voice to the voiceless. Many believe that media is the lifeline of democracy.

With the advent of democracy, media have more role of advocating public debates and encouraging resolution of disputes by democratic means. The

media being the guardians of democracy and the voice of public interest, they link government and the general public with informed choices. Otherwise, no democracy thrives in absence of freedom of the press. Hence, media are expected to guarantee the basic human rights and access information to the masses about electoral procedures, political campaign, voting rights, different political parties, their manifestos and press release. Hence, media serve as public lance to exercise freedom of expression, pluralism and tolerance.

Although democracy engenders fair rule of law in the three levels of government such as the Executive, the Legislature and the Judiciary, there is gap amongst

these three pillars. Therefore, the media function independently as the fourth estate to check and balance the three arms of government and their responsibilities. The media are the Watchdog to ensure that government is accountable in achieving all aspects of good governance. In other words, in the democratic form of government, politicians, bureaucrats and public servants are under constant surveillance.

In Bhutan, every Bhutanese aspire to be a responsible and well informed citizen to engage intelligently in the political process and the media become a gateway to access such information. With the first parliamentary election in March 2008, Bhutan transitioned from enlightened absolute monarchy to democratic constitutional monarchy with the King as the head of the state and the prime minister as the head of the government. Since then, the role of media became more important and valuable.

ACTIVITY 8.3: *Examining roles and responsibilities of media in a democratic society*

Instructions:

1. Organise a panel discussion on roles and responsibilities of media in a democratic setup.
2. Panelists maybe invited from the relevant agencies. In case of unavailability of relevant officials, a few students can role play while others observe and take note of the discussion.

Questions:

- a. Media is argued to be the fourth estate of democracy. Justify.
- b. What would be the scenario in the absence of media legislations in a democratic society?

8.3 Legislations and Social Implications related to Media and Information

LEARNING OBJECTIVES

- *Assess the legal and social implications on the use of media content.*
- *Examine the policies and legislations related to media and information.*

Legislation is a set of laws made by the government to help citizens to understand and follow the rules and regulations of the country. Likewise, media law is also applicable in the state to exercise ethical and legal use and production of media content through entertainment, advertising, broadcasting, and telecommunications. It can also include print, videos, audios, photographs, graphics, softwares, databases, online publications and other digital contents. While producing these contents, if there is violation of rule, media laws intervene to set societal standards. Media norms give justice and protect the harmony and the peace of an individual or the state.

Some common issues in the field of media law include:

- Intellectual property
- Defamation
- Confidentiality
- Privacy
- Freedom of Information

vi. Employment

vii. Commercial contract

With technological advancement and media convergence, media has created awareness of records and sanctions of violation of rules and legal implication when a citizen fails to adhere to the country's law. Although most people use these gadgets to constantly create and consume media content wisely, with the right to freedom of expression, every individual creates media content as per his or her choice. In doing so, people take advantage of the freedom of expression and right to information to blatantly abuse the target audience resulting to social disharmony and chaos. However, one has to be aware that with such rights come in responsibilities. It is with this responsibility that legislation is put in place to ensure ethical and legal use of media content.

For instance, in case of privacy, there is a genuine concern that increasing number of youths access multiple undesirable media contents. The danger is that while these youths access the

unhealthy contents, there is a threat of misconduct and possibility of change in their behaviour and attitude. They use digital gadgets to access social media, create fake accounts to spread undesirable messages, create abusive content or threaten other people. In doing so the youths unnecessarily expose themselves to severe ethical, moral and legal consequences. This is due to the lack of sufficient knowledge on the use of new media and legislations.

Under Section 317 of Bhutan Penal Code, one can be liable for defamation if there is a false statement published causing harm to the reputation of the other party. Likewise, under Section 324 of Bhutan Penal Code, a person can be liable of false advertising or misleading statements in any advertisement addressed to the public or to substantial number of persons. When citizens do not understand these legal sanctions, there are higher risks of public disharmony and outrage. Thus, it is mandatory to have legislation to ensure safe and healthy society.

With the advent of media, there is improvement in the social, political and the economic status of a country. The working styles, networking hubs, communication modes, education system, e-commerce and the living standards have changed but one has to be aware of the media policies and practices to create a safe working environment.

To understand in detail, some of the legislations pertaining to the appropriate

use of media in Bhutan are taken from the following:

- i. Penal Code of Bhutan 2004 (Amendment 2011)
- ii. Information, Communications and Media Act of Bhutan 2018
- iii. Copyright Act of the Kingdom of Bhutan 2001



Figure 8.2 Acts

ACTIVITY 8.4: *Analysing the implications to non-compliance to the media legislations****Instructions:***

1. Find a case study of non-compliance to the legislations related to information and media by individuals or organisations.
2. Discuss issues, implications and solutions of the case.

Questions:

- a. What is the problem in the case?
- b. What are the main causes of the problem?
- c. What are impacts of the case on individuals/organisations/society?
- d. What are the legal consequences of the case?
- e. What are some possible solutions/changes required?

REVIEW QUESTIONS

1. Explain fundamental rights and duties in your own words.
2. Media plays a vital role in enabling a fair democracy. Justify.
3. What are some social and legal implications for breaching the intellectual property rights?
4. The advent of social media has escalated the freedom of expression. What benefits and problems have you observed?

CHAPTER 9

UNDERSTANDING JOURNALISM

The reality of understanding journalism in the 21st century is no longer just getting employed. Nor does the definition limit to describing an individual who has taken journalism as a career. At present, journalism has to be distinguished from other media activity in service to the public. Journalists work on any topical news with truth and accuracy even when the truth is unpalatable and unwelcome. Therefore, journalism is a publication of news value to the diverse audience, keeping its code of ethics and the principles in mind of both the media producers and consumers. This chapter discusses various topics on different types of journalism, principles, and functions of journalism.

9.1 Introduction to Journalism

LEARNING OBJECTIVES

- *Discuss meaning of journalism.*
- *Examine the types of journalism.*

This topic highlights the meaning of journalism and the types of journalism. The types of journalism keep evolving as per the requirement and the situation of a country. Though there are many types of journalism practised today, a few will be discussed here to get started with.

a. Meaning of Journalism

Journalism dates back almost to 1601. Journalism is a form of communication based on accessing, collecting, assessing, creating and reporting or publishing of news and information for a newspaper, magazine, radio, TV film, cable and the Internet. It is a different form of writing that informs people regarding current affairs, trends, issues of people and places on regular basis. It has steadily increased the scope of news available along with its speed of is transmitting it.

The one who works in the world of journalism is known as a journalist. They are educated and trained to analyse, synthesise and interpret information from all angles. This job is very demanding and challenging. Therefore, journalists must possess good skills of interviewing, researching and gathering news. With Bhutan transitioning to democracy,

many people choose journalism as their profession as it is much needed at this juncture. It is also gaining popularity despite numerous hurdles. Journalists are the ones who act as a bridge between the public and policy makers. Journalism indeed plays an important role in the democratic set up of a country.

Journalists also have to meet the needs of the changing times and maintain ethical independency. They have to acquire basic qualities of creativity, commitment, courage, integrity, and loyalty to celebrate the success of a competent journalist. Nevertheless, the concept of journalism cannot be justified without the code of ethics of journalism discussed in this chapter.

b. Types of Journalism

There are different types of journalism as shown in figure 8.2. With the change in time and requirement, types of journalism keep evolving. The types of journalism most practised are:

i. Citizen Journalism

This journalism is also referred to as public journalism, participatory journalism, democratic journalism or



Figure 9.1 Citizen journalism

street journalism. It is all about playing an active role in the process of collecting, reporting and critically analysing news and information. For instance, any individual may click and post a photo of a house on fire or about a roadblock on the Internet without having to wait for the media. In this case, every citizen becomes a journalist for instantly informing others. Rise to this journalism is attributed to the advent of social media.

ii. Investigative Journalism

Investigative journalism is a form of journalism in which reporters thoroughly investigate one topic of public or national interest. For instance, investigating issues on corrupt practices by public servants. The media help concerned stakeholders to be more accountable by exposing the information and real truths.



Figure 9.2 Investigative journalism

iii. Sport journalism

It is a section of reporting on matters dedicated to sports and games such as news about the World Cup or the Olympic. Sport journalism is not just limited to covering sport news; there is a separate course for this journalism. It is an interesting profession with attractive income.



Figure 9.3 Sports journalism

iv. Environmental journalism

Environmental journalism helps in collection, verification, production, distribution and exhibition of information regarding current events, trends, policies and issues associated with the environment.



Figure 9.4 Environmental journalism



Figure 9.5 Development journalism

v. Development journalism

This journalism enables the government to critically examine the current development programmes and new projects. In other words, journalists report the findings on the benefits and shortcomings of the activities with facts, figures and observations. These findings can help improve the future plan of the country. In this type of journalism, the communication process is based on the developmental goals of the country through various media content.

vi. Entertainment Journalism

This journalism is growing at a high speed. It is attributed to the pop culture society that is purely entertained by media coverage. Likewise, the games and sports icons mostly appear in news. Another entertainment is when the celebrities are being focused.



Figure 9.6 Entertainment journalism

ACTIVITY 9.1: Comparing and contrasting types of journalism

Instructions:

1. Look at features of different types of journalism.



Figure 9.7 Types of journalism

Questions:

- a. Discuss the relevance of the different types of journalism in Bhutan.
- b. Which types of journalism is more popular in Bhutan? Why?
- c. Which type of journalism fascinates you the most? Why?

9.2 Functions and Impacts of Journalism

LEARNING OBJECTIVES

- *Analyse the functions of journalism.*
- *Evaluate the impacts of journalism.*

This topic focuses on the ten different roles and the influence of journalism. The job of journalism is to educate the public about events and issues. The journalistic support is much needed in the society and it will not progress without its positive or negative impact.

a. Functions of Journalism

The main function of journalism is to give citizens accurate and most reliable information and news in various forms and data either through print, broadcast or the Internet. There are different functions of journalism depending on diverse settings. Some functions are provided in Figure 8.3.

i. Interpreting the facts

In journalism, the facts should be provided in a manner to assert the media users to interpret information based on the way it is being delivered. A reporter needs to verify the gathered facts and publish without diluting the essence of the given facts and figures. Inaccurate and tampered information can mislead the general public.

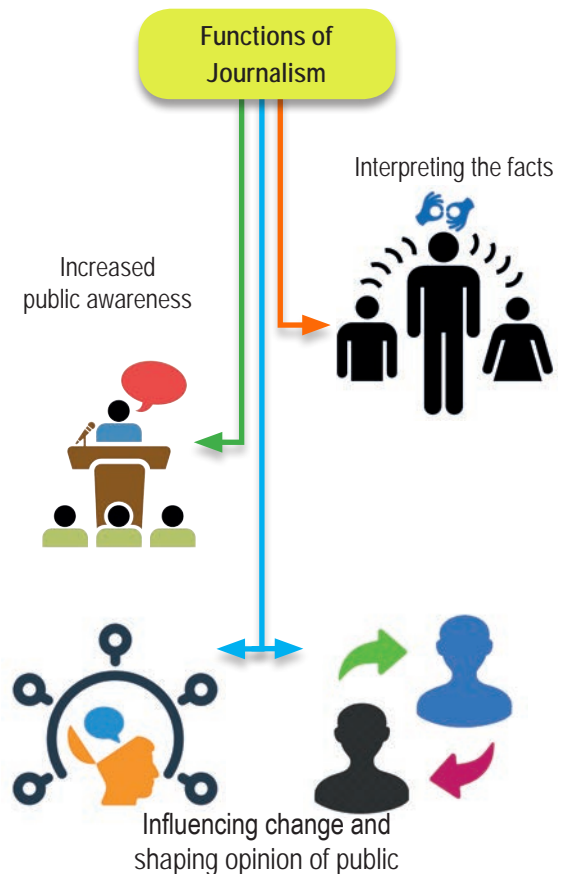


Figure 9.8 Functions of journalism

ii. Increased public awareness

Without a journalist, gathering and disseminating accurate and timely information to the public will remain

futile and people cannot make a right choice or an informed decision. For instance, during the National Assembly proceedings, journalists are permitted to attend the sessions unlike other interested public. This is because professional journalists can connect between the parliamentarians and the citizens by disseminating reliable information to the public and creating awareness about the matters discussed in the assembly. Hence journalists stay alert to cover important news of public interest. When there is increased public awareness, general public are encouraged to participate in public debates and decision-making processes. By doing so, they help in fulfilling the developmental goals of the country.

iii. Influencing change and shaping opinion of the public

Well-trained journalists are good at gathering facts and information on a given subject. They are able to increase awareness amongst readers of all demographics. The way they write and the truth they cover in the news story become powerful weapons to influence the general mass. For instance, during the election time, people's opinions and decisions to vote for the particular party absolutely depend on the way journalists cover the story about different parties and their manifestos. Such news serve as a persuading tool to fix public opinions. The fact that they are the watchdogs, their



Figure 9.9 Functions of journalism



WATCHDOG JOURNALISM IS...

- Making the affairs of powerful institutions more transparent to the public.
- Not only does it monitor government, but also applies to all the powerful institutions in society.
- By changing the award from "Local Reporting" to "Investigative Reporting". Pulitzer was putting new emphasis on the role of the press as activist, reformer, and exposé.



stories have to be supported by evidences. Based on facts, public opinions may also change. That is why information has to be accurate. It is the job of journalists to extract facts and give right information

to the audience. Since journalists are held accountable, in no way can they announce false allegation against a party or do a news story without a prior research

ACTIVITY 9.2: *Exploring more functions of journalism*

Instructions:

1. Search for more functions of journalism.
2. Validate your findings in small groups, and present to the whole class.

Questions:

- a. How important is journalism to bring about development in a society?
- b. One of the functions of journalism is 'interpreting facts.' In absence of this function, what implications do you see in a society?

b. Impacts of Journalism

The impacts of journalism can be seen from different contexts. It comes through both the moral uprisings and the challenges of journalism in public, corporate or private organisation. Although it is difficult to measure the impacts of journalism, it is visible in the reactions of the public and in social media. Some people see it as a foundational step to audience development and engagement; while others see it as a measurement in advertising and other revenue streams. Thus, journalism has great influence over an individual or a society. It serves as a weapon to change the world's perspective of seeing and understanding things that are prejudicial. It can change the thinking patterns and lifestyles of people who are basically ignorant and complacent. Journalism also helps to combat corruption, explore better laws, explain policies and encourage good practices of journalism for the well-being of the people.

One example of good practice is censorship. The advancement of digital engagement in social media has given rise to access of uncensored content. Out of curiosity, many people, mostly youths access these unwanted contents available virtually and attempt unhealthy habits.

That is why, materials like pornography, nudity, vulgarity and many other inappropriate contents are censored by journalists. In Bhutan, hate speeches, news about suicide and racism, articles on personal attacks, and similar negative agendas are also censored. To some extent, journalism can be considered as a window to education.

However, the impact of journalism cannot only have positive influences. There are incidences where journalists manipulate stories to attract more audience. For example, many believed the topical news on the online game called 'The Blue Whale' which was simply a media hype to create public awareness and procurement. Some journalists do not stand independent but rather live by others' vested interest in order to make more money. That is why, it is important that all journalists abide by a code of ethics and principles so that people build trust on them. However, one has to understand that journalism must embrace professional integrity and social responsibility while disseminating information to the public.

9.3 Key Principles in Journalism and Journalistic Code of Ethics

LEARNING OBJECTIVES

- *Analyse the principles of journalism.*
- *Critically examine journalistic code of ethics*

Journalists are proven to be the most professional when they follow moral values and code of ethics in their work. However, sometimes there is conflict between the professional integrity and the code of ethics. This section further explains the five key principles of journalism and the journalistic code of ethics

a. Key Principles of Journalism

The key principles of journalism are the main standard that journalists are expected to follow while collecting, writing and reporting news. The principles act as a guide to journalists in order to enable them to provide accurate facts and figures to the public. One cannot become a professional journalist if one fails to follow these principles.

i. Truth and Accuracy

It is a must that journalists report facts accurately based on the information that is explored. Journalists have to be precise in providing evidence without exaggeration and any story covered must go through check and balance before it is published.

ii. Independence

Journalists should have an independent voice and must not be in favour of any special interests of a political, corporate or cultural body or organisation. The editors or any staff working in the same office should be informed that any act of them indulging in such action is against the code of conduct and is punishable by law.

iii. Fairness and Impartiality:

Journalists represent the society, state or any individual. Thus, any event reported should cover all sides of the story. The reporting should be balanced and not biased, and it should be fair and impartial.

iv. Humanity:

Journalism is not supposed to harm anyone. The news story and publication should inform, console and help resolve the consumers' preconceived notion. One has to be mindful of the depth of impact the published words and photographs would have on others' lives. Journalists must respect another person's privacy. While reporting a news story, it should not harm a private individual and infringe his/her fundamental right.

v. **Accountability:**

Finally, journalism cannot be better defined as Responsible Journalism without accountability. Should there be any mistake the journalist is accountable

and has to be ready to give a corrigendum and take remedial action. Accountability clears the concerns, doubts, and reservations of the public and relevant stakeholders.

ACTIVITY 9.3: *Examining the impacts of yellow journalism*

Instructions:

1. Browse the meaning of 'yellow journalism'.
2. Find out if the yellow journalism is prevalent in our country.

Questions:

- a. Why do you think journalists opt for yellow journalism?
- b. What plausible repercussion can yellow journalism have in society?
- c. How realistic is it for journalists to strictly abide by the principles of journalism?

b. Journalistic Code of Ethics

Journalistic code of ethics is one of the most important components of journalism. It is not a set of rules; it is rather a guide to encourage journalists to take legal responsibilities for the information they provide. Similarly, like anywhere else, journalists have to maintain the highest professional and ethical principles in their duties in Bhutan too. They must have integrity and independence while covering news or giving any form of information. Their coverage must remain unbiased. Above all, a journalist must respect

the national interest and protect the country's sovereignty at all times.

The code of ethics guide reporters to justify their work and avoid any sort of challenge. Ethics of journalism keep journalists on track to practice professional journalism.

Some of the basic codes of ethics are given in Figure 9.10.

i. Truth and Accuracy

A journalist's top priority is to report the story truthfully and accurately. It should always avoid purposive and deliberate distortions of facts. Instead it should

serve the news value for any kind of audience. As far as possible, provocative topics should be dealt with facts and figures.

ii. Limitation of Harm

Before publishing any story, journalist must thoroughly review the pros and cons of the idea of 'limitation of harm' so that the news will not add more harm to the already affected news story. It is important to show empathy for those who may be negatively affected by news coverage and be extra cautious while publishing an article.

iii. Accountability

All journalists need to be accountable for their work. They are responsible to their readers, viewers, listeners, and to each other. If a journalist publishes an incorrect story, he/she should firstly

admit the error and rectify it promptly with the correct information.

iv. Objectivity and Impartiality

Great journalists know how to stay away from any conflicts of interest and act independently. Doing the opposite can compromise the integrity of their profession and eventually damage their credibility and career. The main focus of the job is the public's right to know the truth. Journalist should not be media biased.

v. Considering Slander and Libel

Defamation simply means tarnishing somebody's image. It means speaking and writing something damaging or diminishing the status or personality or prestige of a person or an organisation. Libel or written defamation of character is something journalists need to stay



Figure 9.10 Journalistic code of ethics

away from. It can completely damage the reputation of the writer and the publishing house they work for.

vi. Sensationalism

Sensationalism is when journalists over-hype the news stories in the hopes to get

more viewers or advertising numbers. There are numerous tactics to do this, like failing to report certain elements of the truth, purposely being controversial, engaging emotions, acting out to gain attention, or even intentionally being dull-witted.

ACTIVITY 9.4: *Exploring the Journalistic Code of Ethics*

Instructions:

Critically examine similarities and differences between the Journalistic Code of Ethics of Bhutan and the international journalistic code of ethics.

Questions:

- a. What are some of the key differences in the Journalistic Code of Ethics of Bhutan and the international journalistic code of ethics?
- b. How these differences make the practice of journalism in Bhutan distinct?

REVIEW QUESTIONS

1. Explain journalism and its types.
2. What are some impacts of journalism in our society?
3. Explain the principles of journalism and journalistic code of ethics.
4. Do you think that the journalists of Bhutan practise in accordance to the principles of journalism and journalistic code of ethics? Justify.
5. Having read this chapter, would you like to become a journalist? Why?

ASSESSMENTS

Assessment involves systematic gathering of information about what learners know and are able to do. In order to assess learners' performance objectively, information about their performance is collected and recorded using variety of assessment tools and techniques. Teachers use their professional skills, insight, knowledge, and specific criteria to make judgments about student performance in relation to learning outcomes. Learners are important partners in this process and should be guided to monitor their own progress through self-assessment strategies such as goal setting and co-constructing criteria.

A few examples of assessment tools and techniques are discussed under this section which can be used to evaluate learners' work. They can be used as models, or you can copy and adapt them for your own purposes.

Scheme of Assessment

Learners are assessed through the following schemes of assessment:

i. Continuous Formative Assessment (CFA)

Formative assessment is used to provide feedback to teachers and learners so that teaching and learning can be improved through the provision of regular feedback and remedial learning opportunities for the learners when needed. It also enables the teachers to understand what teaching methods and materials work best.

CFA facilitates the teachers to diagnose the learning needs of the learners and recognise the individual differences in learning. Through the constructive feedback, learners can understand their strengths and weaknesses. It also empowers them to be self-reflective learners who monitor and evaluate their own progress. CFA should happen daily throughout the teaching-learning processes of the academic year. It is NOT graded as it is to give continuous feedback to the learners.

The suggested techniques for CFA for the three domains are:

- *Media knowledge*: Debate, quiz, question answer session
- *Media Skills*: Field trip, case analysis, seminar presentation
- *Media values and attitudes*: Group work, field trip, case analysis, peer interactions

Some of the tools identified for CFA are checklists, observation grid, and Rating Scale.

ii. Continuous Summative Assessment (CSA)

Continuous Summative Assessment is another form of continuous assessment. It helps in determining the learner's performance and the effectiveness of instructions. The feedback from this assessment helps to improve learners' learning and mandates teachers to incorporate varied teaching strategies and resources to ensure quality teaching and learning in the Media Studies classes. It empowers learners to be self-reflective learners who monitor and evaluate their own progress. In CSA, the learner's performances and achievement are graded. This ensures active participations of learners in the teaching-learning processes.

The suggested techniques for CSA for the three domains are:

- *Media knowledge*: Class tests
- *Media Skills*: Textual analysis, media product creation
- *Media values and attitudes*: Observation

Some of the tools identified for CSA are rubrics, rating scale and paper pencil tests.

iii. Summative Assessment (SA)

Summative assessment (SA) is conducted at the end of the first term and at the end of year to determine the level of learning outcomes achieved by the learners. The information gathered is used by the teachers to grade learners for progression and to report to parents and other stakeholders.

The identified techniques for SA are term examinations – term I and term II examinations. The questions for the term examinations should cover all the three domains of learning- cognitive, psychomotor and affective using the principles of Bloom's taxonomy

In Media Studies, the learning outcomes of the learners will be assessed based on 50% Continuous Formative Assessment which school assesses internally and 50% Summative Assessment is conducted by Bhutan Council for School Examinations and Assessment externally.

Assessment Matrix

Broad assessment based on knowledge, skills, and values and attitudes (KSA)

Assessment type	Formative Assessment			Continuous Summative Assessment		Summative Assessment		
	Media Knowledge	Media Skills	Value & Attitude	Media Knowledge	Media Skills	Media Value & Attitude	Term 1	Term 2
Domains	Quizzes, Conferences, Reflective journal, Questioning,	Responses to text Simulations Demonstration and presentations , Textual analysis	Observation Group work Home work	Class test	Media project	Observation	Exams	Exams
Techniques	Check list, Learning inventory, Rating scale.	Checklist Rubrics	Rubrics Rating scale Observation grid	Paper pencil test	Rubrics Rating scale	Rubrics Rating scale Observation grid	Paper pencil test	Paper pencil test
Assessment tools	Maintain checklist, rating scale & learning inventory for classroom assessment	Maintain checklist, rating scale & rubrics for classroom assessment	Maintain rubrics, rating scale and observation grid for classroom assessment	Once at the end of every chapter	One project- assessed at every stage	Once in a term	Once in a term	Once in a term
Frequency				T1=5 T2=7.5	T1=10 T2=15	T1=5 T2=7.5	T=20	T=30
Weighting								

Weighting and Time Allocation

Chapters	Weighting(%)	Time Period Allocation (min)
Chapter 1- Understanding Media	10	720
Chapter 2- Media Literacy	12	864
Chapter 3- Media and Society	13	936
Chapter 4- Information Fundamentals	10	720
Chapter 5- Communication Fundamentals	11	792
Chapter 6- Effective Communication	10	720
Chapter 7- Media Language and Photography	13	936
Chapter 8- Media and Information Rights and Responsibilities	10	720
Chapter 9- Understanding Journalism	11	792
	100%	7200

Assessment Techniques

1. *Observation*

Systematic observation of learners as they process ideas.

2. *Anecdotal Records*

Focused, descriptive records of observations of learner learning over time.

3. *Portfolios/ E-portfolios*

Systematic collection of learner's work that demonstrates accomplishments, growth, and reflection about learner's learning.

4. *Simulations, Docudramas*

Simulated or role-playing tasks that encourage learners to show connections that they are making among concepts they are learning.

5. Quizzes

Opportunities for learners to show their learning through oral response.

6. Tests, Examinations

Opportunities for learners to show their learning through written response.

7. Demonstrations, Presentations

Opportunities for learners to show their learning in oral and media performances/exhibitions.

8. Conferences

Investigative discussions with learners about their understanding.

Sample Assessment Tools

i. Rating scale

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by a learner. It provides for a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of learner's work.

Sample Rating Scale for Case Study

Class:	Criteria					Teacher's Comments
	The student					
	Clearly identifies the key issues in the case. (1-4)	Evaluates the information in the case in relation to relevant principles and theories. (1-4)	Identifies realistic and appropriate options or alternatives for rational decisions. (1-4)	Recommends solution for solving the issues presented in the case. (1-4)	Presents the analysis report with appropriate writing format. (1-4)	
Tashi						
Sangay						

Sample Rating Scale for Observation (Values & Attitude)

Class:	Criteria						Teacher's Comments
	Always (3), Sometimes (2), Rarely (1), Never (0)						
Criteria Name	Punctuality	Integrity	Collaboration	Respect for Diversity	Resilience	Resource Management	
Tshering							
Sonam							

Sample Learning Inventory

Learner's Name:		Description of Achievement on Learning Goals			
Learner explores the impact and influence of media.		Consistently (4)	Usually (3)	Sometimes (2)	Rarely (1)
Demonstrates an understanding of the key concepts of media literacy	Uses media terminology (e.g. authorship, audience, content, purpose and format)				
	Identifies codes and conventions of media				
	Examines others' ideas and points of view				
	Evaluates ownership and control				
Employs critical literacy skills as media consumers	Questions and reflects on their role as media consumers				
	Evaluates and discriminates their media consumption				
	Discusses how format influences audience and purpose				
	Critiques effectiveness of media representation				
Examines how media shape ideologies and culture	Questions and reflects on their role as media consumers				
	Investigates the relationship between media and historical/contemporary cultures				
	Questions and promotes awareness of global issues				
	Connects popular culture and life choices				
	Discusses ideologies present in media				

Learner deconstructs a wide variety of media texts.		Consistently (4)	Usually (3)	Sometimes (2)	Rarely (1)
Identifies values and ideologies in media texts	Articulates how media messages influence and manipulate audiences (talks about aesthetic qualities and values and beliefs present in texts)				
Discerns the production process of media texts	Compares and contrasts media texts (refers to codes and conventions)				
	Identifies and explains the production of media texts				
	Evaluates the ways in which texts are constructed for a particular purpose				
Engages in the inquiry process	Engages in the inquiry process (i.e. access, analyse, evaluate, create, participate)				
	Creates questions that reflect interest and lead to deconstruction of texts				
	Interacts in leadership and support roles to teach, explain, and clarify concepts, issues, and processes to peers				

ii. Rubrics

A systematic scoring guideline to evaluate students' performance (papers, speeches, problem solutions, portfolios, cases) through the use of a detailed description of performance standards. Rubrics are charts that identify criteria for success and describe various degrees of success. The strength of rubrics is that they clarify expectations and ensure that learners' creations are judged on common criteria. One of the greatest strengths of a rubric comes when it has been co-created with learners prior to the assigned task. This helps to ensure that the learners truly understand the task and the expected level of performance. Rubrics allow learners to be more aware of the expectations for performance and consequently improve their performance.

Rubric for Digital Media Project

Criteria	Level of performance			
	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
Organisation	Organisational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable.	Organisational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly observable.	Organisational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable.	Organisational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable.
Content development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the assignment.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Storyboard or organising document	Illustrates the presentation structure with thumbnail sketches of each scene. Notes showing transitions, effects, etc., are clearly planned	Includes presentation structure with thumbnail sketches of each scene. Notes showing transitions, effects, etc. are presented.	Thumbnail sketches are not always clearly marked. Descriptions of scenes, transitions, etc. are incomplete or difficult to follow.	Documents are incomplete and unclear.
Technical elements (audio, lighting, video, timing, etc.)	Project is edited with only high quality shots and sounds remaining. Transitions are smooth and project's timing is appropriate and enhances clarity.	Project is edited with only quality shots and sounds remaining. Pacing and timing are appropriate and enhance clarity.	Project is edited in places. Transitions are noticeable and detract from viewing. Pacing and timing are choppy.	Project is edited poorly with distracting pacing and timing. Clarity is impacted by poor technical control.

Scoring Guide for Critical Thinking

Criteria	Scoring Level			
	4 - Accomplished	3 - Competent	2 - Developing	1 - Beginning
Interpretation	<ul style="list-style-type: none"> Analyses insightful questions Refutes bias Critiques content Examines inconsistencies Values information 	<ul style="list-style-type: none"> Asks insightful questions Detects bias Categorises content Identifies inconsistencies Recognises context 	<ul style="list-style-type: none"> Identifies some questions Notes some bias Recognises basic content States some inconsistencies Selects sources adequately 	<ul style="list-style-type: none"> Fails to question data Ignores bias Misses major content areas Detects no inconsistencies Chooses biased sources
Analysis & evaluation	<ul style="list-style-type: none"> Examines conclusions Uses reasonable judgment Discriminates rationally Synthesises data Views information critically 	<ul style="list-style-type: none"> Formulates conclusions Recognises arguments Notices differences Evaluates data Seeks out information 	<ul style="list-style-type: none"> Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid 	<ul style="list-style-type: none"> Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research
Presentation	<ul style="list-style-type: none"> Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information 	<ul style="list-style-type: none"> Argues clearly Identifies issues Attributes sources naturally Suggests solutions Incorporates information 	<ul style="list-style-type: none"> Misconstructs argument Generalises issues Cites sources Presents few options 	<ul style="list-style-type: none"> Draws faulty conclusions Shows intellectual dishonesty

Sample Scoring Rubric for General Oral Presentation

Category	Scoring criteria	Total points	Score
Organisation (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	5	
	Material included is relevant to the overall message/purpose.	5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	5	
	There is an obvious conclusion summarising the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g. gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	5	
Score	Total points	100	

Sample Rubrics for Assessment of Debate

Name:	Level of performance			
	1	2	3	4
Criteria				
Organisation and clarity	Viewpoints are disorganised and unclear.	Viewpoints are clear in some parts and partially organised.	Most viewpoints are clear and orderly organised.	Viewpoints are completely clear and orderly organised.
Use of relevant facts & examples	Very few relevant supporting examples/facts.	Some relevant examples/facts given.	Most of the facts and examples are relevant to arguments.	Arguments are supported with the most relevant facts and examples.

Relevance of supporting arguments	Few or no relevant reasons given.	Few supporting arguments are relevant.	Many, but not all, supporting arguments are relevant.	All supporting arguments are relevant.
Strength of arguments	Very few arguments are convincing.	Some arguments are convincing.	Most arguments are convincing.	All arguments are strong and convincing.
Presentation Style: Tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly.	Few style features were used convincingly.	All style features were used, most convincingly.	All style features were used convincingly

iii. Checklists

Checklists are dichotomous (Yes/No) and easy to use. However, they may not provide substantive information regarding the performance levels.

Interactive Presentation Checklist

Criteria		Yes	No
Time Management	1. Time was used at an even pace, completing all sections of the presentation.		
	2. The presentation was set up and commenced promptly.		
Organisation	3. The flow of presentation and material were logical and smooth.		
	4. The presented materials were well-organised and readily available.		
Resource use	5. Different media was used to present information.		
	6. The most appropriate media was used to present the information.		
Audience Awareness	7. A frequent eye contact with the audience was maintained.		
	8. The voice modulation was used to the presentation.		
	9. The materials were presented in a way that suited the audience.		
Aesthetics	10. The presenter presented in a professional way in terms of dress and grooming.		
	11. The materials handed out or used were ascetically pleasing.		

Sample Checklist for Field Trip

Key: ✓ Yes ✗ No Class: Criteria Name	Criteria							Teacher's Comments
	The learner:							
	dressed in a way to stay comfortable during the entire field trip	demonstrated expected behavior during the field trip without a reminder.	listened to all of the lesson and helped to create a good learning environment	respected the time and expertise of the presenter	listened attentively and wrote all the points.	asked relevant questions and listened to the responses.	followed all the safety directions without needing a reminder.	
Tashi								
Sangay								

Sample Checklist for Assessment of Debate

Class: Criteria Name	Organises the idea points tied to the bigger idea.	Presents ideas and information convincingly.	Presents ideas clearly with originality.	Supports the arguments with relevant facts & figures.	Provides accurate counter arguments.	Completes presentation on time.	Demonstrates courteous body and spoken language.	Teacher's Comments
Tashi								
Sangay								

Question pattern for Term examinations

Section A (40 Marks)

Objective type : 20 Marks

Restricted response : 30 Marks

Section B : (60 Marks)

Extended response : 50 Marks

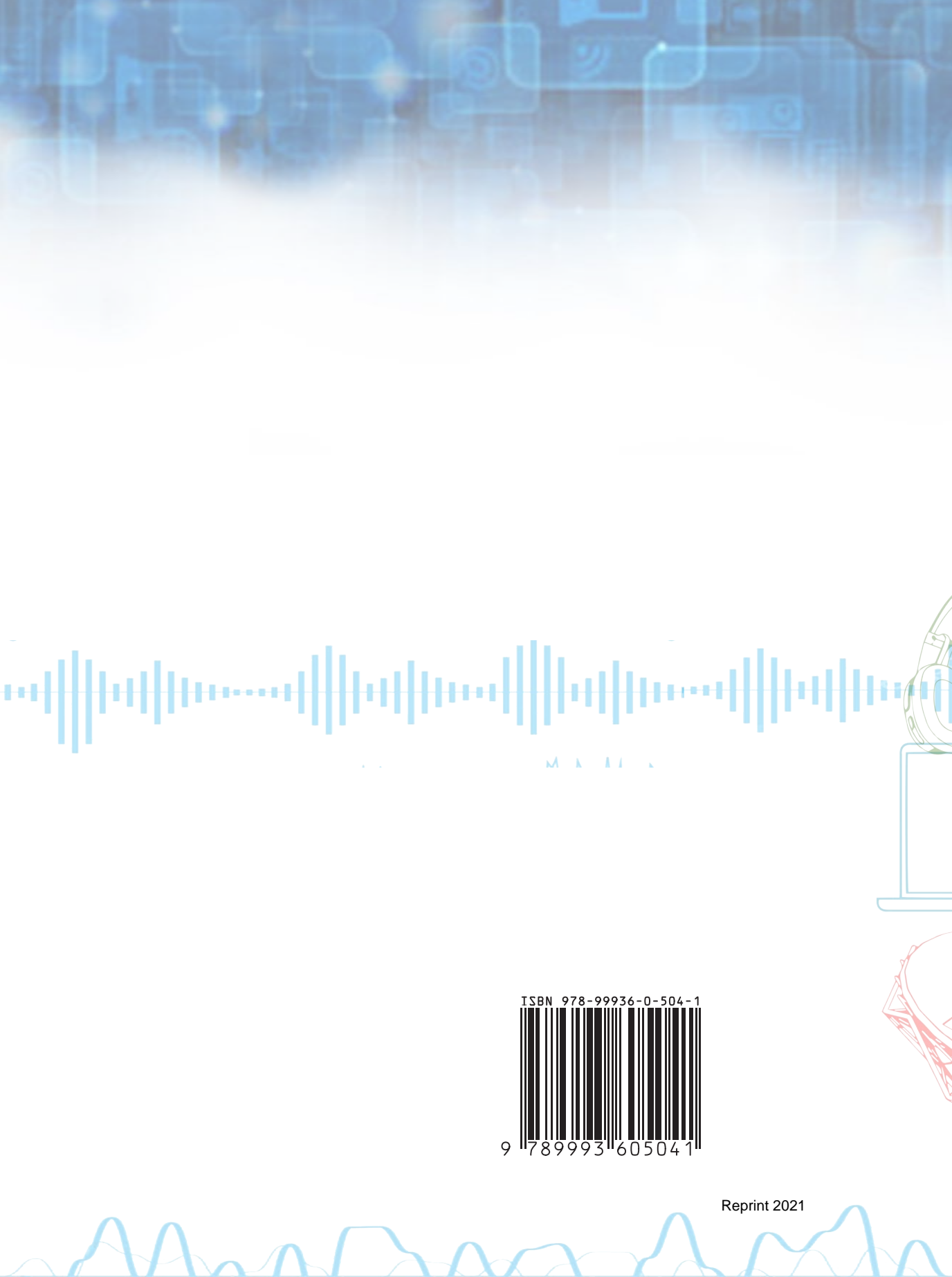
Total Marks :100 Marks

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