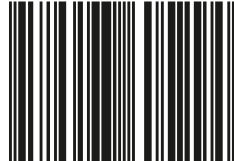


Media studies

Class 12

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Department of Curriculum and Professional Development
Ministry of Education
Thimphu

MEDIA STUDIES

CLASS XII



Department of Curriculum and Professional Development
Ministry of Education
Thimphu

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Foreword

The industrialization 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 was simultaneously taking place during the 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 the 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.

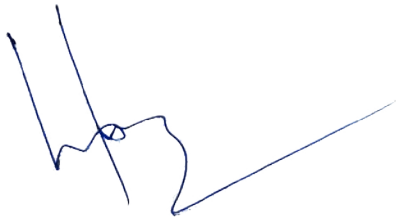
Media education in Bhutan is provided in the form of Media Studies. Media Studies, as an independent subject in the school curricula, is intended to provide our learners with an opportunity to engage themselves with the content, evolution, creation and effects of various forms of media. Learners will be able to perceive and conceptualize 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 basically is to equipping themselves with, mobilizing and integrating knowledge, skills, values and attitude to address and resolve situations, and the learners will, eventually, apply the acquired concepts, skills and values in their everyday lives. Media Studies, in a nut shell, will help the learners in shaping and reinforcing their thoughts and actions as responsible citizens to 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 the rapid changes and in order to 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 General

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CHAPTER 1

GLOBAL MEDIA LANDSCAPE

The media environment has been revolutionary in the 21st century undergoing unprecedented change and evolution. This transformation is largely due to the deregulation, globalization of media, rapid growth of information and communication technologies, and introduction of converging technologies such as mobile smartphones and multiple digital platforms.

This has resulted in radical consequences for the media industries and their business model, operation system, and consumption patterns. It is also bringing increasingly complex and boundary-breaking relationships between media industries, media and communications technologies, media producers, and consumers. Understanding the media industries and the changing media environment and the issues surrounding it is an important component of being an educated citizen and consumer in today's media-driven society.

This chapter examines the ongoing evolution and transforming processes of the media environment and media industries and the media as major commercial industries. It discusses the factors contributing to this change, namely, media conglomeration, ownership and control of media, the emergence of alternative media, and media convergence.

1.1 Introduction to Media Industries

LEARNING OBJECTIVES

- *Analyse media industries as business.*
- *Examine the unique features of media industries.*

The one aspect of media that most people know least about is how they are organized into and operate as industries and what kinds of practices they adopt and why. Along their primary role of informing, educating, and entertaining people, the media industry is increasingly becoming an important sector of economy and the primary vehicles of globalization.

In this topic, you will study the meaning of media industries, the primary functions of media companies, and the major categories and genres of media content.

a. Media Industries: Meaning

We refer to ‘media’ as the means or channel by which content or information is created and delivered to the audience. The organizations or institutions that engage in this process constitute the media industries. When we talk about the media as business or industry, it does not represent one coherent organization or company, or institution. Media industries are groupings of organizations that share the production, distribution, and exhibition of media content as well as a range of services and facilities supporting

the processes of production, distribution, and exhibition.

Media industries mainly consist of the following media sectors and the products and services they produce:

- print and publishing
- television
- radio
- music
- motion picture
- advertising
- video games
- the Internet

Media organizations are institutions of commerce, as much as creative sources, cultural enablers, and part of society. Most of the media consumed worldwide are created by businesses aimed at making money. Media companies make money from the materials or programmes they produce, distribute and exhibit. The media contents are seen as commodities, like goods in a real marketplace. Much of the work in media industries are interconnected on a global scale through international co-production, outsourcing, offshoring, and subcontracting practices.

As an economic activity, it can provide employment and a return on capital, creating wealth for individuals, companies, nations, and regions.

b. Primary functions

Media production is invariably an industrial process. Production, distribution, and exhibition are central to the functions of all media organizations to maximize their chances of success with audiences. Any mass media is concerned with these three primary functions. Let's examine these steps, one at a time.

i. Production – is the beginning of the chain of events that brings mass media content to audiences. Production means the creation of materials by media production firms for distribution through one or more mass media vehicles.

ii. Distribution – is the delivery of the produced material to the point where it will be shown to its intended audience. It involves circulating media materials to exhibitors, e.g. music stores, cinema halls, and TV stations. This includes two elements: delivery of a product to an audience and marketing and promotion.

iii. Exhibition – is the activity of presenting media materials to audiences for viewing or purchase. Exhibition often involves shelf space, which is the amount of area or time available for presenting products to consumers.

All of these functions require other functions such as finance, audience research, and government regulation of one sort or another. It is, therefore, considered as an ecosystem or a system that is sustainable over time with different organizations interacting with each other in a meaningful way

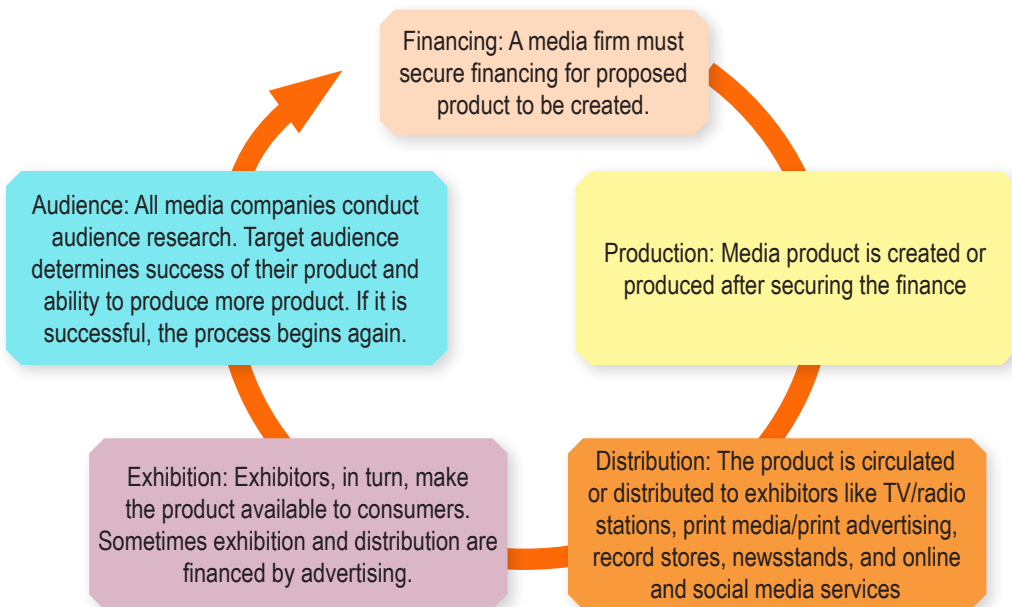


Figure 1.1 Illustrates the primary functions of media industries Reprint 2022

c. Primary Genres

The media industry is a business model based on communication information, art, entertainment, advertising, and education to a large audience. Media organizations working together in industries produce, distribute and exhibit a wide range of content, and these major categories of media content are called genres.

i. Entertainment – The notion of making money by keeping an audience amused, busy, or steady remains central to the business of media industries. Some examples of entertainment are gaming, sport, drama, comedy, and film.

ii. News – Journalists of news media houses are trained to report non-fiction events to an audience. Unlike entertainment programmes, news

stories are constrained by facts. There are different types of news such as hard news, investigative reports, editorials, and soft news.

iii. Information – is the raw material, or fact that media producers use when they create media content. It is a huge segment of the media marketplace.

iv. Education – is the content that is purposefully crafted to teach people specific ideas about the world. Some examples include textbooks, workbooks, course packs, online services, and educational TV programmes and toys.

v. Advertising – is a message that explicitly aims to direct favorable attention to certain goods and services. The message may have a commercial purpose or be aimed at advancing a non-commercial cause. Advertising also includes product placement.

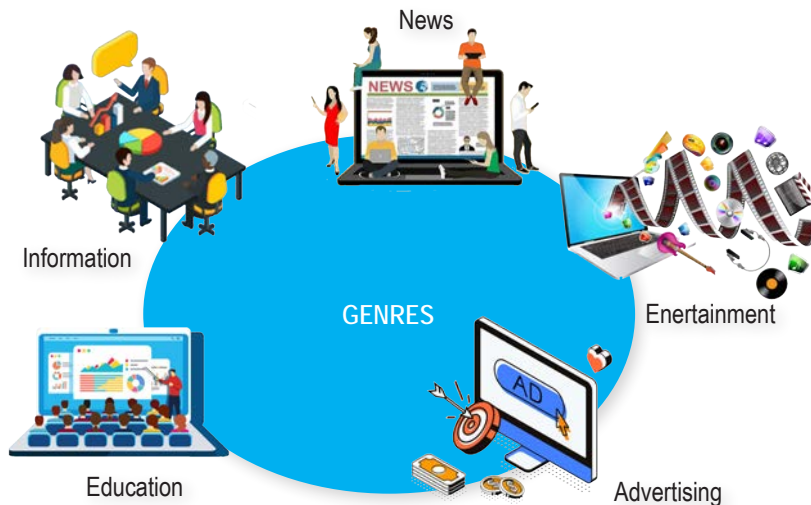


Figure 1.2 Media genres

ACTIVITY 1.1 : *Exploring the processes of production, distribution, and exhibition of products in media industries*

Instructions:

Using an Internet search engine or library, research a well-known global product or brand under each media sector and the companies that have produced, distributed, and exhibited the products, in order to complete Table 1.1.

Table 1.1 Primary functions and companies by media sector

| Media sector | Product/brand | Production | Distribution | Exhibition |
|----------------------|---------------|------------|--------------|------------|
| Print and publishing | | | | |
| Television | | | | |
| Radio | | | | |
| Music | | | | |
| Motion picture | | | | |
| Advertising | | | | |
| Video games | | | | |
| The Internet | | | | |

Questions:

- What is the product or brand?
- Who or which company produced the product? And who financed it?
- Which company distributed the product? To which countries?
- Where was the product exhibited and by which company? On what media platforms the product was exhibited?

1.2 Media Ownership

LEARNING OBJECTIVES

- *Explore different types of media ownership.*
- *Examine media conglomerates.*
- *Evaluate media ownership and control.*

Over the last few decades, the mainstream media have become more complex due to the growth of global media companies and concentration in terms of media ownership and control changing the media system. This trend can have an enormous influence on mainstream media outlets and their patterns and structure, as it defines media content and processes.

This topic will cover different types of media ownership, media conglomerates, and consolidation of media ownership and control.

a. Types of Media Ownership

Some of the common types of media ownership are public media, private media, community-owned media, and party and politician-owned media. There are significant overlaps between these ownership models. It is important to note that the structures of media ownership are associated with different factors like a country's political and social freedom, systems of control and societal impacts, cultural and attitudinal aspects, education, economics, and technological developments.

i. Public media

Public media (state/government-owned or public service broadcasting) are primarily meant for public service that delivers media content beneficial to the public interest, specifically to inform, educate and widen participation.

Such media are not profit-oriented, as they are financed from the government budget, the license fee paid by subscribers/viewers, advertising, and sale of programmes. Examples are BBC, NHK, and BBS.

ii. Private media

Private media are those media outlets that are independently owned and distinctly for profit. They are not owned by a government or a state-sponsored entity.

Private media are sustained by commercial revenue, mostly from advertising and sales of media products and services. Such media ownership ranges in size from small local outlets to independent media to media conglomerates.

iii. Community-owned media

Community-owned media are usually small outlets that are community-owned and oriented, participatory, and non-profit. 'Community' here can be a geographic community or a community of identity or interest. Such media are usually created by civil society, and they can be set up in places like institutes, communities, and the workplace.

Community-owned media are key agents of participatory development. People in the community are actively involved in the operation and production, giving a voice to marginalized sectors and ensuring empowerment, gender balance, media pluralism, and diversity.

iv. Party and politician-owned media

There are various media outlets that are partly or wholly owned by political parties or politicians. Such media are generally most concerned about the outcome of an election.

They can serve as the potential propaganda machines that serve the agenda of a certain political ideology. They are likely to focus on influencing public opinion favoring certain political parties and benefiting to win elections and contestation than on unbiased dissemination of information.

ACTIVITY 1.2 : *Exploring the merits and demerits of different types of media ownership*

Instructions:

1. Using the Internet or library, research the merits and demerits of each type of media ownership.
2. Share your results with your friends.

Questions:

- a. What are the merits and demerits?
- b. Why is it important to have diverse media and different types of media ownership in a democratic society?

b. Media Conglomerate

A media conglomerate is a large company, or media group, or media institution that owns a large number of smaller companies into one corporate structure. Each of a conglomerate's subsidiary businesses runs independently but supports the wider goals and objectives of the parent company. The media conglomerate usually consists of seemingly unrelated businesses, and they are often formed

through a process of 'mergers' and 'acquisitions', or 'consolidation'. They also work with independent media companies on joint venture projects.

The media conglomerates such as Comcast, Bertelsmann, Viacom, CBS Corporation, Sony Corporation, The Walt Disney Company, and Time Warner own a vast majority of the well-known global companies (subsidiaries). See Figure 1.3 for one such conglomerate, The Walt Disney Company.

The Walt Disney Company

The Walt Disney Company, an American diversified multinational mass media and entertainment conglomerate, has its subsidiaries in various media sectors as in 2021:

| Media sector | Subsidiaries |
|-------------------------------------|--|
| Film production | Walt Disney Studios, 20th Century Studios, UTV Motion Pictures |
| TV Production | Disney TV Studios, It's a Laugh Productions, Disney TV Animation, FX Productions, Freeform Productions |
| Broadcast TV network | ABC, Localish, Super RTL |
| Cable channels | Disney Channels, UTV net, A&E Networks, Fox Nets Group, Freeform, FX Networks, NatGeo Net |
| News, business channels/operations | ABC News, ABC News Radio |
| National sports networks/operations | ESPN Inc. |
| Audio industry | ABC Audio, Disney Music Group, Marvel New Media, Radio Disney Networks |
| Publishing | Marvel Comics, National Geographic, Disney Publishing Worldwide |
| OTT | Disney+ (Star+), (Hotstar); Hulu, ESPN+, Marvel Unlimited (Comics) |
| Internet | Disney Online, Disney Digital Network |
| Telecommunications | Walt Disney DTCL Inc. |
| Games | Disney Interactive Studios |

Besides, the Walt Disney Company owns non-media sectors such as parks and resorts (like Disneyland, Disney Resort) and consumer products (like Disney Consumer Products, Disney Store).

Figure 1.4 The Walt Disney Company's subsidiaries in various media sectors

In general, the media conglomerate companies mostly:

- are often large, multi-industry companies;
- operate across national boundaries;
- operate across media sectors and also in associated sectors
- include industrial sectors such as telecommunications;
- are owned by shareholders and managed by a managerial business class who may have little direct experience of creative media;
- work collectively through business or trade associations, to lobby effectively against restrictions on their activities proposed by national and international regulators;
- strive for policies that facilitate their control of the markets around the world.

The media conglomerates generally practise the basic structure of a vertically and horizontally integrated cross-media company and diversification, which are discussed as:

i. Vertical integration – refers to the pattern of business ownership in which a company purchases or sets up other companies (new subsidiaries) which relate to the core business. Vertical integration is where a big media company can control the total process of its products – from production, distribution, and exhibition using its subsidiaries – which is sometimes known as a value chain. This

is a part of a business strategy that serves to enhance market power, by allowing cross-production and cross-selling. Vertical integration can help companies reduce costs and improve efficiency by decreasing transportation expenses and reducing turnaround time.

ii. Horizontal integration – describes the conglomeration of various companies at the same level of the value chain. This is when a media company utilises the assets of its subsidiary companies to support the marketing process of a major product or brand. Horizontal integration also reduces or eliminates competition, which allows the entity to charge higher fees or control terms.

Part of being a horizontally integrated company means that the opportunities for cross-promotion and synergy are maximised using their subsidiaries. Using horizontal integration (and lateral), media conglomerates take advantage of cross-promoting a product across their other media sectors, platforms, or subsidiaries to reach a mass audience and generate a large profit. This will maximise exposure to a product in ways that independent companies cannot do.

There have been a lot of mergers, buyouts, and acquisitions among the media and entertainment companies since the 1980s, gaining more control over the market. In 1983, 90 percent of the United States media was owned by 50 independent media companies. Due to a lot of mergers and buyouts of media, in 2012, 90 percent

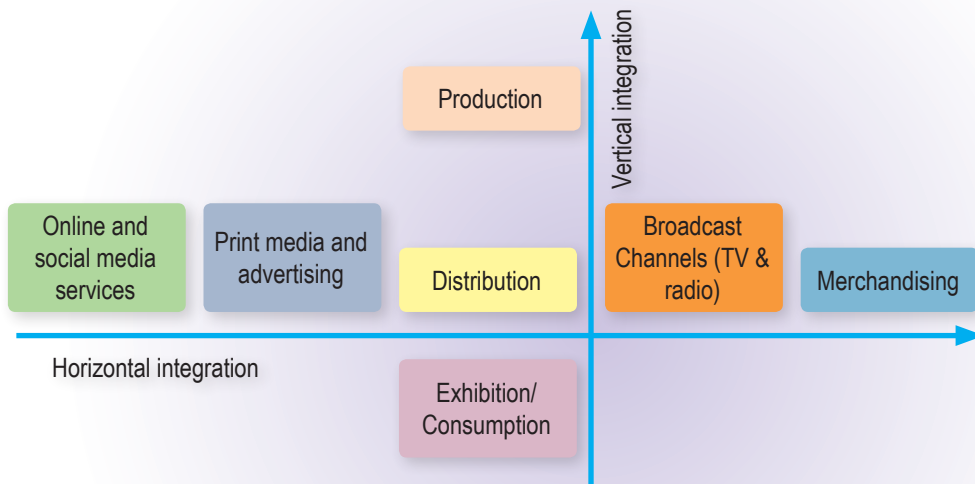


Figure 1.5 Structure of a vertically and horizontally integrated company

of the US's media was controlled by about six media conglomerates.

Like the US, other countries including Canada, Japan, Australia, the United Kingdom, Germany, Italy, France, China, Brazil, the Philippines, and New Zealand have also experienced the concentration of multiple media enterprises in a few companies. Even in middle-income countries and newly emerging democracies, there are many firms that have ties and joint ventures with media conglomerates.

Since the 1980s, a clear trend in the media industry is concentration or consolidation. While independent media outlets still exist, the mainstream media is becoming increasingly concentrated in terms of ownership and the major media outlets are almost all owned by media conglomerates. Many of these top media companies also own shares in

each other's businesses, combined with interlocking directorates.

This process of the growth of media conglomerates and concentration of media ownership is largely linked to the following factors:

i. 'Free market' notion – suggests media users would be able to choose whatever goods and services they wanted. Since the 2000s, the free-market capitalists successfully lobbied to loosen regulatory controls that resulted in privatization of public sector media organizations, promotion and legalization of private independent and pluralistic media, and proliferation of new media channels;

ii. Government deregulation – Deregulation effectively removes governmental barriers to allow for the commercial exploitation of media. The regulatory agencies around the world have

slowly been relaxing media regulations. It allows conglomerates to own different kinds of media in the same markets and to permit the content carriage companies to own content producers;

iii. Seeking profitability – allows companies to reduce labour, administrative and material costs to attract increased advertising and to increase brand recognition and brand loyalty among audiences through cross-promotion and cross-selling;

iv. Control of the market and suppression of competition – With increasing financial power and strength, the global media giants always intend to expand investment opportunities. It is to dominate the media sector and limit competition for converged companies by significantly raising the barriers to newcomers seeking to enter the media market.

v. Technological developments – whereby media content produced in a universal computer language can be easily adapted for use in any medium.

The media conglomerates have brought many benefits. They can afford to take risks on content that smaller companies wouldn't take and they can also spend money on technological innovations.

However, the problem arises when the ownership of media, which are the major avenues of opinions and views, becomes concentrated and when this concentrated power is so ubiquitous. Many media

theorists or critics have raised a concern that this process put effective control in a few hands and the owning companies and influencers of advertisers have enormous power and influence in how mainstream media shapes itself and society. This could have a detrimental effect on different aspects, which is discussed in detail here:

i. Denying real choice to users – Consolidation of production resources into a few hands could potentially deny the range of media content available to users. Media giants may be a leading force behind the standardization of products and culture.

ii. Posing a threat to media pluralism – Plurality of media ownership is an essential element of a healthy democracy, and it can be guaranteed by plural ownership or a variety of owners and media. A multiplicity of outlets or sources will offer diverse voices and the dissemination of news and information. The concentration of media ownership is not for a plurality of perspectives and freedom of expression.

iii. Reducing the quality of journalism – In the news industry, corporations may refuse to publicize information that would be harmful to them or their interest. This reduces the quality of journalism as it significantly affects the perspectives presented in the reporting. Political bias can creep in as market-driven journalism, or the interests of owners and advertisers take priority over the interests of readers or the public. Instead of working for

the public interest, news divisions may work for their parent companies. The merging of entertainment and news (sensationalism) has also reduced the quality of journalism.

iv. Lack of diversity – Concentration of media ownership will reduce diversity, which is potentially dangerous for

any democracy. This can result in the reduction of diverse points of view and information and vocalization about different issues. When media moguls control the media, there will be no or less criticism of big business or related political issues in big government. There will also be less or a lack of marginalized, ethnic, and gender diversity.

ACTIVITY 1.3 : *Analysing media conglomerate and its operation structure of ownership and control*

Instructions:

1. In small groups, take a media conglomerate that you are familiar with. Use a search engine to research its products and services and the operation structure of ownership and control.
2. Present the findings to the class.

Questions:

- a. Describe what entity it is.
- b. What are the products and services the media conglomerate owns and controls?
- c. Find out which other subsidiaries are owned by it. And how do these companies connect with each other?
- d. How does the conglomerate operate? Describe its operation structure.

1.3 Alternative Media

LEARNING OBJECTIVES

- *Explore alternative media.*
- *Distinguish the differences between alternative and mainstream media.*

Alternative media are those media outlets that distinctly differ from the established large media companies, or mainstream media in terms of their functions of production, distribution, and exhibition, including financing and audience. The alternative media, situated outside of the mainstream media, are seen to be fundamental in providing diverse content and perspectives to democratic societies.

In this topic, you will explore the definitions of alternative media and distinguish their differences against the mainstream media.

a. What is Alternative Media?

“Alternative Media” is a term that carries multiple meanings and interpretations. It covers a wide range of media forms, and the so-called alternative media have been so widely divergent in the approach and execution of their storytelling and news reporting.

In its all common use, the term “alternative media” includes all media that:

- i. provide alternative information to the mainstream media;
- ii. are small-scale, and not mainstream or corporate owned;
- iii. are somehow opposed to or in tension with mainstream media, challenging existing powers to provide an alternative vision to hegemonic policies, priorities, and perspectives;
- iv. are a crucial resource for social movements and marginalized groups;
- v. are independent of other social institutions and are relatively free of bureaucratic processes or commercial responsibilities;
- vi. typically appeal to a small, specific audience, and they are less interested in what entertains or informs the majority of the population;
- vii. allow and facilitate the participation of their members or the community in the creation of content and reciprocal communication;
- viii. allow those who are most often underrepresented or misrepresented in mainstream media to tell their own stories through their own media.

b. Differences between Mainstream Media and Alternative Media

There are several differences between mainstream media and alternative media. Some of the key differences are given in Table 1.3.

Table 1.2: Key differences between Mainstream Media and Alternative Media

| Domain | Mainstream Media | Alternative Media |
|-----------------------------|--|--|
| Intimacy | Tend to be topics that interest large numbers of audience. | Tend to have a smaller, faithful audience that seeks a unique viewpoint. |
| Corporate relationships | Consider news about large corporations more important. They often neglect small business and community press releases. | Give more preferences to community and marginalized groups. |
| Journalistic production | Practise elite journalism. | Practise citizen journalism. |
| Support of social paradigms | Tend to value society's norms. | May challenge the established norms. |
| Credibility | The public often see mainstream media as more trustworthy. | The public often wait for mainstream media to give credibility to alternative media. |
| Profitability | Profit-oriented. | Issue and fact-based. It is not enslaved by the lure of capital and material advantages. |
| News coverage | Cover the wide spectrum of topics like sport, celebrities, travel, science, jobs on a regular basis. | Does not cover the wide spectrum of topics. |
| The main focus of the media | Large-scale and geared towards large, homogeneous audiences. | Small-scale and oriented towards specific communities, possibly disadvantaged groups, respecting their diversity. |
| Ownerships and control | State-owned organizations or commercial companies. | Independent of state and market (Self-managed, self-organized, self-owned, and enjoy the freedom of expression). |
| Organizational structures | Vertically (or hierarchically) structured organizations, staffed by professionals. | Horizontal organization. Allows 'full' participation and democratizes communication. |
| Audience | Draws a large number of consumers. | Relatively small and most often quite specific. |
| Content | Content and form are ideological and strictly defined by what is considered popular and sellable. The drive for profit can result in a lack of quality, complexity, and sophistication (e.g. yellow journalism). | Contain counter-information and counter-hegemony that includes voices of the excluded, the oppressed, the enslaved, the exploited, and the marginalized. Also, contain perspectives that reflect the rule of capital, patriarchy, racism, sexism, and nationalism. |

1.4 Media Convergence

LEARNING OBJECTIVES

- *Explore media convergence.*
- *Analyse the impacts of media convergence.*

Twenty-first century media culture is increasingly marked by convergence, or the coming together of previously distinct technologies, which has been enhanced by the rapid development of computer networking and digitization. This trend is bringing sweeping changes and unprecedented levels of complexity to the current media ecology, its business model, and operating system. The merger between telecommunications, computers, and broadcasting has brought a tremendous level of impact on society.

This topic will try to assess the phenomenon of media convergence, understand how it is shaping the media ecology, and identify its impact on society, culture, business, communication, and globalization.

a. What is Media Convergence?

Convergence is used by various disciplines to describe and analyze processes of change towards uniformity or union. Its application in the communication and media sector is often referred to as media convergence.

Media convergence is generally referred to as a phenomenon that involves the interconnecting of information and communications technologies, computer networks, and media content. It enables the emergence of entirely new forms of content for immediate global exchange.

Media convergence brings together the “three C’s”, i.e. Communication, Computing, and Content. All these three key elements in the communication industry are integrated through technology, and it is an immediate result of digitization and computer networking and promotion of the Internet.

Different types of media like books, newspapers, radio, television, and cinema were clearly distinct technologies, which also existed in different industries, different technologies and different forms of media language, and information flowed through a specific conduit. However, media convergence merges the previously established distinct media technologies, industries, services, and work practices. It has led to the integration of all media, and now we can access

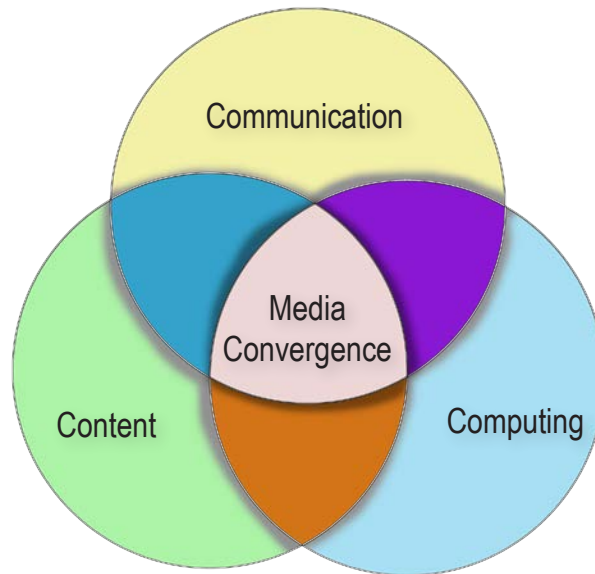


Figure 1.6 3C's of Media Convergence (Courtesy: The Hang Seng University of Hong Kong)

b. Impacts of Media Convergence

virtually all media forms and services on a single electronic device. For example, smartphones integrate various media like print media (news sites, e-books), broadcast media (radio, streaming websites, music apps), Internet access, calling and messaging, photography, gaming, and more.

Media convergence is an ongoing process. It normally refers to the merging of the entire process of media and communications across all elements from content production, aggregation, distribution, service delivery through various channels to audience.

Mass media evolved from the 15th century with print media to cinema to radio to television to the Internet. Media convergence is the force that affects media and society today.

Media environments change according to the changing needs of citizens, and society keeps on adapting and changing according to the new developments of media and technology. These recent trends of media convergence have revolutionized the way people access and consume media, work, socialise, play, and live. The impacts of convergence on society are significant, which can be viewed as both positive and negative. We will explore the impacts of media convergence in Activity 1.4.

ACTIVITY 1.4 : Exploring the impacts of media convergence (Apply the Issue-enquiry Approach)

Instructions:

1. Working in pairs, write an essay researching the impacts of media convergence on the following areas:
 - Social
 - Culture
 - Business
 - Communication
 - Globalization
2. Share your essay with your other mates and discuss.

Questions:

- a. How has media convergence impacted the social life of people, culture, business, communication, and globalization?
- b. How has media convergence affected the global media landscape in general?
- c. Do you think that the digitization of media will completely erase traditional media in the future? Justify.

REVIEW QUESTIONS

1. What is the difference between media conglomerate and media convergence?
2. Briefly discuss how media landscape has changed over the past few decades.

CHAPTER 2

MEDIA AND LAW

Freedom of the press, more generally freedom of media and communication, is an integral part of freedom of expression and essential requisite of a democratic set up. This freedom is granted by the *Constitution of Bhutan* and also by international conventions such as the *Universal Declaration of Human Rights* (1948) and the *International Covenant on Civil and Political Rights* (1966) by way of fundamental human rights.

The media, recognized as the ‘Fourth Estate’ of a democratic system alongside the legislature, executive, and judiciary, perform vital functions for several core areas of society in social and cultural spheres, political system, and economic system. They keep authorities accountable to people through their watchdog role and shape a nation’s public opinion.

However, media freedom is not absolute. Every democratic state, in its laws, imposes a framework on media activity and operation. The media are obligated to operate within the legal framework to act in public and national interest, to respect the rights of individuals, and to ensure a rich media environment.

This chapter discusses the underlying principles of freedom of expression and media freedom, a general overview of the field of media law, the legal framework, areas of media law, and media self-regulation.

2.1 Freedom of Expression and Media

LEARNING OBJECTIVES

- *Analyze the freedom of expression and media freedom.*
- *Examine limitations on freedom of expression.*

Freedom is one of the pillars of democratic society and freedom of expression is the essential principle that facilitates the self-fulfillment of each citizen. It is a means to ensure an open flow of ideas and information, a free and independent press, informed citizenship, and transparent functioning of a state.

It is important to understand the underlying principles of freedom of expression and media freedom before studying media law. This topic discusses what freedom of expression is, what freedom of expression encompasses, and the circumstances in which freedom of expression and media freedom is not absolute.

a. Freedom of Expression and Media Freedom

Freedom of expression is a fundamental human right that guarantees everyone to communicate opinions, beliefs, ideas, and information freely without interference, no matter what the content is. The right protects not only the ideas and information expressed, but also the form and medium in which they are conveyed,

the freedom to hold opinions, the act of seeking, receiving and transmitting information and ideas, and a free press.

The right to freedom of expression became universally recognized only with the formation of the United Nations and a human rights regime founded in international law. Article 19 of the 1948 Universal Declaration of Human Rights (UDHR) states:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Subsequently, the freedom of expression was enshrined in binding treaty law in the 1966 International Covenant on Civil and Political Rights (ICCPR). Article 19 of the Covenant protects freedom of expression in the following terms:

- 1. Everyone shall have the right to hold opinions without interference.*
- 2. Everyone shall have the right to*

freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

The Constitution of Bhutan recognized both the freedom of expression and the right to information as fundamental rights, and it also specifically guarantees the freedom of media. Clause 2, 3 and 5 of Article 7 state these rights:

2. Bhutanese citizen shall have the right to freedom of speech, opinion and expression.

3.A Bhutanese citizen shall have the right to information.

5. There shall be freedom of the press, radio and television and other forms of dissemination of information, including electronic.

Freedom of expression encompasses freedom of information and free media. It is one of a number of mutually supporting rights (including freedom of thought, the right to vote, and of association and of assembly). It is integral for the enjoyment and fulfillment of all other human rights and freedoms.

ACTIVITY 2.1: Examining the essential role of media in terms of protecting all other rights and freedoms

Instructions:

1. In small groups, discuss and find out the essential role the media play to protect other rights and freedoms.
2. List down your reasons.

Questions:

- a. What are some of the essential roles the media play in terms of protecting all other rights and freedoms?
- b. How would the media be in a society if there is no freedom of expression and speech?

b. Limitations on Freedom of Expression

Freedom of expression is not an absolute right. It has always been subject to limitations in several circumstances, which is necessary for a democratic society. However, only a few types of speech offences are restricted.

Article 19 of the ICCPR lays out a number of purposes for which freedom of expression may be limited:

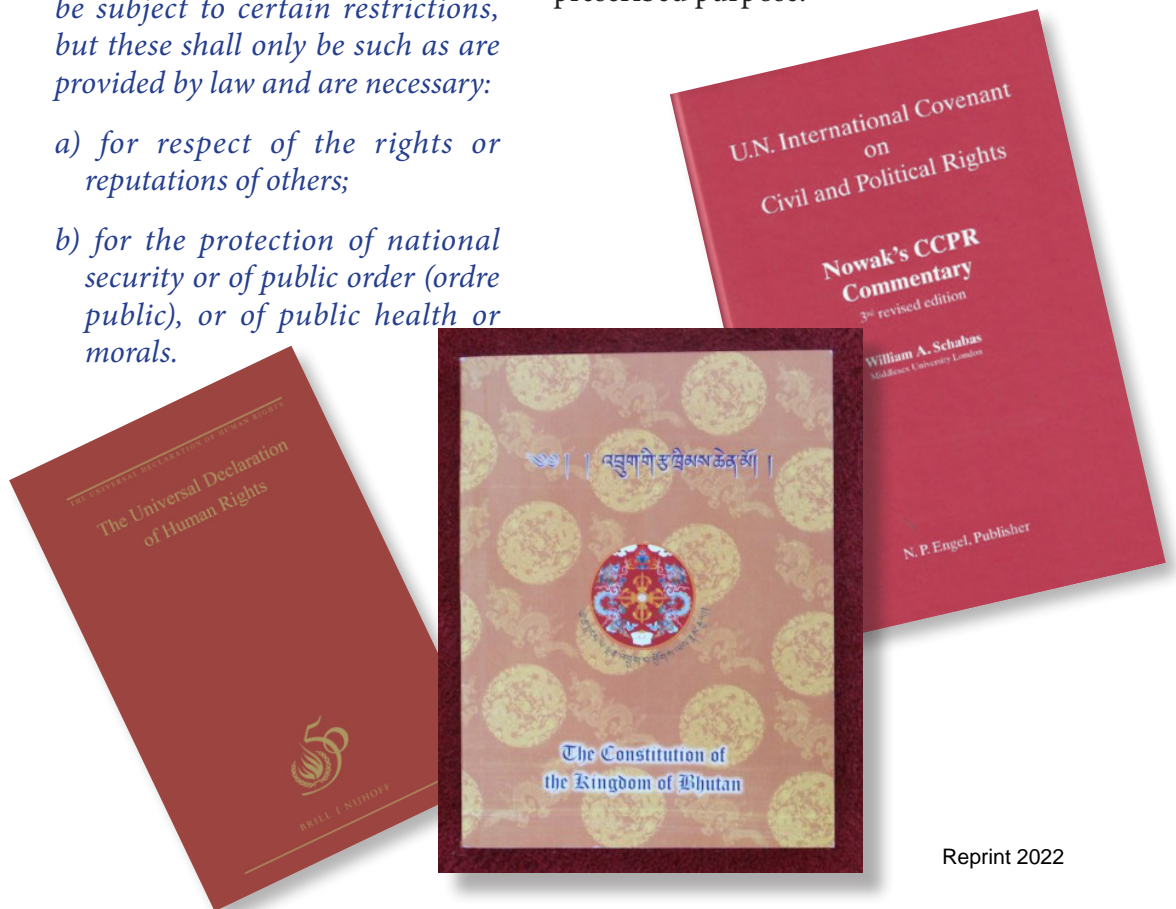
3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

- a) for respect of the rights or reputations of others;*
- b) for the protection of national security or of public order (ordre public), or of public health or morals.*

Freedom of expression can be limited or restricted on any of the following grounds:

- to respect the rights or reputations of others
- to protect national security
- to protect ordre public
- to protect public health or morals

The accepted practice in a democracy is that a well-established process is required to determine the limitations of the right to freedom of expression. Such restrictions should be narrowly defined and set in law, where the restrictions should be only necessary to achieve the prescribed purpose.



2.2 Media Law

LEARNING OBJECTIVES

- *Examine the meaning of media law.*
- *Explore the legal framework within which media industry must operate.*
- *Outline the roles of agencies responsible for media regulation.*

This topic examines the meaning and purpose of media law, legal frameworks within which the media industry operates, and the role of government regulatory authorities.

a. Understanding Media Law

Media law is a branch of law made by the government that consists of a system of legal norms to regulate the activities of mass media. Media law examines the limits and standards within which media outlets and media producers can operate through the award of licenses and accreditation. The terms ‘mass communication law’ and ‘press law’ are interchangeably used for media law.

Media law can encompass all forms of media and information and communicative processes and channels including:

- broadcast and telecommunications
- print
- advertising
- entertainment
- and the Internet and online services

Unlike other industries, the government is careful to regulate the media industry due to its peculiar nature as a vehicle for freedom of expression and right to information. Government usually regulates the media only to the extent consistent with the expectations of a democratic society. Media law serves as a balancing act between two conflicting principles in democracies: freedom of expression and the constraints laid down on freedom of expression.

Some of the main purposes of media law are to protect freedom of expression, guarantee right to information, protect the interests of media users or citizenry, and ensure fair and transparent administration of media business.

Government treats different types of media differently when it comes to regulations and oversight. Generally, broadcast media, intended for a general audience and mass consumption, has the greatest amount of regulation, whereas, the Internet has fewer regulations.

Some laws that apply only to specific types of media. For example, broadcasting

law that applies only to the activities of broadcast media. Media law often intersects with other types of law such as copyright and intellectual property, employment, commercial contracts, and criminal laws.

ACTIVITY 2.2 : *Exploring the essential media laws in Bhutan*

Instructions:

1. Visit the websites of relevant agencies to explore all the essential existing media laws in Bhutan.
2. Make an inventory of those laws and discuss them with your friends

Questions:

- a. What are those laws?
- b. Why are those laws important in our society?

b. Legal Framework

The law relating to mass media does not constitute a single field of law, but it is rather a diverse set of laws and provisions that are scattered across the entire legal system or framework. Media law comes in the form of constitutional provisions, statutes, rules and regulations, ethical guidelines, and informal restraints.

The foundations of the principles of media law can be found in the international conventions, the constitutions of many countries, and specific national legislation dealing with this subject. We will discuss each of these aspects here.

i. International Conventions

International conventions are treaties signed between two or multiple states. It acts as a binding agreement between nations which forms the basis for international law. Generally, there are built-in mechanisms and enforcement of such treaties to ensure compliance.

There are several international conventions or treaties at the global, continental, and regional levels that outline human and universal rights and freedoms. These conventions have important implications on the behaviour and actions of states towards freedom of speech and expression and media freedom.

The most important international conventions related to human rights and media freedom are the *Universal Declaration of Human Rights* (1948) and the *International Covenant on Civil and Political Rights* (1966).

ii. Constitutional Law

Constitutional law generally provides the basic principles of a state, the role, powers, structure, and processes of different government entities within a state, namely, the executive, the legislature, and the judiciary. It also defines the fundamental rights of citizens. A constitution has legal supremacy that takes precedence over all other laws in a particular country. It cannot be unilaterally changed by an ordinary legislative act.

Protection of freedom of expression and freedom of the press is guaranteed in the constitutions of many countries. In some countries, the prohibition against the censorship of media and the right to information is provided in their constitutions.

iii. Statutory Law

Statutory law or statute law is the written law, created and passed by a legislative body of government. Such laws are generally strictly construed by courts. Examples of statutory law in Bhutan are the *Information, Communications and Media Act of Bhutan 2018* and *The Copyright Act of the Kingdom of Bhutan, 2001*.

Statutory law can be criminal law and civil law. Some violations brought by the media or individual media users can be subject to criminal prosecutions, such as libel or slander and incitement to racial or religious hatred. Some of the common civil cases related to the media involve the liability concerning the damage of honor or civil reputation and copyright issues.

iv. Regulatory Law

Regulatory laws (also known as administrative law) deal with procedures, rules, and regulations that are framed and passed by government agencies as opposed to statutory laws. Once statutes are created by the legislature, some administrative agencies are authorized by statutes to make rules governing an industry or sector, adjudicate, and enforce their rules.

c. Regulatory Authorities for Media

The media regulatory authorities are state institutions that play an important role in regulating the media sector and fostering a favourable environment for freedom of expression. They enjoy independence and practice, guaranteed by law and are generally responsible for making sure that media organizations operate within the law.

Some of the principal tasks of the regulatory authorities are to:

- register and grant licenses to media outlets to operate and monitor them carefully;
- allocate radio frequencies,

- telecommunication cables, and satellites to radio and television stations;
- protect and promote media pluralism and diversity;
 - guarantee fair competition on the marketplace by regulating provisions like competition policy, innovation, quality, ownership, technological harmonization, and net neutrality;
 - guarantee the equal time rule during elections and the right of rebuttal and the fairness doctrine;
 - adopt and enforce code of ethics and regulations;
 - protect the interests of users or citizenry and curtail the content that could potentially be harmful (particularly to children) to society.

ACTIVITY 2.3 : Exploring the agencies responsible for the regulation of media in Bhutan

Instructions:

1. Find out the agencies in Bhutan that are responsible for the regulation of various media sectors particularly broadcasting, print, film, advertising, and the Internet.
2. Share your findings with your friends and discuss.

Questions:

- a. Which agencies regulate these media sectors?
- b. What are the key roles and functions of the agencies in terms of the media sectors?
- c. What are some of the rules and regulations enforced by the agencies to regulate it?
- d. Why is it important for the regulatory authorities to be independent?

2.3 Areas of Media Law

LEARNING OBJECTIVES

- *Analyse different areas of media law.*
- *Discuss the importance of copyright and intellectual property.*
- *Discuss the concept and the significance of right to information.*

There are several areas of media law: defamation, copyright and intellectual property, right to information, freedom of speech, right to privacy, contempt of court, and equal time and coverage. These are also the areas of issues of media law. Defamation, copyright and intellectual property, and right to information are discussed in this topic. Students may explore other laws on their own.

a. Defamation

Media law encompasses defamation law. Defamation is a generic legal term that refers to the act of making a false or offending statement about another person that undermines the person's reputation. There are generally two types of defamation: libel and slander. Libel involves defamatory statements that are printed or broadcast; whereas, slander refers to defamation that is spoken privately, or made verbally or by a gesture.

In general practice, laws of defamation are meant to protect the public reputation

of individuals resulting from injurious statements or acts by others. For a statement to be defamatory of a person, the statement must be proven to court as actual malice and calculated to:

- expose him to hatred, ridicule, and contempt
- lower him in the estimation of right-thinking men
- damage him in his trade, profession, or office, and
- cause him to be shunned or avoided

Almost all countries have laws that address defamation. Some nations have specific defamation statutes, while others have provisions in more general laws. Defamation can fall within the scope of both civil and criminal law. Defamation laws may also cover claims made about “legal persons” (such as companies), monarchy, symbols (such as flags or insignia), and institutions (such as the state or legislature).

ACTIVITY 2.4 : *Exploring defamation law in Bhutan*

Instructions:

1. In small groups, find out whether there is defamation law in Bhutan. If not, under which laws the provisions of defamation are covered.
2. Share your findings with the class

Questions:

- a. What is the name of law or laws?
- b. Do the laws cover all the provisions of defamation including libel and slander?

b. Copyright and Intellectual Property

Another legal field within media law is copyright and intellectual property. It is one of the major areas of concern related to media law. Intellectual property is a category of property that includes creative work or invention that can be written down or captured in a tangible medium. This includes literary works, musical works, artistic creations, dramatic works, motion pictures, and other audiovisual works, sound recordings, pictorial and graphic works, designs and works of architecture, geographical indications, and derivative works.

Intellectual property can be protected in law by patents, copyright, trademarks, open licenses, trade secrets, URLs, and domain names that give credit to creators the exclusive rights to their creations. Copyright law protects original works of authorship and encourages creative

expression and innovation that ultimately benefit society. The law enables people to earn recognition and money from what they invent or create. They can modify, distribute or exhibit their works. After a certain number of years, copyright expires and it will be available in the public domain for free use, and the duration of copyright depends on the nature of the work.

Some kinds of works do not enjoy copyright. Copyright does not protect an idea, fact, concept, principle, data, procedure, system, and method of operation.

However, there is an exception to copyright. 'Fair use' or 'fair dealing' allows the copyrighted works to be used for private use, education purpose, criticism, commentary, research, and scholarship without getting permission from the copyright holders.

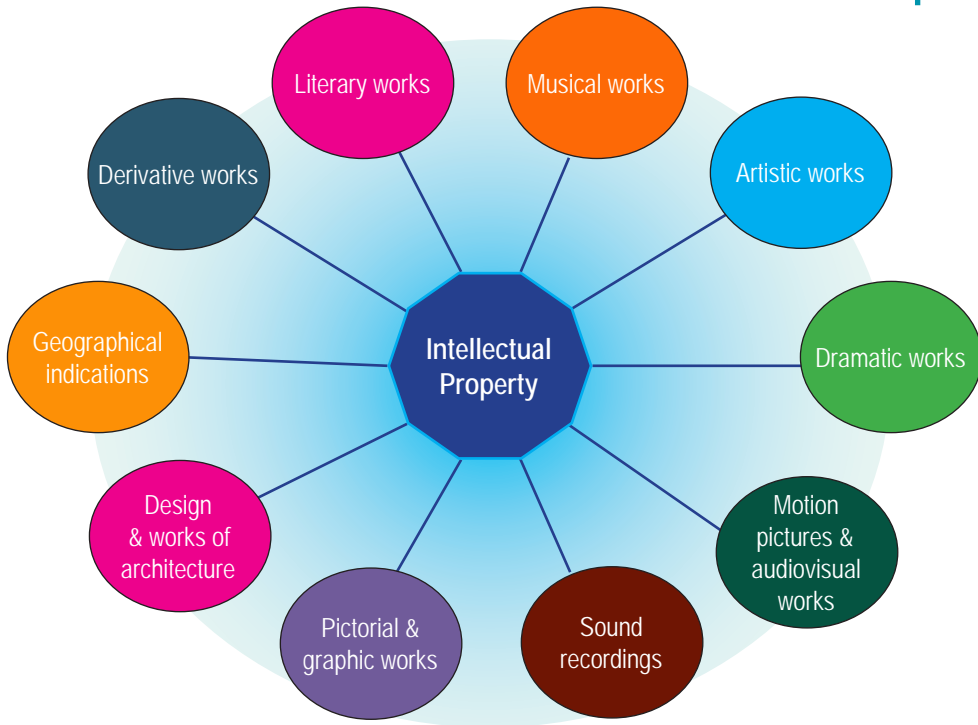


Figure 2.1 Various forms of intellectual property

ACTIVITY 2.5 : Examining the impacts of the Internet on intellectual property

Instructions:

With the advent of the Internet, media content was getting copied and distributed around faster than ever before causing huge revenue losses to copyright holders and media industries.

Do research online on the above-cited statement and write an essay of 300 words.

Questions:

- What are some of the impacts of this trend on the copyright holders and media industries and their works?
- How are different nations and their copyright laws coping up with technological advancement and copyright infringements?

c. *Right to Information*

Right to Information, also known as freedom of information, is the right of every citizen to seek information from all government records and public organizations. It is an integral part of the fundamental right of freedom of expression, as recognized by Article 19 of the Universal Declaration of Human Rights (1948) and major international instruments like the International Covenant on Civil and Political Rights (1966) and the UN Convention Against Corruption. Right to information is also a fundamental right enshrined in the constitutions of many countries.

This section will discuss what right to information is, its significance, and the Principles on Right to Information Legislation.

i. *Meaning of Right to Information Law*

Right to information law is legislation that reflects the fundamental premise that all information held by governments and governmental institutions is in principle public. Under this law, all government and public agencies that are run with public funds are supposed to release any information to maximum exposure that its citizens request unless that information is protected from disclosure by provisions stipulated within the same law. Some broad legitimate reasons that are used typically for not disclosing information to the public are:

- national security

- diplomatic relations
- national economic interests
- law enforcement and judicial process
- cabinet documents
- right to privacy, and
- trade secret/commercial information

ii. *Significance of Right to Information*

The right to information is important for many reasons. Some of the widely discussed significance of the right to information are:

1. Creating a more open and democratic society

– Right to information laws keep citizens of a country informed of the working of governments. It can hold public officials accountable by encouraging openness in the government system and correcting public information. With information, the media, civil society activists, and the general public are equipped to participate in public debates and public decision-making knowledgeably.

2. Challenging corruption and enhancing transparency

– Right to information laws are critical tools in the fight against corruption by increasing democratic accountability and transparency. It can expose corrupt practices and wrongdoings and help to root them out. It can also enable public participation in the formulation of anti-corruption laws.

3. Facilitating effective business practices

– One of the most significant user groups of right to information laws is business

people. Government agencies hold a vast amount of information including information related to economic matters. Such information can be very useful for businesses.

4. Reducing poverty – Right to information legislation is fundamental in the development of society and in eradicating poverty. Timely and accurate information is required for effective anti-poverty programmes, and it can also empower poor communities and marginalized people to battle the circumstances in which they find themselves.

iii. Principles on Right to Information Legislation

There is a set of Principles on Right to Information Legislation (or also known as Principles on Freedom of

Information Legislation) that sets forth the best practice standards on freedom of information legislation and policies around the world. These principles include:

1. Maximum Disclosure
2. Obligation to Publish
3. Promotion of Open Government
4. Limited Scope of Exceptions
5. Processes to Facilitate Access
6. Costs
7. Open Meetings
8. Disclosure Takes Precedence
9. Protection for Whistleblowers

ACTIVITY 2.6 : Examining the Principles on Right to Information Legislation

Instructions:

1. Working in small groups, visit the relevant sites and examine each principle of the Principles on Right to Information Legislation.
2. Share your findings with the class

Questions:

- a. Describe each principle in your own words.
- b. Do you think Bhutan needs a Right to Information Act? Why?

2.4 Media Self-regulation

LEARNING OBJECTIVES

- *Define self-regulation.*
- *Examine advantages and disadvantages of media self-regulation.*
- *Explore the mechanisms of media self-regulation.*

Given the role of the media as a government watchdog, the regulation of media activities by the state, the very entity being observed, can be challenging. That is why many states have established self-regulatory mechanisms, which set up specific rules for the media and oversee the compliance of those rules through fellow media organizations and journalists. Self-regulatory instruments can take the form of ethics codes, press and media councils, and professional guidelines.

This topic provides an overview of media self-regulation, the definition of self-regulation, its advantages and disadvantages, and mechanisms of media-self-regulation.

a. Defining Self-regulation

Media self-regulation is a form of the regulatory system for the media that is established voluntarily. The non-state actors (such as the media industry and association) define or establish their own rules and standards for regulation and enforcement. Self-regulation should be distinguished from state or statutory regulation.

Self-regulation is established both industry-wide and in-house. Media bodies or outlets often set up self-regulation in the form of a code of ethics and complaints and disputes resolution mechanisms in a learning process open to the public. It generally involves media professionals, producers, owners of media, civil society organizations, the public, and telecommunications and digital platforms companies.

Self-regulation allows the media to preserve their editorial autonomy and freedom of media professionals and to accept their share of responsibility for the quality of discourse in society. In most cases, the media industry engages in self-regulation to minimize state interference and heavy-handed government control or censorship.

However, some forms of self-regulation are linked to statutory laws. They are mandated self-regulation by the government and have some government oversight of regulation. Such hybrids between the state and self-regulation are known as co-regulation.

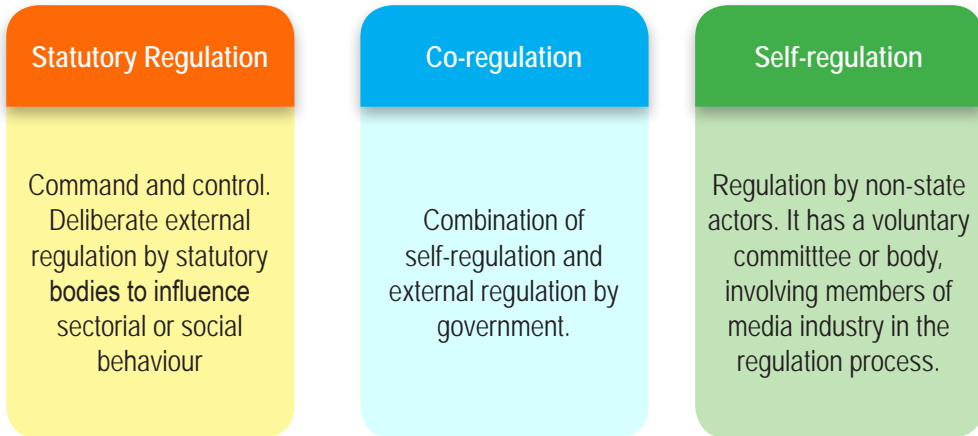


Figure 2.2 General classification of regulatory models in the media sector

ACTIVITY 2.7 : Exploring the meaning of media self-regulation

Instructions:

1. Explore and study a few definitions of media self-regulation by different scholars, or institutions using the Internet or school library.
2. Discuss the definitions that you have found in small groups.

Questions:

- a. What are some of the nature and scope of media self-regulation that you have observed from the definitions?
- b. Create your meaning of media self-regulation using the key nature and scope that you have derived from the definitions.

b. Advantages and Disadvantages of Self-Regulation

Self-regulation is often seen as preferential to state regulation as it can offer an alternative to state and political interference with media. There are numerous benefits of self-regulation;

however, it is not free from negative criticisms. This topic will explore some of the main advantages and disadvantages of media self-regulation, as given in Table 2.1.

Table 2.1: Advantages and Disadvantages of Self-Regulation

| Advantages | Disadvantages |
|--|---|
| A high level of commitment and ownership from the media industry and professionals is involved, as it is in their interests to make the system work as the alternative is government intervention. | It may be self-serving and open to abuse, as it can allow the possibility for the industry to subvert regulatory goals to its own goals. |
| Well-informed and realistic rules and standards are created. The industry professionals can have better industry knowledge and expertise compared to a government agency. | There may be weak enforcement in self-regulatory regimes. Self-regulation sanctions are seen as overly flexible and weaker compared to those by statutory bodies or through the legal process. |
| It costs less to the government compared to direct regulation and avoids expensive legal action. It diverts the cost of establishing and enforcing rules to industry. | It may facilitate anti-competitive conduct since it involves competitors coming together to agree on how they will conduct their business. |
| It is more flexible than statutory tools . It is easier for the industry to immediately modify rules to fit changing needs than for a public agency to amend its rules . | It can be too close to the industry and undemocratic. It may exclude the public from rule-making procedures and give less or no attention to the needs of the public and those affected parties outside the industry. |
| There are greater incentives for compliance and more effective complaints procedures in self-regulation, as the rules are developed by the industry or association. | Self-regulatory bodies are more subject to industry pressure than government agencies, and it may raise antitrust issues. At times the government challenges it under antitrust laws. |

c. Mechanisms of Media Self-regulation

The most common mechanisms of media self-regulation include establishing a code of ethics and self-regulatory bodies. Codes of ethics guide editorial standards, while self-regulatory bodies enforce respect for the codes of ethics and set media professional standards.

i. Code of Ethics

Code of ethics is the self-regulatory mechanisms that publicly define the functions, rights, and duties of media

professionals. It is seen as the core of media self-regulation and provides media professionals with guiding principles on editorial standards and how to best exercise their profession. There are many other names of these codes like code of conduct, code of practice, ethical standards, and ethics charter.

Different types of media are as diverse and fluid as their content itself. This is why every media sector usually develops its code of ethics according to its aims and needs of self-regulation. Every code of ethics is essential and unique,

and media professionals are solely responsible for developing, promoting, and implementing a code of ethics.

ii. Self-regulatory Bodies

Developing a code of ethics is only the first step towards effective media self-regulation. Codes of ethics guide editorial standards, while complaint mechanisms offer a kind of “quality insurance”. It is crucial to establish a body to supervise it and provide sanctions against those who break its rules. The main types of self-regulatory bodies are: 1) media or press councils; and 2) ombudsmen.

1. Media or Press Council

It is the most common form of media self-regulation mechanism. It is a body mainly composed of media professionals of different sectors under the media industry and is independent of political power. The body oversees the application of codes of ethics in the media, sets media professional standards, and defends media freedom.

Each established press or media council is different but all of their core tasks are to handle complaints about the work of the media or breach of ethical guidelines. The body provides moral sanctions, a right of reply, or a correction, which is often enough to satisfy complainants. However, it tries to resolve a large majority of complaints amicably before giving adjudication.

By doing this, the press or media council promotes:

- media quality and reliable journalism;
- offer guarantees to the public about the quality of information it receives;
- build trust and credibility in the media;
- give evidence of media accountability;
- prevent interference from the state and the authorities
- provide an alternative for media users to court procedures.

2. Ombudsmen

Ombudsman is a media self-regulation within a news outlet. Many media outlets appoint an independent news ombudsman that liaises between the staff of the media outlet and its users (readers, listeners, or viewers). It accepts complaints and comments from media users, scrutinizes content, and attempts to resolve the disagreements between the two sides.

The ombudsman’s assessments and corrections, which will be based on the code of ethics, are made public. Print media publish it in a regular column, and nowadays many media outlets do it on a blog or social media account.

The ombudsman ensures respect for a code of ethics established by the media outlet and provides internal quality control. It prevents major catastrophes by establishing contact between the users and the staff of media outlets.

ACTIVITY 2.8 : *Exploring self-regulation mechanisms by different media sectors*

Instructions:

1. Using the Internet, find out general codes of ethics and the role of self-regulatory bodies in the following media sectors.
 - A. Newspapers
 - B. Broadcasting
 - C. The Internet
 - D. Video Game
 - E. Film
2. Students are to be divided into five groups (A, B, C, D, and E), and each group is to be assigned with the respective numbered media sector.
3. Make a presentation to the class

Questions:

- a. What is its code of ethics? What do they focus on?
- b. How do self-regulatory bodies deal with the matters in this media sector?
- c. Is there a media or press council established in Bhutan? What are its functions?

REVIEW QUESTIONS

1. Discuss the significance of freedom of expression and media in a democratic society.
2. How important is the role of media regulatory body in a society?

CHAPTER 3

EFFECTIVE COMMUNICATION

Communication can be termed as effective when one is able to express his/her feelings, needs, motivations and opinions clearly to the other person. It is also equally important to demonstrate the ability to listen, be empathetic and exercise self-awareness and control in varied communication situations. The experts in the field have come up with “Effective Communication” as a field of study that involves understanding one’s own emotions, thoughts, attitudes and prejudices before understanding the same in another person. The awareness of self will put an individual in a better position to communicate effectively.

In grade eleven, introduction to the fundamentals of communication, meaning of communication, communication types and various communication models were introduced. Building from the basic communication concepts made familiar in grade eleven, this chapter will seek to enhance understanding of effective communication through some of the important components of effective communication such as emotional intelligence, effective listening, face to face communication and written communication.

3.1 Components of Effective Communication

LEARNING OBJECTIVES

- *Critically analyze the components of effective communication.*
- *Demonstrate the awareness of emotional intelligence in communication process.*

Effectiveness in communication can be determined by three things.

First, the outcome of the communication was as expected with a moment of positive emotional connection or a tangible result. Second, one's point of view was understood by the other and that was communicated back and finally, the other party is also fine with the exchange as there were no indication of uncertainty, frustration, fear, or anger. This may seem simple at first glance, but it requires immense awareness about one's own thoughts, emotions, attitude and behavior along with willingness to understand and sense the same in others.

Effective communication skills can be acquired through deeper understanding and practice of components such as emotional intelligence, verbal communication skills, nonverbal communication skills, effective listening and written communication skills.

a. Emotional Intelligence

Emotional intelligence (EI) is one of the important components in effective communication. Applying awareness

of emotional intelligence in any form of communication can enhance the success of the communication. Emotional Intelligence consisting of five different components was first introduced by psychologist Daniel Goleman. Later many scholars built upon his work to address complexities within the concept. The components of EI are:

i. Self-awareness

Self-awareness refers to the ability of an individual to identify and understand emotions of their own and at the same time realize how actions, moods and the emotions of others take effect on self. For example, when one feels angry, a person without self-awareness will be so much taken by the anger that he/she will carry over the resentment. Whereas if a person is self-aware, he or she will be able to understand the other person's perspective and rationale for certain behavior and therefore is more likely to resolve.

Self-awareness comes when the person understands how emotion influences action. A person builds self-awareness by keeping track of thoughts and emotions.

“Keeping track” means noticing different thoughts and emotions (happiness, sadness, angry or love) and emotional reaction when one experiences it. This process will help identify the emotions correctly. For example: Every time when one keeps track of what upsets him/her, what gives happiness, what feels uncomfortable or good, the person is more self-aware of his/her weakness and strength. This will help one recognize the relationship between how one feels and consequent behavior of that feeling. This will put the person in advantageous position to make effective communication as the person can use the strengths and consciously avoid the weaknesses.

ii. Self-regulation

Self-regulation is appropriate expression of emotion. When the person is self-aware, self-regulation becomes easy. Self-regulation includes being flexible, coping with change, and managing conflict. It also refers to diffusing difficult or tense situations and being aware of how one’s actions affect others and take ownership of these actions.

iii. Social skills

This component of EI refers to interacting well with other people. It involves applying an understanding of the emotions of ourselves and others to communicate and interact with others on a day-to-day basis. Different social skills include – developing rapport, active listening, verbal communication skills, non-verbal communication skills and leadership.

iv. Empathy

Empathy refers to an ability to respond appropriately to feelings of others. It enables people to sense power dynamics that play a part in all social relationships and how these affect feelings and behavior, as well as perceiving situations where power dynamics come into force. Power dynamics are visible in leader and subordinate role in most boss-employee, parent-child, teacher- student relationships. Scholarly research has shown that feeling powerful in a situation might decrease feeling of empathy for others. Therefore, practicing empathy in conversation can reduce the barrier of power dynamic and ensure effective communication.

v. Motivation

Motivation, when considered as a component of EI, refers to intrinsic motivation. Intrinsic motivation means that an individual is driven to meet personal needs and goals, rather than being motivated by external rewards such as money, fame, and recognition. People who are intrinsically motivated also experience a state of ‘flow’, by being immersed in an activity. They are more likely to be action-oriented, and set goals. Such individuals typically have a need for achievement and search for ways to improve. They are also more likely to be committed and take initiative.

Barriers to Emotion

- Anger
- Anxiousness
- Pride
- Power dynamic

b. Non-Verbal Communication

Communication theorists and researchers over many years have significantly contributed to the volume of study as to how face to face communication takes place. They have revealed that more than the verbal communication, the non-verbal aspects of communication (body language, eye contact, tone etc.) actually shape the meaning of the lines we deliver about the conversational topic. This is an important revelation because it helps to reason why people are effective communicators in some situations and not in others.

For example: *If a person says “what a day!” laughing and the other says the same words crying. How would we make meanings in these two situations?*

1. Tone of Voice

The message that is passed on to the other person is dependent on the tone of voice we use. Tone includes volume, level and type of emotion one communicates

and the emphasis one puts on the chosen words.

In Table 3.1, each sentence emphasizes the word in bold. Each time one reads with the emphasis on the word in bold, the message conveyed differs due to the change in tone.

Each sentence can have multiple meaning depending on which word is emphasized. The emphasis on a particular word implies additional information than what the words say.

2. Body language

Most of what a person wants to communicate to the other is through non-verbal. This means when a person speaks using words, his/her subconscious messages are conveyed through body language. Example of body language include:

- Facial expression
- The way they are sitting or standing
- Any swaying or other movement

Table 3.1: Effect of tone of voice in communication

| Statement | Meaning |
|---|---|
| I didn't say he borrowed my book | Emphasis on "I" in this statement is indicating somebody else borrowed the book. |
| I didn't say he borrowed my book | This imply someone else said it. |
| I didn't say he borrowed my book | Some else said it? |
| I didn't say he borrowed my book | Implies someone else borrowed it. |
| I didn't say he borrowed my book | Implies there was misunderstanding with the word "borrowed". Instead of "borrowed" was it "stolen"? |
| I didn't say he borrowed my book | Implies the person borrowed someone else's book |
| I didn't say he borrowed my book | Implies the item borrowed may not be book but something else |

- Gestures with their arms or hands
- Breathing rate
- Swallowing or coughing
- Blushing
- Fidgeting

Besides speaking, anything a person does is body language. One understands body language instinctively, without having to be told what it is.

Barriers to non-verbal communication

- Perceptual differences
- Distractions
- Little shared experience
- Lack of emotional intelligence

c. Verbal Communication/ speaking

Verbal Communication largely includes using words exclusively. Debate is one example where use of words plays a huge role in the communication process. The success of verbal communication is dependent on one's ability to express ideas and opinion clearly. Clarity in speech comes from three aspects: enough knowledge in the topic, logical arrangement of ideas/opinion and adequate vocabulary.

There are four types of verbal communication namely intrapersonal communication, interpersonal communication, group communication and public communication.

Verbal communication which is most pervasive in human life is influenced by both verbal and nonverbal aspects. Large part of verbal communication used by individual on a daily basis is informal. However, verbal communication for professional purpose involves good amount of planning and preparation.

Barriers to verbal communication

- Expectations and prejudices
- Cultural differences
- Assumption and stereotype
- Lack of emotional intelligence

d. Listening Skills

There are many ways one can listen, including critical listening, reflective listening, and passive listening.

Empathy is the ability to sense another person's feelings and imagine what it's like to be in their position and it is key to being a good listener.

Barriers to Listening

- Loud noise
- Nervous state of mind
- Aggressiveness
- Narcissistic attitude
- Lack of emotional intelligenc

Table 3.2: Types of listening skills

| Types of Listening | Description |
|----------------------|---|
| Critical listening | Critical listening requires the most effort. It involves processing a message while using one's own judgment to differentiate between facts and opinions. It also requires creating analysis and opinions of the message being conveyed. It's most commonly used in situation that requires to evaluate information and develop an opinion, such as listening to the news or a political speech. |
| Reflective listening | Reflective listening entails using words to repeat back what was heard. It does not require to analyze or judge the speaker's words. Instead, the purpose of this kind of listening is to let the speaker know that the message has been received and understood. |
| Passive listening | Passive listening doesn't require anything from the listener other than allowing the speaker to get their words out. Unfortunately, this is the most common type of listening. Most people listen passively, merely waiting for their turn to speak. When we listen passively, we basically lend our attention to someone's voice without any intention of responding to the message. |
| Active listening | Active listening involves a healthy combination of critical, reflective, and passive listening. Active listeners use critical listening to interpret a message and make judgments about the speaker's emotions and nonverbal cues; reflective listening to help the speaker feel heard; and the silence from passive listening to allow the speaker uninterrupted time to get their message across. Active listening is a powerful skill. It can not only help get message across, but it can also help others feel connected and positively influence relationships, self-esteem, and career success. If one practice it consistently, the people around you will feel heard, understood, cared for, and respected. |

1. Basic active listening Technique

Table 3.3: Active listening technique

| Technique | Description |
|--------------------------|--|
| Paraphrasing | Paraphrasing to ensure one understood the speaker correctly is one technique of active listening. If the paraphrase is inaccurate, the speaker has the opportunity to correct it. If it's accurate, the speaker will feel understood and heard on. the verbal part of their message. |
| Using Nonverbal Language | Nonverbal language, or paralanguage, is any type of communication that doesn't involve words. Paralanguage is important for both listeners and speakers. When a listener uses nonverbal cues, it can make the speaker feel important. When a speaker uses nonverbal cues, it can help add meaning to the message they are trying to convey. Examples of paralanguage include vocalizations, such as "mhmm" and "ahh"; voice tone and volume, such as speaking loudly or softly; hand and head gestures, such as head nods; posture; facial expressions, such as smiling; limb and body positioning such as crossed arms; and eye contact. Paraphrasing and nonverbal language can leave speakers feeling more understood and connected, and therefore more satisfied with interactions. |

| Technique | Description |
|-------------------------|---|
| Emotional Reciprocation | <p>Responding to emotions is just as important as responding to verbal and nonverbal language. Labeling a person's emotions, simply noticing, acknowledging, and naming an emotion gives them confidence that one understands the emotional content of the message they're trying to communicate.</p> <p>This technique can be particularly useful when a speaker appears to be having strong emotions that are not being put into words. When labeling negative emotions, you can assign the label directly to the person (e.g., "You seem really upset right now") or to the subject (e.g., "Having to miss your trip must be super disappointing").</p> <p>Labeling one's own emotions can be useful as well. Doing so allows us to express them more precisely to others, so they understand exactly what we're feeling and can be more cognizant of our needs as a result.</p> |
| Using Silence | <p>When it comes to listening, the use of silence is crucial. Many people associate silence with awkwardness, but it is a highly effective communication skill. It can be used to give speakers space or uninterrupted time to speak, collect their thoughts, and feel the depth and breadth of their emotions. It also allows listeners a moment to collect their own thoughts and feelings, take a step back to notice their paralanguage, emphasize a point, or, if need be, practice some relaxation techniques.</p> |
| Mirroring | <p>Mirroring is the process by which a listener physically and behaviorally mirrors a speaker. Some examples include facing the speaker, making a healthy amount of eye contact, positioning one's body parts similarly to the speakers', and using a similar tone of voice as the speaker. Because speakers feel more relatable to listeners who have similar mannerisms or methods of communication as them, mirroring helps speakers and listeners feel more connected.</p> <p>When one is genuinely interested in what a speaker is saying, mirroring occurs unconsciously. But even when one is not very interested in a topic, he/she can use some mirroring to help the speaker feel connected and more open to you. Mirroring should not be overused or exaggerated, as people may misinterpret expressions as mimicry. It's most effective when used sparingly.</p> |
| Validating | <p>Through active listening, listener allow others to freely express their emotions and opinions. And acknowledge that, regardless of whether we agree with the speaker's state of mind. They have the right to feel the way and believe the things they do. Some examples of expressing validation include "You have every right to be angry with me," "It's your opinion and your right to have it," and "It's okay to feel upset." Ultimately, validating the emotions of others, speakers feel understood and supported.</p> |

e. Effective Written Communication

Written communication is carried out for formal and non-formal purposes. Non formal written communication involves text messages, short notes and personal letters. Formal written communication on the other hand involves elaborate writing and is preferred communication component to indicate formal process.

i. Attributes of Effective written communication

A written communication can be made effective by keeping in consideration some of the good attributes while writing.

1. Well Composed

Grammar, spelling, punctuation and choice of words is crucial to written communication. Inappropriate use of Grammar, spelling and punctuation is disrespectful to the readers and provides impression that one is not serious about whatever the person is trying to make a point in the communication process. Inappropriate choice of word will distort the intended meaning in written communication.

2. Simple Language

Effective written communication avoids excessive use of jargon, acronyms, and complex sentences because it can confuse readers and obscure the underlying point. The sentences are written in active because it leads to concise and efficient

writing, creates faster moving narrative making writing easy and engaging and helps prevent grammatical misstates.

3. Clear Intent/purpose

Majority of written communication in formal setting is intended to make a point. Effective written communication ensures that the central idea of the message is clearly laid in the introduction and supported throughout the written work with reiteration of it in the end.

4. Conciseness

Effective written communication is brief and to the point. Every sentence is logically crafted and arranged in convey correct meaning. A paragraph carries single major point that is clearly stated in first sentence of the paragraph. The remaining sentences in the paragraph should support the central point in the first paragraph though examples, quotes and evidences. Long sentences make the reader intimidated by the length and is more likely to put down the communication.

5. A positive tone

A written communication is effective when written in positive tone. This means it should not be guided by negative emotions such as anger, hate and resentment. An effective communicator will distance negative attitude from the communication process and make conscious effort to have positive tone to get desired outcome of the communication.

Barriers to Emotion

- Poor language skills
- Poor layout
- Poor idea organization
- Lack of emotional intelligence

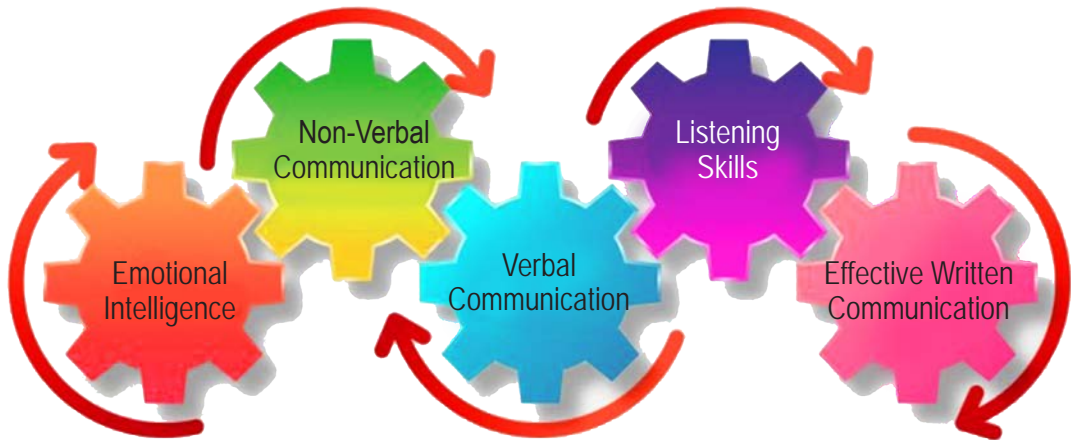


Figure 3.1 Components of effective communication

ACTIVITY 3.1 : Examining effective communication through role play

Instructions:

1. In groups prepare a role play based on any communication scenario.
2. Each group will employ all the components of effective communication except one.
3. As the group enact their role play rest will observe the effectiveness of communication.

Questions:

- a. How was the communication in each role play affected by the absence of one of the components of effective communication?

3.2 Benefits and Process of Effective Communication

LEARNING OBJECTIVES

- *Examine the various benefits of effective communication*
- *Apply various process involved in effective communication*

Being able to communicate effectively will determine the quality of our relationship, work and success. In any communication process, be it verbal, non-verbal or written, a better understanding of how we give meaning to words, its emotional response and their effects on behavior and attitude will help us communicate more effectively and efficiently. There are many advantages of effective communication and some of the significant ones are discussed under this topic.

a. Build Trust

Trust forms one of the significant factors in any relationship. When a person listens without judgments, demonstrates concern and care with awareness of the situation and environment around, it builds trust. Communication with a trustworthy person is more open, honest and meaningful. In such environment, there is greater acceptance of one's opinion, decision making and to the positive changes proposed.

b. Preventing and Solving Problems

Effective communication skills will enable one to avoid conflict due to poor communication. An effective

communicator is aware of how communication process such as spoken and written works and is more likely to avoid miscommunications that may affect personal or professional relationships. Further, effective communication skills will help shift the focus from blame and accusation to problem solving during time of crisis.

c. Providing Clarity and Direction

To be able to provide clarity and direction to others, one has to be first clear in one's own mind regarding what is it that he/she wants to communicate along with the awareness of who and from what background the other person is. Effective communication skills will empower individuals to express expectations and objectives with clarity. This involves finding constructive ways to point out when something is not working as expected and provide helpful feedback for improvement.

d. Create Fairness

Willingness to listen to different views, ideas and opinions of others form an integral aspect of effective communication. When an individual

allows everyone in a group be heard, it provides everyone a fair chance to voice their concern. The productivity and motivation of an individual is high when the environment is fair and balanced.

Table 3.4: Stages of effective communication for professional purpose

| Process | Description |
|---------|--|
| Before | <ul style="list-style-type: none"> • Clear goal – what is the expected outcome of the communication. • Well researched- the information that is intended to be communicated must have credible source and not just based on subjective opinion. • Well organized- the ideas within the content must have logical and meaningful progression |
| During | <ul style="list-style-type: none"> • Good command over language - good command over language will enhance clarity and precision in meaning making. Command in language also includes rich vocabulary. • Good articulation- being able to express meanings through use of examples and analogy • Appropriate body language and eye contact- Neutral eye contact and body language give sense of objectivity. |
| After | <ul style="list-style-type: none"> • Good summary- brief summary of the entire presentation to draw attention to key points • Open to feedback- Inviting constructive feedback can help improve the content as well as communication |

ACTIVITY 3.2 : *Examining the impacts of the Internet on intellectual property*

Instructions:

Explore the additional benefits of effective communication from various sources.

Questions:

- Describe a situation on how you have experienced one of the benefits of effective communication.

REVIEW QUESTIONS

1. Discuss the components of effective communication in your own words.
2. Explore the barriers to effective communication besides what has been discussed in the text.

CHAPTER 4

MASS COMMUNICATION AND SOCIETY

Renowned media critic, Marshall McLuhan described the dominance of media in human life with a simple question “does a fish know it’s wet?” to which he would answer “No”. This analogy very well describes how media has penetrated in our lives, to the extent that it is often taken for granted and have little or no awareness of its impact on our perception, attitude and behavior. Mass Media is fairly new to Bhutan in comparison to other countries and therefore understanding its characteristics, nature and its impacts on the consumers/ audience will help minimize the harm and breed critical consumers of media content. This chapter will introduce the concept of mass communication and their relationship with society through media and communication theories.

4.1 Understanding mass communication

LEARNING OBJECTIVES

- *Analyze the meaning of mass communication.*
- *Examine a model of mass communication.*

Mass Communication is a process of disseminating information (audio, visual or written) in a large scale to a large audience through specific mass medium (mass media). Mass communication as a process known to human kind to reach large audience at once. This process is enabled by mass media such as radio, television, print media and the internet.

Though there are several mass communication models, Schramm's model is discussed to further understand the meaning of mass communication.

The Figure 4.1 shows how sender, receiver and the message behave when the information is disseminated on large scale using mass media. In mass communication, the sender is

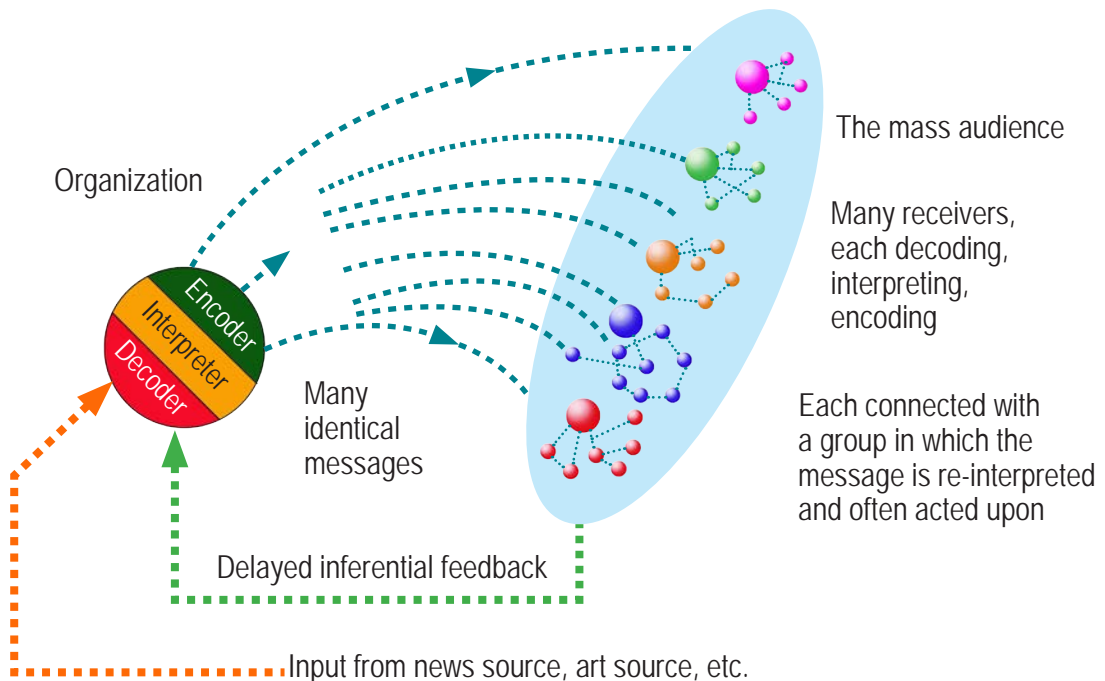


Figure 4.1: Schramm's model of mass communication

an organization comprising many professionals involved in production and creation of the content. The channel used to communicate the message is through mass media. There are many receivers in the mass communication. Each individual in the audience decode, encode and interpret the message. Since the receivers in the mass communication are many, the treatment of message does not end with individuals. The message is reinterpreted with their close circle called group. The feedback in mass communication model is not direct and immediate. In this model the feedback is delayed and inferential in nature leading to limited scope for improvement

a. Characteristics of mass communication

The difference between interpersonal communication and mass communication is drawn below to help understand the characteristics of mass communication. The characteristics of mass communication are shown against each communication components.

The limitation of mass communication does not mean that it is less potent than interpersonal communication in shaping our understanding of ourselves and our world. Mass communication content are designed to incorporate mass appeal resulting to greater influential power.

Table 4.1: Comparative characteristics of interpersonal communication and mass communication

| Components of Communication | Characteristics of Interpersonal Communication | Characteristics of Mass Communication |
|-----------------------------|---|---|
| Message | Highly Flexible and alterable | Identical, mechanically produced Inflexible and unalterable |
| Sender | One person | Organization involving different divisions. A film is produced with collective effort of director, script writers, actors, producers etc. |
| Receiver | One or few people Usually known to each other and therefore more likely to make accurate judgements. | A large, heterogeneous audience known to sender in the most rudimentary way, little more than basic demographics. |
| Feedback | Immediate and direct yes or no response | Delayed and Inferential Once the content is out, the feedback is not useful for the particular content. Also, it doesn't say how to improve the content. |
| Channel | Face to face | Any mass communication medium. |
| Outcome/Result | Flexible Personally relevant, Possibly adventurous, Challenging Experimental | Large scale audience reach Audience pleasing contents |

ACTIVITY 4.1 : *Exploring characteristics of mass communication through example*

Instructions:

In group, study the various mass media content to examine whether characteristics of mass communication remains common across different mass communication content.

Questions:

- a. How is Schramm's model of mass communication used in various mass media content?
- b. Explain how interpersonal communication is different mass communication with examples?

4.2 Mass communication and Society

LEARNING OBJECTIVES

- *Draw the relationship between mass communication and society.*
- *Analyze impacts of mass communication on society using communication theories.*

Media and society are inter-dependent on each other, often one influencing the other or one as a consequence of the other. When discussing impacts of mass communication on society, the impact is evident on the culture of a particular society.

Mass communication has the potential to influence and impact these traditional norms and belief systems through its persuasive techniques. The impacts of mass communication on individual members of the society in their way of thinking, belief systems and values can be understood at a deeper level with the help of some of the communication theories discussed.

a. Agenda- Setting Theory

Agenda refers to the list of issues or items that requires to be considered or done. Mass media content producers make decisions on behalf of the public in deciding what issues need more attention over the other. Under this theory, the issues that receive the most attention from media become the issues that the public discusses, debates, and demands action on. For instance, repeated media coverage

on the anti- smoking campaign has let to shift the focus on smoking as personal health issue to public health issue.

Agenda by news media is primarily set in three ways. News organizations place the stories that they perceive as important high up in the order of coverage.

- The first news that people are exposed either in print or broadcast media gives a sense of urgency and importance to that particular story.
- Second, the amount of time and space given to a story also makes audience think that particular issue is very urgent and needs attention. For instance, if a national newspaper carries a breaking news in it's first page running across several pages, this leaves the impression that the story is very important.
- Lastly, the frequency of coverage given to a story sets it higher up in the list of agenda. For example, if there is a repeated news coverage on water shortage in a society, it is more likely that the people in that society perceive water shortage as serious problem that needs immediate solution.

This theory also talks about the interrelationship between public, policy makers and the agenda setting function of media. While media by setting agenda has the power to influence public opinion/agenda, it can also be vice versa. Strong public opinion can influence policy makers and this finds its place in the agenda list of the media. For example, if there is a huge public outcry on over commercialization of health facility in a community, policy makers will vote to address the concern. This will prompt media to include the issue in their list of agenda.

Key Assumptions of Agenda Setting Theory

- Media's process of filtering information sets an agenda and thereby do not reflect the reality.
- Agenda set by media becomes the public agenda and thereby shaping the policy maker's agenda.
- Public and policy makers can influence media agenda.

b. Symbolic Interaction theory

This theory of mass media describes how one's idea of self is created and developed through human interaction. All symbols have a shared cultural meaning attached to it. Mass media creates and uses cultural symbols which contributes to one's idea of self and others. One such example of mass media that influences individual's idea of self is advertising. Advertiser's use shared cultural symbols to make the

product more desirable.

Globalization of mass media has blurred cultural boundaries. When we consume mass media content produced in some other culture, we are constantly creating new symbols. For instance, traditionally Bhutanese ate rice for breakfast, but through media advertisements that glorify certain eating habits, it has shifted from home cooked food to fast food such as noodles, pizzas, soft drinks and bread. People are encouraged to adopt such habits because advertisements associate it to being modern and trendy (Creation of shared meaning).

Symbols can be constructed from just about anything, including material goods, education, or even the way people talk. Consequentially, these symbols become instrumental in the development of the self. There are three key assumptions to this theory.

i. Individuals construct meaning via the communication process

Mass communication is constantly constructing meaning for its audience through symbols. Interaction between mass media and mass audience creates shared meaning. Mass audience who have viewed mass media in a similar context would have developed a shared meaning. For example, signature tune played just before the news in BBS will be understood as news time for people living in Bhutan, however to a person who has never watched BBS would not interpret the same. Likewise, meanings can be

created in many different ways and it is worth noting how these new meanings either align with old cultural meanings or challenge them.

ii. Self-concept is a motivation for behavior

Individuals develop self-concept through interactions and this self-concept motivates behavior. The notion that beliefs, values, feelings and assessment about the self affects behavior is central to this theory.



In this advert of microwave, microwave is used to create shared cultural meaning. When this advert is exposed repeatedly on television, knowingly or unknowingly women start believing that having a microwave (symbol) will imply she is

successful (creation of shared cultural meaning). Thus, in this case her idea of self as not successful before buying microwave is altered after buying the microwave into believing that she is now successful (idea of self).

iii. A unique relationship exists between the individual and society

Individuals make society and one exists because of the other. Therefore, this theory states that it is both social and personal factors that influence behavior. Since mass media influences social processes, shared meanings and symbols in a society, the impact is direct on individual first and therefore resonates into the society.

c. Cultivation Analysis Theory

The cultivation analysis theory is drawn from the study of behavior and psychological impact of prolonged television viewing. It focuses on the analysis of how heavy television viewers differ from light viewers in their perception of reality. Cultivation is a sociocultural theory regarding the role of television in shaping viewers' perceptions, beliefs, attitudes, and values.

Television contents consists of dominant narrative messages. These messages, when transmitted consistently for a longer period of time becomes the lens through which they view reality. The storytelling function of television is seen as a powerful force in this theory. On the surface the messages in television

contents appear as diverse with varied themes, formats, people and techniques, however on the closer study it revealed that the underlying dominant message is remarkably common.

For example, television consistently portrays a picture of material abundance. Representations of wealth and affluence, and general levels of materialism, tend to be overrepresented on television. This underlying message of material abundance could be reflected in talk shows, news formats and even in fictional series. This will cultivate the meaning, value and attitude towards material abundance in the viewer's perception of reality.

Key Assumptions

1. Unique nature of television makes it more influential than other media

Television requires no literacy like print media, television programmes have longer life span from movies, unlike radio it combines pictures and sound and it requires no mobility. Television can bring together people and make them forget their differences. Television is viewed at an early age and continued till later years of life. Due to its easy accessibility by everyone, television is constantly viewed as one of the influential mass media. However, since this theory was developed before the advent of digital media, it does not compare with digital platforms.

2. Television shapes our society's way of thinking and relating

Cultivation theory views communication as interaction through messages. When these messages are repeatedly exposed to the mass, it forms the mainstream of common symbolic environment that cultivates the most widely shared conceptions of reality. For example, if an advertisement of a pen has a catch line "be smart, be trendy" and it is repeated many times between the episodes, the same message is viewed by many people and therefore the pen becomes the symbol for that community to represent 'smart and trendy'. Thus, this theory states the power of media messages to shape the shared conceptions of reality. The messages in media tells audience about "what exists", "How things work" and "what to do" through different formats such as news, drama and advertisement.

3. The influence of media message is significant

The third assumption of cultivation theory uses the ice age analogy to explain the significance of television effects. The ice age analogy states that even an average temperature shift by few degrees had devastating impact to lives during "Ice Age", similarly prolonged television viewing can lead to cumulative and pervasive impact on one's vision of the world. For example, If a person spends most of his time

watching news on burglary, murder, assault and so on, he/she will view the city as unsafe without realizing that news media is designed to look for out of the ordinary events and what they present cannot be generalized to the entire city. Likewise, when television messages are constantly creating new symbols and shared meaning for the community it is directly questioning traditional cultural symbols.

d. Uses and Gratification Theory

Uses and Gratification Theory is a study of audience behavior that seek to understand why and how individuals choose one media over other and the consequence of involvement with particular media. This theory views

audience as active participants who make choice of media to gratify their needs. There are five assumptions of Uses and Gratification theory.

1. Audience is active and its media use is goal oriented

Unlike magic bullet theory that views audience as passive and directly being affected by the media, this theory states that audience make decision on what to consume based on “need” they are seeking to gratify. The founders of this theory have proposed four different needs and gratification that dictates their choice of media. They are namely **diversion, personal relationship, personal identity and surveillance.**

Table 4.2: Meaning of needs and gratification

| Needs and Gratification | Meaning and Examples |
|-------------------------|---|
| Diversion | Audience use media to escape routines and daily problems. Also known as escapism. For example: Watching funny videos on YouTube after a quarrel with a friend. Here the individual escape from the bitter feelings after having fought with a friend. |
| Personal Relationship | Audience use media as a substitute for companionship or lack of personal relationship with another human being. For Example: A person with poor social skills is more likely to be alone, to compensate the lack of relationship he/she will gratify the need through media use. |
| Personal Identity | Audience use media to gratify the need to reinforce their own values. For example: If an individual identify herself/himself with a particular religion, then he/she will watch or consume content that belongs to that particular religion and may not enjoy content belonging to another religion. |
| Surveillance | Audience use media to gratify the need for knowledge to accomplish something. For Example: Using YouTube to learn how to bake |

2. *Discretionary power to choose specific medium rests upon the hands of an individual.*
5. *Audience alone can make the correct value judgement of media content.*

Two different individuals may choose same kind of media content to gratify different needs. For instance, one may watch a talk show to gain additional knowledge on the topic of discussion but the same talk show may be watched by the other to serve escapism function. This allows audience to have autonomy in the mass communication process.

3. *Media compete with other sources for need satisfaction.*

The media choices are varied before an individual and the best competing media is more likely to be chosen. This assumption is the basis why so much importance is given to the audience research. Companies invest huge amount of money to study audience behavior, likes and dislikes to compete with other media sources.

4. *People are aware of their media use, interest and motives and can inform research.*

Since the audience here is viewed as intelligent consumers, audience can be used as research subjects to study audience behavior. They are in the position to state why they choose one media content or medium over the other. This assumption has enabled researcher to conduct various research in audience study.

Earlier it was the producers and content writers who decided what would sell in the market, but with uses and gratification theory it shifts the power to the audience

ACTIVITY 4.2 : Examining media contents**Instructions:**

1. Bring one media text each from
 - Social media
 - Television
 - Movie
 - Print
2. Examine each media content as per the guideline provided.

| Media content | Treatment |
|---------------|--|
| Social Media | Apply uses and gratification theory to analyze what aspect in media content is used to gratify needs. |
| Television | Examine using cultivation theory See how perception of reality is changed. |
| Movie | Examine using symbolic interaction theory to identify symbols and shared meanings |
| Print | Analyze using agenda setting theory to identify media's process of filtering and how it impacts public opinion, agenda and policy. |

3. Share it to the class.

Questions:

- a. Discuss the various impacts of mass communication highlighted in your media text.

REVIEW QUESTIONS

1. Explain any model of mass communication that you have liked the most.
2. Discuss the influence of mass communication on the society with examples supported by underpinning theoretical principles of communication.

CHAPTER 5

NEWS WRITING

News stories are often based on the events, ideas or emotions of people or the aftermaths of real events. Journalists are a composer of realities in written words or in visuals. A well written news story informs and educates readers and helps them to make informed choices.

Not everything that happens is news. Information qualify itself as news when it has certain features. For instance, a person helps an old lady cross the street, this is not news but if the person robs the lady while pretending to help her, it becomes a news because it is unusual and uncommon. This unique quality to the information that makes information into a news is known as elements of news.

5.1 The Elements of News

LEARNING OBJECTIVES

- *Discuss the elements of news to understand its nature.*
- *Assess news writing styles.*
- *Write news story complying the features of newspaper report and its writing process to produce standard news story.*

News is a deliberate creation of media content which involves precise skills and meticulous process. This chapter discusses the essential skills and processes which entail in journalism.

a. The Elements of News

Understanding news elements will ensure the development of good news sense or news Judgement. While writing for the newspaper, the awareness of news elements enables the reporter to create a story with sensibility, clarity, depth and insight into issues that matter readers.

Some of these elements are discussed here.

1. Oddity

Any unusual place, incident or group of people can make news. News stories with an element of surprise will create curiosity and will be news. For example: A man making claim that aliens visited his home and abducted his child.

2. Emotion

Any piece of information with the potential to invoke emotions in readers is news. News stories of both good and

bad emotions will be news. For instance, the death of a dozen people in a tragic landslide or Bhutan receives a sum of Nu. 500 million as foreign aid to combat an outbreak of a pandemic disease.

3. Proximity

Any incident or event familiar and closer is news. News stories in and around our society interests us more than what is happening in distant region. For instance, what is happening to the bordering towns of Bhutan is more newsworthy to Bhutanese than what is happening in American-Mexican border due to a proximity factor.

4. Drama

Any dramatic event or action has potential to be news due to the kind of heed it draws from the people. For instance, a drastic change in policy by a government resulting to certain consequences becomes a news story.

5. Human Interest

Anything that interests human beings is news. News stories cover all human interests such as ambition, love, hate,

sympathy, revenge, regret, and anger. For instance, stories concerning joy or entertainment, humor, witty headlines, entertaining photographs are of interest to most people. Newspapers have their sections divided in features, sports, lifestyle and celebrity gossips to address diverse human interest.

6. Prominence

Events concerning the elite, powerful individuals, organizations or institutions are considered to be news worthy. For instance, sports star being terminated or movie star dating somebody or politician being involved in a corrupt practices raise the eyebrows of people.

7. Progress

Any technological advancement and new development are news. News stories include any subject of discussion for various progress and development. For instance, breakthrough in medical science or discovery of newer technology or a new road construction linking to a remote village can be a news.

8. Conflicts

Any conflict is news. Conflicts can be of various types such as Man vs. Man, Man vs. Nature, Man vs. Machine, Individual vs mass. Conflict has an element of drama and competes for public attention. For instance, farmer and wild life conflict, regional or national conflict, domestic violence.

9. Timeliness

Anything which is of current time is

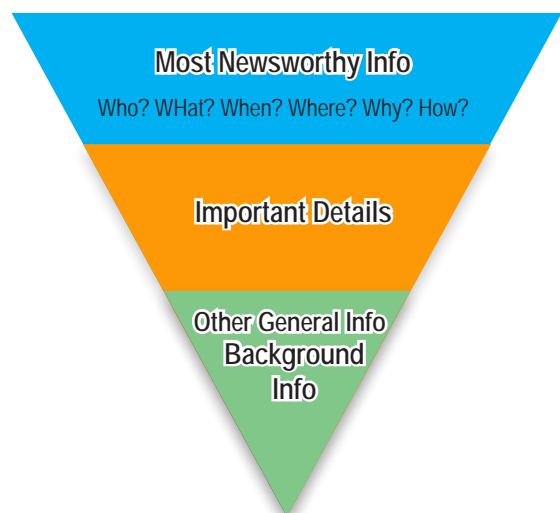
news. Information that happened many years ago may not be of interest as it is not relevant to current situation. Very few people would like to read about who won the football world cup in 2005 because it is stale, however, if the world cup final has just happened, many people would want to know the result from the news outlets. Events that occurred in the history is discussed in the news only when there is some relevance to the current situation.

b. News writing styles

In journalism, journalists follow different styles of writing news stories. This topic explores two different types of news writing styles namely Inverted Pyramid and Hour-glass Style.

i. Inverted Pyramid Style

The inverted pyramid style is learnt in journalism as it is a common style of news writing. Inverted Pyramid Style is also used for article writing, press release, blog post, and website content.



Sometimes it is referred to as Front-Loading, which means a greater proportion of essential and exciting information is placed first at the beginning of story, followed by supporting information in a diminishing order of importance.

The broad base at the top of the pyramid represents the most newsworthy information that answers most of the 5 W questions, (Who? What? Where? Why? When?) and an H question (How?). The detailed information of the news story is added in the middle and the narrow tip at the bottom represents the least newsworthy information.

However, writing a news story in inverted pyramid style has the following benefits:

- Readers can quickly assess whether they want to read the entire article because it is a direct approach, making the point first and then explaining it.
- Readers can stop reading at any point and still grab the main point.
- By front-loading each paragraph, we allow the readers to skim through the first sentences of every paragraph to get a quick overview of your entire article.
- Editors can shorten by cutting off the information from the bottom of articles at any point so that the story will fit into the required space on a newspaper page.
- Reporter can sum up points in a few short paragraphs to tell the story.

Organizing the Paragraphs in Inverted Pyramid Style?

Considering the level of your class and subject, following are suggestive ideas to organize the paragraphs in your news report:

Paragraph 1:

Report on WHO, WHAT, WHERE and WHEN

Paragraph 2:

Report on the WHY and the WHO. Be more specific and add details.

Paragraph 3:

Provide a quote from a witness, expert, or participants. Add a sentence or two before and after the quote to explain who the speaker is and their connection to the news event.

Paragraph 4:

Provide a quote from a second witness, expert, or participant, following the same format as the previous quote. Ensuring quotes from different individuals to widen perspectives.

Paragraph 5:

Make a final statement to conclude your news report or provide information for readers to learn more about the news event.



ii. Hour-Glass Style of News Writing

Hourglass style of writing a news story includes elements of a narrative within. Formally, hourglass style writing respects traditional news values. It considers the needs of the reader, takes advantage of narrative, and spurs the writer to new levels of reporting. Journalists use this type of writing to tell a story while addressing the essential elements of the Inverted Pyramid of News writing. This style of writing can be used in all kinds of stories: government, business, crime, tragic, success, even to report significant occasions, diplomatic meetings and so forth.

An hourglass style writing has three main sections as discussed:

1. *The Top*

The first section covers the broad news upfront with all the significant information. It consists of the essential elements of a news story. It is used to portray a current situation or the significance of an issue. This section includes telling specifically the crux of Who, What, When, Where, Why and How aspects, as written in the style of the inverted pyramid. It helps reporters to deliver the basic news in a summary and answers most of the pressing questions concisely.

2. *The Turn*

The second section is a turn which connects the first section with its final section. It is a transitional phrase that contains attribution for the narrative of news stories or issues. This section intrigues the reader into wanting to know more about the news stories or issues presented in the previous section. It helps reporters to signal the reader that a narrative is beginning. For instance, according to the source, eyewitnesses, participants, or the victim.

3. *The Narrative*

The final section is a narrative, a chronology of events in the news story. This part gradually unfolds facts and findings to match results with any hypotheses. In some cases, it also consists of predicting implications or suggesting future recommendations. Narrative has three main elements: The Beginning, The Middle and the Ending. Its main purpose is to tell the inside story in full detail giving a more informative purpose. It works the best with dramatic news stories that are told in Chronological Order.

In nutshell, the top delivers the news, the turn acts as a transition and the narrative tells the story. Like the inverted pyramid, this writing style attempts to satisfy and engage impatient readers with exciting narration kept towards the later part. However, in broadcast news reporting, the narrative portion may be provided by a reporter on the scene, while the beginning and end are told by an anchor at the studio.

c. News writing process

News writing can be neither compared to essay writing nor book writing. It has its own procedural structure which is commonly practiced in journalism. This topic explains the customary processes involved in news writing.

i. News Angle

Every news reporter must choose the subject of a story. It involves people and events which the reporter believes is newsworthy. For this, a journalist needs skills to determine his/ her news subject. The subject for the news could vary from places to time. Most often a subject of news includes serious issues such as crime, violence, and mishap in the community. While significant events and national festivals will remain top priority.

Most reporters look for a story that is most interesting and important to their readers. Besides, the subject of a news must be relevant and associated with the reader's lives. For instance, a failure to complete construction on time matters to the public. Thus, a reporter must use the subject identifying skills by considering their audience and the interest.

ii. News Gathering

News gathering requires collecting adequate information to write a detailed and complete story. Good news writing begins with good gathering of information. The reporter must find

the details and facts to make the story. They must gather sufficient information to cover a comprehensive and complete story. Stories revealing details are complete and read more because it broadens the readers' knowledge and perceptions.

The most commonly used methods in news gathering are as discussed here.

1. Observation:

This consists of actually seeing an event and reporting about it in the form of a news story. Reporters use their eyes, ears, mind, notebooks and recorders for this purpose. The key to becoming a good observer is to look beyond the surface of what is seen or shown.

2. Research:

Research simply means digging out information from files and other credible sources. Research is essential in any type of writing. It not only provides more insight into a story but also helps verify it. Carrying out research helps reporters ask intelligent questions. Using immediate, first-hand information from people who had a direct connection with the topic and analyzing the interpretation and analysis could help research.

3. Questioning:

This method helps reporters to get information from desired people who are associated with the subject of your story. It's a process that involves a series of ideas and thoughts designed to get

the best possible information. Adopting a few strategies such as starting with easy questions to ease into the interview, asking one question at a time, and making eye contacts are important.

iii. Prewriting

Prewriting involves drafting of the news story and reviewing data collected. Journalists often draw an outline for their story and decide on themes or genres of the news story. It also includes the length, form and style of the news story. After gathering adequate information, journalists must decide on narrative techniques of the story. Every news story should have one dominant idea. To find the focus the reporter must find the central point. One way to do this is to find that one sentence which tells the meaning of the story. The process will help the news reporter to prepare for the actual writing of the news story.

iv. Interviewing

Most news stories are based on some form of interview, either in person or by telephone or correspondence. A reporter needs to know and practice different interviewing techniques. Some of the basic interviewing skills are identifying the potential and relevant individuals or organizational representatives to finalize appointments for the interview. For an effective interview, reading journals, research papers and preparing lists of questions are common trends in journalism. This will help in keeping the interview on track and developing

follow-up questions.

A reporter conducts the interview in an organized, timely manner with decency. Later, they also review the interview notes, refer to the research papers, journals to verify the story.

v. Writing

Writing a news story involves putting together the elements of the story. It starts with the lead sentence and arranging the most important facts in a logical order. Most news reporters use the Inverted Pyramid news structure. This writing model guides us to first narrate the most important facts in declining order. It is an established hierarchy of information based on importance.

The news reporter must start with the lead sentence and get the rest of the story to flow in the second and third. The amount of detail which to include in a news story is different for print and broadcasting. Writing for a newspaper or magazine requires as much relevant detail as possible but for radio or television needs a much lesser detail.

vi. Rewriting

Rewriting must start once the news reporter completes writing the story. It is a process of editing and revising to ensure that we report the news as intended. This process involves checking the story for several errors and mistakes. Some of the mistakes include typography, grammar, or omissions of relevant details.

The news reporter focuses on expression, presenting ideas, and enhancing the flow of the story with clarity. News reporters add, remove, replace or rearrange the elements of the news story. They must read the storyline by line to ensure each sentence, phrase, and word makes a meaningful sentence. It requires reporters to crosscheck the information for its accuracy. Since most readers prefer news with shorter paragraphs, a reporter must attempt to rewrite it. Such news stories appear appealing to the readers because it aids readability too.

vii. Getting feedback

Getting feedback is an essential process to find out how effective the story is. Such feedback may come from the news editor or from the readers. Reporters

must accept it in the spirit of editorial collaboration rather than criticism.

Providing the feedback motivates as it allows the receiver or reporter to perform better. It must be a constructive criticism at its best in helping to plan better decisions. It is also a tool for continued learning. Genuine feedback is essential for an entire organization for many reasons. Some of the benefits are to align with goals, re-strategize, and develop service improvements. It also improves relationships and continues exploring. Sometimes, the feedback will lead to a retraction of the news in case of an error in the news story. Sometimes, it develops other aspects of the first story and leads to writing another story while having a follow-up story.

ACTIVITY 5.1 : *Writing a news report*

Instructions:

1. Form a group of four or five members to create a news team.
2. Each member will assume a role of an interviewer, a photographer, a writer, and an editor.
3. As a team, cover a story of an interesting event at your school or an issue in the community. The key idea is to make the story newsworthy.
4. Share your news report through appropriate medium.

Questions:

- a. Discuss the stages involved in your news writing process.
- b. What were some of the challenges you face in the process of creating news?
- c. Which model of news reporting were used in your writing? Why?
- d. Discuss how you could improve your news reporting in future.

5.2 News Report

LEARNING OBJECTIVES

- Explore features of newspaper report.
- Verifies a piece of news following verification process to affirm its credibility.

a. Features of a Newspaper Report

Newspaper report include both news articles and feature articles. The news articles report on current events which provides people with facts that aim to answer who, what, where, why, and when questions. Whereas the feature articles have different purposes as to inform, teach, present an opinion, share an experience and persuade readers.

Newspaper reports comprise certain components which provide clear guideline to writing with precision. For clarity, this topic elucidates some of the features of newspaper report:



1. Headline

It is a line of words chosen as the title of a story in a newspaper. It highlights the gist of the news story either published in the newspaper or broadcast on television. It is the most important feature of any writing such as news articles, newsletters, magazines, blogs, web pages, press releases, or business reports. Headlines must be attractive to grab the interest of the reader by telling them what the story is about. A good newspaper headline is concise, informative, and at times, entertaining. If it could impress readers or viewers, it will turn them into a potential audience. Some of the reporters adopt various techniques in writing headlines to grab the attention of their readers. For instance, using bold letters, bright colors, catchy phrases, posing questions, employing alliteration and pun.

2. By-line

The byline on a newspaper provides the name, often the position and the writer's specialty. Most reporters write bylines between the headline and the main text of the article. Some of the news reporters write bylines at the bottom of the page to

leave more room for graphical elements. The aim of a writing byline is to suggest the credibility of a person who wrote it. News reporters write their real names, making the writer open to criticism. The writer thus has the confidence to stand behind his/her work. A familiar byline in the newspaper often reinforces readers' belief that the publication is truthful and worth reading. For instance, well-known foreign correspondents, pundits, leaders, celebrities could attract the most audience.

3. *Lead*

A lead is a shortened term for a lead paragraph. It is the first or second opening sentence at the beginning of the news article or story. A news article lead develops on the idea that you need to present the best details first. A lead performs the central function of grasping the reader's eye and introduces the story to the audience. A traditional lead in the newspaper attempts to include a brief answer to all or most of the (5 W & H) who, what, why, when, where, and how questions. Yet, depending on their relative importance a lead includes any 5 of the W's and how. It summarizes the contents of the story and conveys its mood and a sense of urgency. The impact of a lead on the reader's minds is usually the deciding factor of whether a reader will read the whole story or not.

4. *Body*

The body follows the lead of the news story. The body paragraphs provide readers

with more information in continuation to its lead. The body paragraphs are short, complete, and as compact as possible with two to four sentences long. The body of news elaborates on what else you know about the story. It contains main facts and figures but not a personal opinion. Sometimes it also includes imagined statements from people associated with the story.

Using the Inverted Pyramid Model, the body of the newspaper provides the information in decreasing order of importance. The least important details appear at the end of the article, where the editor can omit them if necessary. It should extend all the points included in the lead and attempt to answer all or most of the 5 Ws and H questions within the shortest space possible. Each body paragraph must contain only one idea. A news report should tell its story in the fewest possible sentences considering the time of readers and space for publishers. The last paragraph should sum up the story and bring it up to date.

5. *Photograph and caption*

Photographs and captions in the newspaper are as important as writing the story. It supplements informing, educating, and enlightening readers about current issues. The caption is a piece of information in or under a photograph that explains what the picture is about. Newspapers use captions for the identification of something or someone. It provides more information about the

stories which enhances the credibility. When the photographs lack precision, the caption plays its role to provide the necessary information.

The photograph stimulates curiosity and arouses emotion much faster than the written word. Its aesthetic values enable it to serve as a tool to attract the reader's attention and break the monotony of news content. Moreover, it depicts reality, furnishes evidence to show the authenticity of a news story. For instance, people with no formal education could also understand a picture story. Thus it is a breakthrough in the literacy barriers to communicate a message differently.

6. Quotes/ Quotation

Another feature of newspapers is quotes and quotations. It is the exact words that someone has actually spoken or written. Using quotes adds accuracy because it is not only a direct speech but also provides

in-depth information about the story. Quotes also show where the information for the report has come from.

News reporters while presenting multiple perspectives on the event, they use various quotes. Most readers or viewers believe in what different people have to speak or share about the event.

Quotations add credibility as it offers readers with various viewpoints. For instance, during the research, a news reporter may interview organizers, participants, victims, relatives, police, friends, or anyone involved in the incident. And they may then use their research in some of those quotes in the report.

b. News Verification Process

News verification is the process for determining whether news fulfills the requirements or specifications

ACTIVITY 5.2 : Exploring features of news report

Instructions:

1. Visit the school library or ICT Laboratory to read any national newspaper or e-newspaper.
2. Explore news articles and identify features used in the article.
3. Discuss in the small group and later present it to the whole class.

Questions:

- a. How important is each of the feature used in your chosen news article to assert its newsworthy?

established by respective media houses. Verification is an important process that takes newsworthy information and checks its credibility and reliability before publishing or broadcasting it. The Journalist's process of verification includes news sources, gathering, assessing, and weighing information and evidence.

1. Verify the original source

The first step of verification is to identify the original source. Depending on the subject of the news stories, sources can be different such as police, victim, eyewitness, organizer, participants, friends, relatives of the person involved in the event etc. They could provide you information through a text message, email, image, video, or phone call. The goal of verifying sources is to confirm whether the person is a reliable source or not. Journalists must examine the author or informer to verify their real identities. By verifying the information sources, one can avoid publishing untrue stories and minimize inaccuracies. Abiding by copyright laws, reporters must verify the sources of materials and seek permission to use it if they need it for their news reports.

2. Verify the content

The next step is verifying the content of the information which could be a text message, photograph, video clip, audio clip, and email. Journalists must verify the materials considering the quality

and multiple perspectives. It includes verifying the date, time, location and language used. While verifying the content, journalists must be open-minded to exercise humility and choose the media content. They must assess misinformation, misrepresentations, be conscious of false omniscience and avoid assumptions. They should acknowledge to themselves what they are unsure of. Journalists must make judgments more precise and their reporting more incisive.

3. Verify the bias

Verification also promotes transparency whereby checking if journalists deceive their audiences by any acts of omission or tell them as much as they know about the story. Transparency is one of the most powerful steps journalists can take to address the problem of bias. Bias encompasses all kinds of predilections, both appropriate and troubling. This could include a bias for truth or facts or giving voice to the voiceless, as well as a bias toward one's own personal, social, economic or political leanings. The process is also the best protection against errors and deception by sources. For instance, if the important information a journalist has published comes from a potentially biased source, naming the source will reveal to the audience the possible bias and it may inhibit the source from attempting to deceive many others.

ACTIVITY 5.3 : *Verifying news credibility and reliability****Instructions:***

1. Choose any news article to verify its credibility and reliability.
2. Assess the news article through a news verification processes.

Questions:

- a. What are the verification processes for news?
- b. State the importance of verification processes. How does it matter to the audiences?
- c. How can biased news misinform the society?

5.3 Reporter and Journalistic Skills

LEARNING OBJECTIVES

- Explore characteristics of a good reporter.
- Apply journalistic skills while writing a news story.
- Apply the journalistic code of ethics while producing news to foster ethical journalism.

a. Characteristics of a good reporter

News reporter is a media professional with specific skills and attributes. To be an accomplished news reporter, there are some qualities that a person needs to develop. Some of such qualities are necessary for a reporter to carry out one's duties with diligence and objectively. This topic dwells on the characteristic of a good reporter.

1. Nose for news

One of the significant characteristics of a good reporter is nose for news. It is also known as news sense, where a reporter knows what a news story is without having someone to tell him/her.

A good reporter keeps an eye for what is newsworthy and produces relevant new stories. They distinguish news from non-news, compare various news values and decide where to begin the story.

2. Curiosity

This characteristic encourages reporter to ask more questions and try and find answers to it. A good reporter explores more news and information. The spirit of curiosity helps the reporter grab good stories on any current affairs. It also develops a desire that may lead to news stories. Reporters must read as much as possible to constantly improve their awareness level and remain up to date. It will also help to research and derive more important details before covering a story.

3. Clarity

A reporter with a clarity of mind distinguishes between an average news story and an enthralling news story. Such ability of the reporter to discriminate less important information allows to craft sensational news. Clarity also refers to writing with clarity so as to make everyone understood what one needs to communicate. Writing with



clarity includes error-free spellings, correct punctuations and well-structured grammar use in the news report.

4. *Accuracy*

A reporter should strive for accuracy. Reporters must assess and evaluate facts till s/he is satisfied that the information is accurate. Accuracy of news is directly proportional to the credibility of a reporter and the newspaper. When there is a doubt the reporters must leave it out as it is better not to say a thing than to say it wrong. Sound judgment of the information or the news story is noteworthy.

5. *Patience*

A reporter with patience will succeed in many ways as time almost daily testify to them. Most of the time reporters wait for someone or something and patience gives them the willingness to endure without becoming anxious. Reporters must develop patience to tolerate unfavorable situations and shortcomings.

6. *Self-discipline:*

A reporter with self- discipline exhibits strong dedication and firm commitment. It helps them to work hard and be persistent. A reporter will possess good habits such as being punctual, calm, respecting other's time, and handling work pressure with ease. A self-disciplined reporter will not give up following a story or keep it incomplete but he/she will find the truth and seek justice in all matters.

7. *Diligence and Tactfulness:*

A reporter must be diligent and tactful. The job requires painstaking exertion of intense care, effort, and cautious watch. Reporters must demonstrate diligence and tactfulness while dealing with sensitive people and handle situations gracefully. They must be considerate of others and be mindful not to embarrass, upset or offend the people working with them. A reporter must be approachable and sociable so that it helps in increasing contacts that are so essential for news gathering.

b. *Journalistic Skills*

Journalism is an attractive but competitive sector that requires certain proficiency of person and skill set. Journalistic skills, for a reporter, are imperative to be an effective content creator. Mastery of a variety of journalistic skills fosters understanding to present a balanced view of the community, nation, and the world beyond our borders through newspapers.

Some of the basic journalistic skills shall be discussed in this topic.

1. *Reporting skills*

Reporting skills are fundamentals for journalists. The reporting skills have become indispensable for every journalist across media platforms. It plays significant roles for a newspaper or magazine, radio or television, social media, or any other emerging platform. A journalist with the best reporting skills can convince the public through various

methods. It helps to create awareness and heighten trust by informing the public about events and issues.

Some of the reporting skills required are as follows:

- remain observant to identify the most important news and information.
- produce appropriate materials for the content.
- use reliable digital tools to report news stories,
- understand data and translate it into storytelling.
- keep proper records of evidence to quote accurately.
- use subheadings to provide a signpost for the readers.
- ensure accountability and transparency through your reporting.
- report with empathy and compassion.

Further a journalist must try integrating all skills from various types of reporting: general reporting, investigative reporting, sports reporting, documentary production, podcasting, TV news reporting, and magazine writing.

2. *Interviewing skills*

Interviewing continues to be one of the most vital journalism skills. An ideal journalist must master these skills to effectively gather desired information. They must explore how to take control of a situation if the interview goes wrong. Conducting quality interviews and gathering information from multiple

sources isn't easy. Thus, a journalist must possess the following interviewing skills:

- demonstrate proficiency in the language,
- speak politely and ask questions mindfully,
- listen attentively and respond carefully,
- maintain the flow and be consistent,
- the adopt various techniques of conversation,
- engage lively with thoroughly researched questions,
- encourage the interviewee through gestures during a face-to-face interview,
- make eye contact and remain focused,
- use effective tools for recording and verify information,
- uncover facts and explore different perspectives,

However, for all four types of interviews: Written Interviews, Telephonic Interviews, Specialized interviews, and Press Conference interviews the skills might slightly differ.

3. *Writing skills*

Writing is another foundational journalism skill. Journalists must master written communication for all media types, from text stories, film scripts to photo captions and social media posts. Writing skills include well-rounded analyses and stories with all major perspectives. Some of the writing skills

are as follows:

- write precisely and maintain accuracy at all the times,
- apply the principles of grammar and punctuation,
- practice strategic communication skills to synthesize information,
- simplify complex information to convince readers.
- use good story writing skills,
- focus on the essential information,
- promote transparency and earn credibility.
- re-write and edit the work mindfully,
- explore writing unique to maximize readership,
- write enthralling news piece,
- produce an error-free and concise article.

4. *Research Skills*

Journalism is all about research and it is a vital skill for all journalists. News reports carry a sense of credibility, and this can only come from extensive research. With a fine research skill, it could help us find solutions to problems. Some of the research skills are as follows:

- reveal truths, discover facts and evidences on chosen topics,
- plan, schedule and find out the important details of a news story,
- conduct surveys, gathering data, study thoroughly,
- take notes while assessing an event or incident,

- critical analysis of information from different sources,
- confirm the credibility of sources,
- interpret data correctly
- handle difficult situations and overcome complex challenges,
- communicate effectively,
- strategize the best platform for broadcasting, publishing or advertising,
- manage time to meet deadlines.

5. *Digital Skills*

With advancements in technology, journalists have a wealth of new resources and tools to access information. In today's fast-paced, and competitive media environment, journalists must be innovative and smart producers. There are many digital services from various platforms such as social media, websites, and many other broadcast mediums. Journalists have expansive digital options for reporting and sharing ideas and information. Some of the digital skills are as follows:

- using digital technology to search topics for news
- adopting various digital tools to identify and track sources,
- digitally collecting data and interpreting it,
- verifying information from various digital platforms,
- editing, live streaming, creating contents with advanced technology,
- publishing or sharing information

- with digital software and applications,
- actively engage or interact with audiences using multiple digital platforms.

c. Journalists Code of Ethics

A code of ethics is a set of principles and core values outlined by an organization or a country. This guides journalist in conducting one's duties with integrity, however, it may differ from country to country. A few of such generic code of ethics is discussed in this topic.

1. Professional Integrity

Integrity of a journalist is the most essential code of ethics required for the success of the organisation. A journalist with professional integrity will carry out his/her duties with utmost passion and commitment. It helps to have a thorough investigation and disclose truths because a journalist with integrity shall be honest and never be swayed by any internal or external forces.

For instance, a journalist who does not accept favours, bribes, or sell their services for financial reward other than the salary is considered as professional with integrity.

2. Social Responsibility

Social responsibility is another significant code of ethics for journalists. A journalist who shoulders social responsibility always remains mindful of his/her obligation to the public and the country. Instead of exploiting someone's vulnerability, they

provide a full range of information to enable the public to make enlightened decisions.

For instance, journalists who are checking the accuracy and validity of information from all sources to avoid misinformation or misrepresentation in the society are considered as social responsibility.

3. Non - Discrimination

A bold journalist who gathers and reports news without favoritism and nepotism are hailed in the media organisation for his/her moral ethics. Journalists with such a code of ethics will defend their independence and resist influence from any outside forces, including advertisers, media owners, and powerful individuals. Glamorizing or discriminating against any political parties, organizations, individuals or the government will be out of question.

For instance, a journalist who resists any self-interest or peer pressure that might erode journalistic duty and service to the public and to the country are considered as non-discriminatory professionals.

4. The Right to Truth

A journalist who has embedded ethics of truthfulness will ensure a thorough research is conducted while writing the media piece. The professional is expected to publish truthful accurate materials after the fact-check to maintain transparency. Journalists with such ethics will be observant at all times to avoid misleading the public with false

information or manipulated materials such as images or videoclips.

For instance, a journalist will never engage in plagiarism or take unfair advantage of a fellow member.

5. *Sensationalism*

A dutiful journalist will avoid sensationalism by taking all possible precautions to ensure that anything published by him/her does not have the effect of inciting people into violence or other illegal acts. They will never unnecessarily emphasize on personal characteristics such as race, ethnicity, nationality, gender, age, sexual orientation, religious belief, or physical or intellectual disability.

For instance, ethical journalists will show utmost sensitivity in reporting matters relating to children or other young persons.

6. *Protection of Sources*

A journalist will responsibly protect the identities of his/ her sources of information. They will have rights to keep it confidential. They will obtain consent from the sources if they need to reveal their identities according to the laws of land.

For instance, a journalist will mindfully blur the faces of people appearing on television to secure their identities or change the name in the newspapers to conceal the real identities of their sources.

7. *Respect for Privacy*

Journalists who respect the privacy rights of those on whom they report should especially be careful not to intrude unduly when gathering information. In case of publishing, the journalist should be able to demonstrate a public need to know private information.

For instance, journalist with such ethics will exercise professional precaution in identifying a victim of sexual offence, children in conflict with the law, persons living with life threatening diseases and suicide cases.

8. *Recordings of Conversations*

A journalist records the conversation without intimidating or harassing any person to obtain information. It involves video-recording or tape-recording conversations with anyone. They do it after getting consent but never use surreptitious means of recording the information via any electronic devices.

For instance, a journalist will use fair and honest means to obtain material by not exploiting a sources' vulnerability or ignorance of media practice.

9. *Competition and Fairness*

A journalist maintains healthy, professional, courteous, and harmonious relationships among fellow journalists and adheres to the spirit of free competition. They will not misuse the authority or power to influence any sources to feed information for their reporting purposes.

For instance, a journalist will not be influenced by the political, commercial, financial or other vested interests.

10. National Interest

A journalist considers the national interest and security above everything. They will refrain from reporting on anything that might cause division and disharmony in the society. Journalists are mindful

about risks and threats occurring due to religious, ethnic, regional or communal conflicts.

For instance, a journalist neither undermines the sovereignty and integrity of the nation nor compromises the security of the country.



ACTIVITY 5.4 : Assessing journalistic skills and code of ethics***Instructions:***

1. Select an area of news reporting
2. Engage in the news processing complying journalism code of ethics and journalistic skills to write a news report.

Questions:

- a. How well were you able to abide by the code of ethics during your news processing?
- b. How do you rate your strengths and weaknesses with regard to the journalistic skills?

REVIEW QUESTIONS

1. Discuss the elements of news in your own words.
2. Why is it important to follow a news writing style?
3. What are the journalistic skills required to become a media professional?
4. Which journalistic skills appear to be challenging to practice? Why?

CHAPTER 6

CONTENT CREATION AND ANALYSIS

Visual storytelling, a motion or moving picture, is one of the effective ways to communicate ideas, stories, perceptions and feelings. A good film makes the audience understand the story and the emotions that the creator is trying to communicate. To make sure that this happens, a filmmaker needs to understand the film language. Film language can also help the audience better absorb visual media contents.

A video forms an important aspect of multimedia as it provides pleasure to the senses of both audio and visual. There are various kinds of videos produced depending on the content of the video. This chapter will provide an understanding of film language and walk the learners through the three basic stages of production: Pre-production, Production and Post-production.

6.1 Film Language

LEARNING OBJECTIVES

- *Explore the elements of film language.*
- *Assess the use of film languages in content creation.*
- *Asses the use of composition in video content.*

Film language refers to the various techniques used in film and video production to tell a story. Some of the basic elements of film language include camera works, composition, lighting, sound and editing. The effective use of these elements help create deeper meaning and enhance the storytelling.

a. Codes in video content

Codes in video can be divided into two types: symbolic and technical. Understanding how to use these codes effectively enables better construction and deconstruction of visual media content.

i. Symbolic codes

Symbolic codes show what is beneath the surface of what we see. For example, a character's action show how the character is feeling, costumes reflect identity and colors create meanings. These codes can vary from place to place, culture to culture, and even individual to individual. Symbolic codes include setting, acting and color.

1. Setting:

Setting is the environment in which the

story takes place, including the time and place. Oftentimes, setting plays an integral role in the storytelling. A mother's role in a film set in the 1950's has specific values connected to it that would be different from a mother set in the present. Setting not only helps add context to the story but also acts as an extension of the character; it can reflect/emphasize certain characters. For example, the way a bedroom is decorated can reflect the character's personality.

2. Acting:

How a story is communicated to the audience is also majorly dependent on the actors. Actors portray characters in a visual story and contribute to character development, creating tension or advancing the story, through the use of body language, facial expressions, different voice qualities and movement. An act, as simple as a gaze, has the power to add deep meaning to a scene.

3. Color:

Colors are used not just for aesthetic purposes in movies but also for highlighting dramatic developments, or for giving a scene a certain look and feel.



Figure 6.1 Screen grab from the movie Titanic

Colors also carry cultural connotations. For example, the color of mourning (death) is black for some cultures while for others, it is white.

ii. Technical codes

Technical codes are all the ways in which equipment is used to tell the story in a video. Technical codes include camera work and other aspects like editing, sound and lighting.

1. Lighting

Lighting is a fundamental element to video production. It can guide the viewer's attention in a frame, depict the emotional and psychological state of the actors in the frame, and create the mood of the scene. These are achieved with the use of different intensity, temperature and placement of lights.

This popular scene from Titanic used artificial lighting to imitate a sunset. The soft, warm lights on the characters' faces and their surrounding, reflects the emotions of the two characters in love and depicts the romantic mood of the scene, drawing the audience into the warmth.

2. Basic Lighting Technique

1. **Key light** is the main and the strongest light source in a lighting setup. It is generally used to highlight the form and dimension of the subject.
2. **Fill light** adds dimension to the subject and softens harsh shadows created by the key light.
3. **Backlight** is placed behind the subject to help define its features and distinguish it from the background.

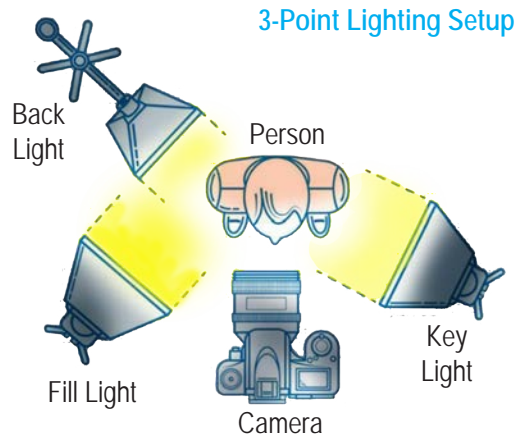


Figure 6.2 Basic lighting technique

b. Shot sizes, camera angles and movements

i. Shot sizes

Shot sizes define the way in which the subject is shown in the frame of a camera. Shot choices help establish the rhythm, meaning and tone of a scene. Some of the widely used shot sizes are discussed in Table 6.1

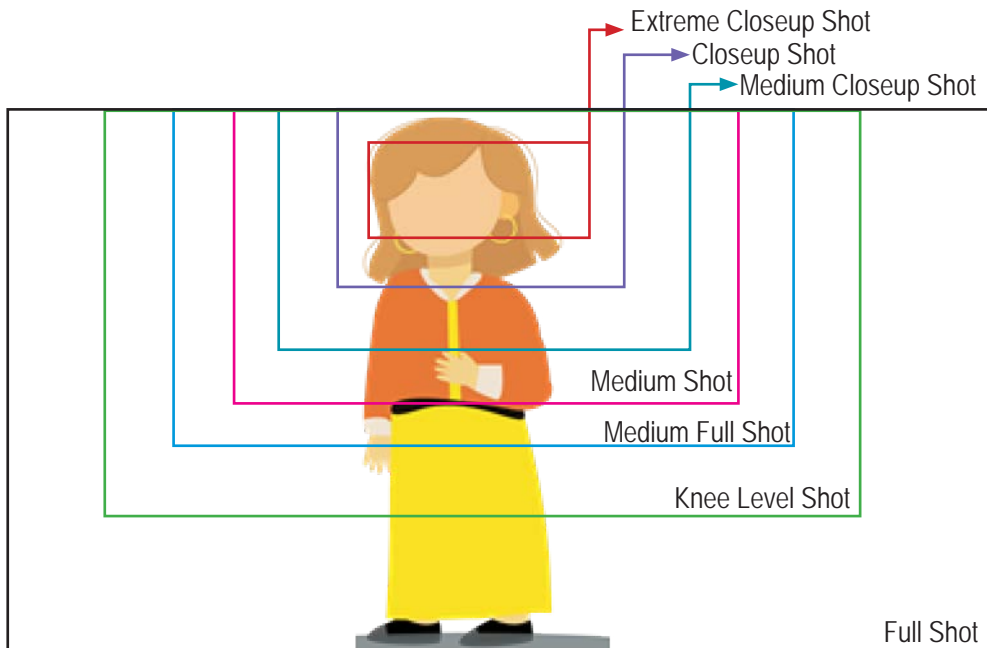


Figure 6.3 Shot sizes

Table 6.1 Shot sizes

| Shot size | Description |
|--------------------------|--|
| 1. Establishing shot | It is the most common visual element to open a scene. It is typically shot wide enough to establish the geography and time of day, and it is also often used to transition between scenes. |
| 2. Master shot | It confirms the location and the geography of the scene. It also clarifies which characters are in the scene and where they are in relation to each other. |
| 3. Wide shot | The subject is positioned far from the camera to visually represent their relation to the environment. It makes the subject appear lost, lonely or overwhelmed. |
| 4. Full shot | It captures a subject's entire body from the top to the bottom. Such shots are effective because they capture the characters' face as well as the body. |
| 5. Medium full shot | This shot is also known as a cow boy shot, arranged from the top of the subject's head to just below the waist of the subject. This shot helps portray the character as confident and dangerous especially when weapons are drawn. |
| 6. Medium shot | The shot is arranged from between the waist and chest to above the head. It is usually used when the scene needs a neutral emotion. |
| 7. Medium Close-up shot | This shot frames the subject from mid-chest to right above the head. It is used to reduce distractions and prioritize the character in a scene. |
| 8. Close up shot | Closeups are often arranged at the subject's face and it helps demonstrate the characters thoughts and feelings during critical decision-making situations. |
| 9. Extreme Close-up shot | It frames a character to isolate a specific area like lips, eyes or ears, nose. However, in general practice, eyes are the typical focus in this shot. |

ii. Camera angles

Camera angle marks the specific angle at which the camera takes a shot. Camera angles help the character build its stand by making the audience feel like they are part of the video. Some of the crucial camera angles are discussed in Table 6.2

Table 5.2 Camera angles

| Camera angles | Descriptions |
|-------------------------|--|
| 1. Low Angle | Shots taken from an angle below the eye level. It is usually used to make the subject look more dominant, powerful and aggressive. |
| 2. High Angle | Shots taken from an angle above the eye level. It is generally used to make the subject look weak, insignificant and vulnerable. |
| 3. Birds eye view Angle | It is when high angle reaches an angle above the character. It is great for showing complex movements, and to capture a dramatic detail scattered in an environment. |
| 4. The Dutch Angle | This angle tilts the horizontal angle of the frame for an image. It is used to intensify tension in a scene. |

| Camera angles | Descriptions |
|-------------------------|---|
| 5. Eye-level Angle | Eye level shot is when the camera is angled straight at the characters eye level. Such shots are used to show neutrality as it does not impose the character to be either intimidating or intimidated. |
| 6. Shoulder level Angle | The angle is arranged at the shoulder level of the subjects. It is mostly used during conversations. |
| 7. Hip level Angle | This angle, also known as a cow boy shot, is created when the camera is placed near the waist high. It is usually used to emphasize a character pulling out a sword or a weapon in a scene and when characters are not at the same level. |
| 8. Knee level Angle | Camera placed at subjects' knee height. It can be an effective way to track through the environment following the characters movement. |
| 9. Ground level Angle | This camera is placed right on the ground. It has similar intention as the Knee level shot however it is more extreme and has more focus on the characters movement. |

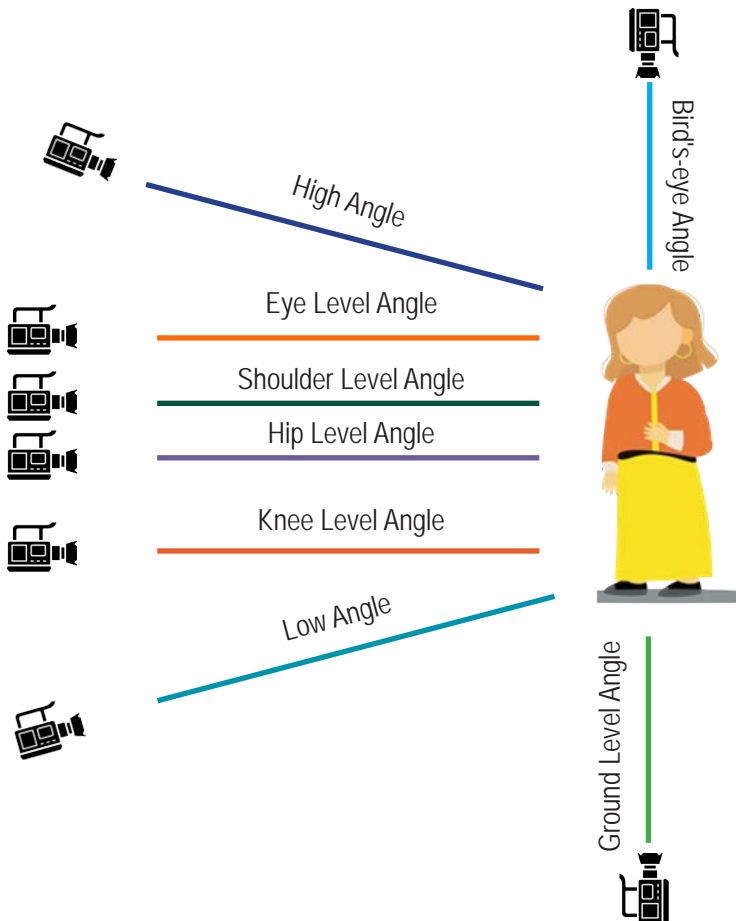


Figure 6.4 Camera Angles

iii. Camera movement

A camera movement refers to the way a camera shifts to visually narrate and shape a viewer's perspective of a scene. When camera moves a certain way, it can alter the narrative and the delivery of the content. Some of the common types of camera movements are given in Table 6.3.

Table 6.3 Camera movement

| Camera movement | Description |
|--------------------------------------|---|
| 1. Static | Static shots are commonly captured by locking the camera into a tripod. They are great for dialogue and shots that allow an active performance. It is also used to trap a character and suggest their helplessness in a scene. |
| 2. Pan | Pan rotates the camera from left to right while remaining on a fixed location. Pan can be used to show a character's movement or reveal information. A slow pan builds the anticipation while a fast pan (whip pan) heightens the energy of the scene. |
| 3. Tilt | Tilt directs the camera upward or downward; it is used to capture the verticality of the film's world. It can be used to give a character dominance (bottom to top) or vulnerability (top to bottom.) |
| 4. Zoom | Zoom doesn't make the camera move physically however there is a movement created inside the camera. Zoom outs show the context of the scene, and zoom emphasizes on details. Many horror genres use slow zoom in to create tension. A fast zoom is known as a crash zoom which is used for dramatic or comedic effect. |
| 5. Dolly | Dolly is similar to zoom movement however in this the camera makes a physical move rather than an internal one. Dollying helps build an intimate relationship between two subjects in terms of dominance or intimidation. |
| 6. Camera roll | A roll turns the camera on its axis while maintaining the direction of the lens. Often this brings a dis-orienting feeling in the audience, unsettling the equilibrium. It can be used to match a character's movement, especially in moments of panic or conflict and ascent dramatic shifts in the narrative. |
| 7. Tracking | Tracking physically moves a camera through a scene by following a subject. This is more common for long shots, that are meant to immerse audience in the scene and is used to build tension in the scene. |
| 8. Arc | Arcs make camera movement that orbits around the subject, usually to create attention. It adds dynamics to a character standing still and keeps the audience attention centralized on the subject or moments of intimacy, panic or heroism. Fast arcs cause dizzying effects, reflecting the mental state of the character. |
| 9. Random movement/ camera shake. | This movement is a result of uncontrolled camera movement. Random movements are often described as documentary style movements. It gives the impression that things occur in real time, where nothing is planned and anything can happen. |

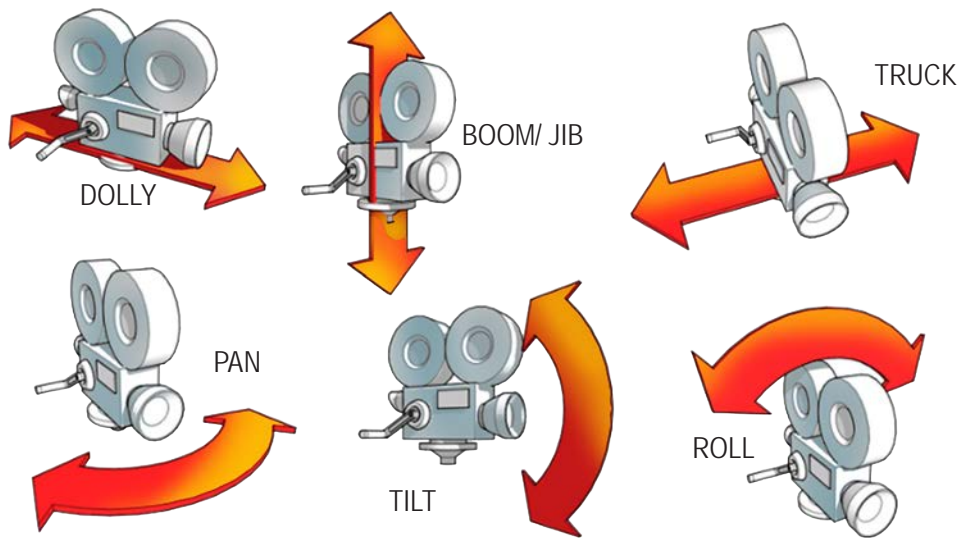


Figure 6.5 Camera Movement #similar image without trucking*

c. Composition in video

Composition is the arrangement of objects and actors in a frame, in a way that enhances the storytelling. A good composition directs the viewer's attention to what the filmmaker wants to show, therefore avoiding confusion in the viewer.

Rules of Composition

i. The Rule of Thirds

This is the fundamental rule of composition. Divide the frame into three equal parts, both horizontally and vertically. Place the subject on the meeting points of two of these lines. This translates the shot as dynamic and more pleasing to the viewer. This rule is religiously followed while conduction interviews.

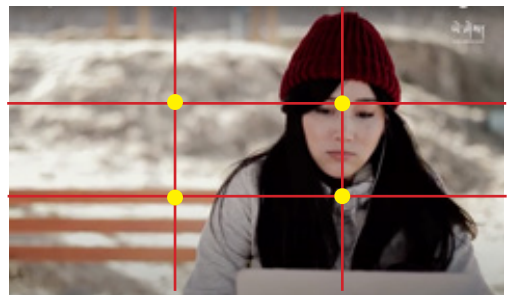
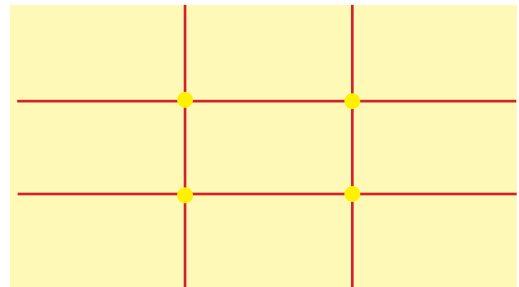


Figure 6.6 Rule of Thirds

ii. Symmetry

In a symmetrical shot, the subject is placed in the center. While it goes counter to the rule of thirds, it can be an effective way to bring the viewer's complete attention to the subject. Such shots are often used when a character is experiencing a powerful moment.



Figure 6.7 Symmetry

iii. Leading Lines

These are the visible lines in the video that will subconsciously tell the audience where they should be looking at. It helps guide the audience to a specific point in the video that the filmmaker wants them to focus on.



Figure 6.8 Leading lines

iv. Lead room and Headroom

Headroom is the space between the top of a subject's head and the edge of the top screen frame. It gives balance to the shot composition, but too much of it will make your subject look small. For optimum headroom, apply the rule of thirds; place your subject's eyes near the top third of the frame.

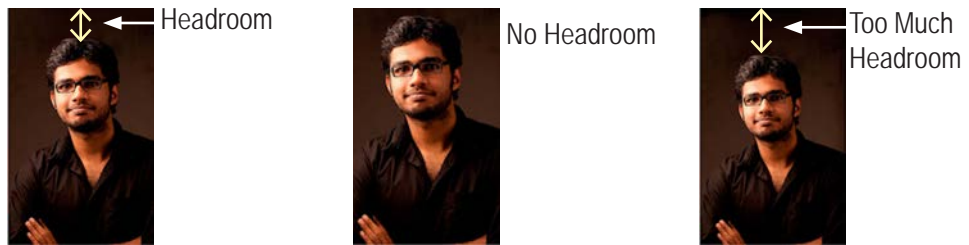


Figure 6.9 Headroom

Lead room is the amount of space in front of, or in the direction that the subject is moving. It conveys a sense of direction and purpose. Not leaving an adequate lead room in the shot can relay a sense of confusion instead of clear storytelling.

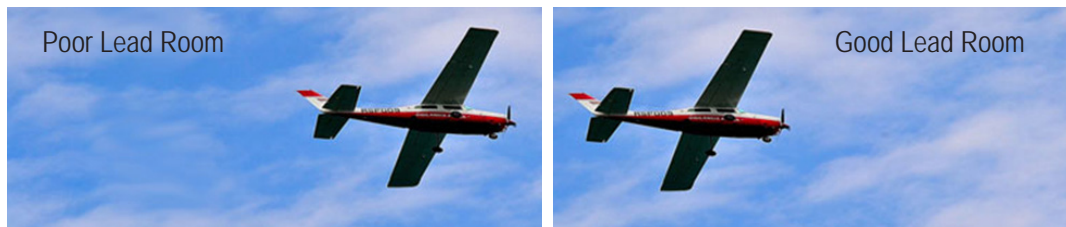


Figure 6.10 Lead room

v. Depth of Field

This refers to the area of a shot that's in focus. This composition can help emphasize what's important in a scene and guide the viewer's attention to it. Depth of field isolates the subject into a sharp focus and brings the viewer's complete attention to it, limiting the view of what's at the foreground and background of the subject.



Figure 6.11 Depth of Field

ACTIVITY 6.1 : *Assessing the use of film languages and composition in video*

Instructions:

1. Choose a video for content analysis
2. Discuss how film languages and composition are employed in the video to create meaningful messages

Questions:

- a. How has use of various film language and composition brought value addition to the meaning of video? Critically analyse.

d. Genres

Genre, in film, refers to a group of films sharing similar features or conventions. It may be the same style of music, the same style of lighting, plot, characters or themes. Let's take a look into the codes and conventions of some popular genres.

i. Action Adventure

The action adventure genre primarily involves a hero and his companions on a quest. Whether it is a quest for a treasure or to rescue a person/world, the hero must overcome significant obstacles to complete the quest. Some of the general features are fight scenes, feats of physical strength, fast passed music, quick edits and lots of shot variations.

The most common codes used are the physical size of the characters to symbolize strength and the power they possess. The color of the characters'

clothes can also be notable symbolic codes. Another common code in this genre is the existence of a personal talisman (for example, pendant, ring, etc.) that adds symbolism to the overall story.

ii. Horror

Some of the typical codes and conventions in this genre are jump scares, flashbacks, dark colors, religious iconography, secluded locations and quick, flashing shots.

Low-key lighting and pathetic fallacy are some codes that are used in every film in this genre.

Low-key lighting gives the scene an unnatural feel and helps create tension as things could be hidden in the scene that are not seen as first glance. Pathetic fallacy is a technique used to set the scene and to portray emotions of the characters.

iii. Romantic Comedy

Romantic Comedy is a hybrid genre combining romance and comedy genres. This genre is less serious compared to other genres and is primarily designed to entertain the audience. To bring out the bright atmosphere suited for this purpose, high key lighting or natural lighting is widely used in this genre. Another notable codes used across this genre are the costumes; characters in this genre most often dress according to their personalities, making it easier for

the audience to recognize the characters. Other codes and conventions include the use of popular songs, the theme of “love conquers all”, contrast in the main characters (Eg. rich guy, poor girl), bright colors, etc.

There are countless processes undertaken from the conception of the idea to the production of the final media content. These are divided into three stages, the Pre-production, Production and the Post-production stage. Following through with these stages helps streamline the production process.

ACTIVITY 6.2 : *Exploring other genres and their features.*

Instructions:

1. Explore for other genres of film
2. Discuss the features of each of the genre

Questions:

- a. Why do you think the film needs to be classified into different genres?
- b. Which is your favourite genre? Why?

6.2 Production process

LEARNING OBJECTIVES

- *Examine the process of production for a video content.*
- *Apply the process of production for a video content.*

a. Pre-production

The Pre-production stage marks the start of content creation for any video content production. It forms the blueprint for the entire production process starting from the conception of the idea to the final product. The Pre-production stage involves brainstorming and researching ideas, scripting, casting, hiring crew, location scouting, budgeting, procuring props and costumes and all other requisites for the production process. Pre-production helps the production team prepare for circumstances that may affect the production process. Three important aspects (Planning, Scripting and Storyboarding) under the Pre-production stage will be discussed.

i. Planning

Pre-production stage starts off right from the conception of the idea to creation of content. This includes brainstorming and researching idea. Planning is a big aspect for the commencement of the production process. The creator has to finalize most of the primary features like the objectives, target audience, core message in this section. These features then build the video production brief, which serves

the purpose of a guideline to ensure that the production process aligns with the planned objective.

2. Objectives

The creator has to finalize the objectives that the video has to fulfil. Finalizing the output, will help define the overall flow of the video content. This helps understand exactly what the creator wants to do with the video.

3. Target Audience

Figuring out the target audience for the content is very crucial to create an engaging content. Knowing who the audiences are, what they feel and how they think will help the creator frame the content to make it appealing for them.

4. Core message

The creator needs to clearly define the core message that the video intends to convey. This will ensure that the production team does not sway away from the primary message as the production starts.

5. Video Production brief

The video production brief is a document that outlines the core information collected so far through research. This

serves as a guide for the production process to be on the right track. A good video production brief contains:

- a. The objective of the video.
- b. The target audience.
- c. The core message.

6. Scripting

Scripting process starts after the conception of the idea to putting the idea into a written format. In this process, firstly, a storyline for the video content is developed. The finalized storyline then gets its shape through scripting process. Scripting helps make the video content become more concise and precise, it helps develop the narrative for the video so that the message is delivered effectively from beginning to end without irrelevant distractions.

There are different ways a production team does scripting however one of the most practiced one is the two-column script also known as an AV (Audio Visual) format script.

7. Storyboarding

In storyboarding stage the final script is transformed into a visual form. The visual form is represented as per the shots. Series of these pictorial representation of the shots is known as a Storyboard. Storyboards help the production team understand how the story will flow. This will provide an insight into how the shots work together. It also allows the production team to see potential problems that may go unnoticed, thereby, saving time in the production stage.

Table 6.4 Sample Two column / AV scripting format:

| Shot no | Visual | Audio |
|---------|--|---|
| 1 | CD: master shot. CM: still CA: eye level. Description: Sangay walks out of his house cheerfully, holding his mothers' hand. Today is his first visit to the temple. | BGM: happy background music. SFX: footsteps. |
| 2 | CD: long shot. CM: pan CA: eye level Description: Sangay smiles with excitement as they drive towards the temple. | BGM: happy background music. SFX: car driving sound. |
| 3 | CD: long shot. CM: tilt up CA: low level Description: Sangay runs out of the car and is left in awe as he sees the big red structure. | BGM: happy background music. SFX: fastened footsteps, doors closing. |

| Shot no | Visual | Audio |
|---------|---|--|
| 4 | CD: medium shot. CM: zoom CA: eye level Description: Sangay walks towards the temple while touching the flowers planted along the way. | BGM: happy background music. SFX: footsteps. |
| 5 | CD: full shot. CM: still CA: eye level Description: Sangay walks into the temple and the koenyer gives him a packet of khabzey (Tshog). | BGM: happy background music. SFX: footsteps and plastic bag crushing sound. |
| 6 | CD: wide shot. CM: still CA: shoulder level Description: Sangay walks out holding his mothers' hand and as he turns back, he thinks to himself "I will come back again". | BGM: happy background music. SFX: footsteps. |

keywords:

CD: Camera Distance, CM: Camera Movement, CA: Camera Angle, BGM: Background Music, SFX: Sound Effects, INT: Interior. EXT: Exterior.

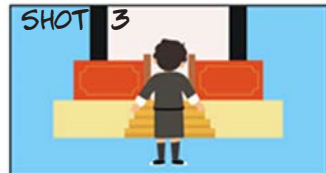
Title: My first visit to the temple



Sangay walks out of his house cheerfully, holding his mother's hand. Today is his first visit to the temple



Sangay smiles with excitement as they drive towards the temple.



Sangay runs out of the car and is left in awe as he sees the big red structure.



Sangay walks towards the temple while touching the flowers planted along the way.



Sangay wals into the temple, and the koenyer gives him a packet of khabzey (Tshog)



Sangay waks out holding his mother's hand and as he turns back he thinks to himself, " I will come back again."

Figure 5.12 Storyboard (Sample)

Once the storyboarding is completed, the producers will use this as a guideline to implement in the production process in terms of how the story unfolds.

b. Production stage

The production stage also known as the principal photography stage, is when all the actual shooting and recording happens with actors and camera equipment. This is where the execution stage for all the process of undertaken in Pre-production stage. The production processes give the storyboard developed in the pre-production stage, a real-life action feature. Production stage involves a lot of expense on the production team.

b. Post Production stage

Post production is the final stage of the production process. It includes, Picture editing, visual effects, color correction, grading, animations, sound effects and music. It is considered the longest part of the production process often lasting months and years. This stage also includes marketing and promotion, distribution and screening of the video content.

Video content editing

Videos like any other media text go through a series of refinement and corrections. The final stage of refinement is Video editing. Content creators regard video editing as important as the production stage. Digital editing requires a user to choose a specialized video editing software and then follow up

with processes like rearranging, adding and/or removing sections of video clips, applying colour correction filters and other enhancements like transitions between clips.

Three key stages of Digital Editing:

1. Input

This stage usually consists of review and assembly of raw multimedia footages from the source devices into the computer or importing material digitized multimedia files like audios, graphics, and videos made in other programs into the specialized editing software.

2. Editing

In this stage, the imported raw material is categorized onto a timeline. The shots are then cleaned up and organized through trimming to create sequences which will be assembled in the final video sequence. In this stage, audio will be edited and mixed. Transitions, titles, special effects and animations will be added to create the final video clip. Editing helps enhance the story and put emphasis on the point the creator is trying to make in a scene.

3. Output

Exporting is the final process in editing. Once the video has been fine-tuned, it is exported into various formats like .mov, mp4, and .flv files to be viewed on various media players.

ACTIVITY 6.2 : *Creating video content using three stages of production.****Instructions:***

1. Choose an imminent issue in your locality to create an awareness announcement. Write the AV script for the announcement.
2. Using the AV script, create a storyboard to represent it visually.
3. Create a minute long video using any video editing software using the storyboard as a guideline.

Questions:

- a. How have the stages of production helped you in creating the content

REVIEW QUESTIONS

1. Analyse a video of your choice in light of the film languages used in creating the content.

CHAPTER 7

ADVERTISING

Advertisement is pervasive everywhere in our daily lives. Media platforms are flooded with marketers trying to sell products and services. With the advent of social media, it has become ever so accommodating of business interests with a motive of promoting sales and capturing the market.

Advertising in traditional mass media is different from the digital platform enabled advertising. Traditional mass media such as print and broadcast use linear model of communication where one-way advertising message is sent by advertisers to the target audience. Advertising in digital media is two-way communication enabling advertisers to use direct response advertising to address individual members of the target audience.

This chapter examines basic functions, components and examine the role of key players in advertising. Furthermore, procedures of advertising and language of persuasion will be explored through critical lens.

7.1 Nature of Advertising

LEARNING OBJECTIVES

- *Examine the basic functions of advertising.*
- *Evaluate components of advertising.*

a. Definition of advertising

Advertising is defined as a communication with an intention to sell a product in the form of goods, services or ideas. Advertising provides information regarding a product or services through persuasive lens using mass or interactive media to reach broad audiences. Advertising connects identified sponsors with the target audience. Advertising can be summarized in following points;

- Paid form of communication
- Presence of an identified sponsor
- Distribution through medium
- Persuasive in nature
- Aimed at target audience

b. Basic functions of Advertising

Advertising serve various functions in the world of media and marketing. For media organizations, advertising constitute as the primary source of revenue which is used to cover operational costs and pay for content development, for business entities, it is used to promote sales and maximize profits. To better understand advertising, basic functions are discussed below;

1. Identification:

Advertising helps to distinguish a product from another. This helps buyers to link specific product, ideas and services to the company. Advertising helps to establish uniqueness of the product in a competitive market.

2. Information:

Advertising provides information regarding the product or service like what is the product, what does the product do and why should consumer buy the product. By providing information about the product, it will help create brand image and brand awareness to the mass audience.

3. Persuasion:

Advertising persuades and influences consumer to buy a product or avail the service. With increasing competition in the market, advertising extends beyond its primary informational role and venture into influencing the consumer opinion, attitudes and behavior with the use of persuasion techniques. Persuasion techniques with mix of creative elements drive customer purchasing behavior along with the technique of repetition, to remind people about the brand's message.

ACTIVITY 7.1 : Exploring range of advertisements found in your locality

Instructions:

1. Explore for range of advertisements available in your locality.
2. Check if chosen advertisements incorporate features of advertising such as identification, information and persuasion.

Questions:

- a. Which features of advertising are widespread in the advertisements found in your locality? What could be the plausible reasons?

c. Objectives of Advertising

All companies, be it small or big wants to grow bigger. One way to grow is to increase sales and improve company's image and increase public acceptance. That's how advertising comes to the company's aid and serve certain objectives. Objectives of advertising can be summed up in the following;

i. Introduce a product or a brand

The companies which are fairly new use advertising to create awareness and convince customers to try new products introduced in the market. Advertisers use flashy and attractive advertisement to make customers take interest in product and purchase.

ii. Value creation and brand building

Advertising often highlight on value that can be derived from using a product or a brand. Value is created when brand fulfill what is promised and deliver quality products which get customers to trust the brand.

iii. Continuity

Advertising keep existing customers interested in the product and services to continue their purchasing behavior. The advertisers generally keep on bringing something new in the product and advertise accordingly so that the existing customers keep on buying their products. Advertisers incorporate various persuasion techniques to remind and retain customers.

iv. Acquiring customers or brand switching

Advertising world is highly competitive where advertisers have to suggest to their potential customers to switch the brand and use their products instead. Such advertising is done in a manner to attract customers of the competitors by convincing the customers about the competitive edge the brand has over other brands, persuading to change the purchasing behaviour.

v. Switching back

In the war of brands, advertisers make efforts to win back those customers who got away, to come back and make purchase again. The advertisers use different ways like promotion, sales, new advertisement campaigns highlighting on improved quality of products, services and re-packaging to attract the customers back to them.

vi. Increase sales and maximize profits

One of the purpose of advertising is to increase sales and advertisers accordingly incorporate strategies to achieve this objective. Examples of seasonal advertising campaigns promoting seasonal goods at certain season is an efficient way to promote immediate sales. When there is increase in sales, it contributes to increase in profit.

vii. Create desire and call for action

Advertiser creating desire for the product so that customer wants the product is no less psychological play than anything. Creating desire and evoking sense of envy in products works where it becomes a motivating factor to call for action, to purchase the product to satisfy the desire.

d. Key components of advertising

Practice of advertising would be incomplete without strategy, message, media and evaluation. These components enhance the power of advertising to persuade and call for customer purchasing behavior.



1. Strategy

Strategy is a logical planning of how advertising will unfold and what advertising is supposed to accomplish. Strategy involves developing specific set of goals and objectives that the company or a brand hope to achieve in specified time frame.

Strategy outlines purpose, features and benefits of the product, which helps to define the message of advertising. Through market research, advertisers understand consumer demographics and nature of market.

2. Message

Advertising message is the visual or auditory information prepared by advertiser to inform and persuade audience regarding a product, organization, or idea. Generally, message is created based on consumer insight and market research, and is a way to capture attention of consumer.

Message incorporates creative and artistic elements exploring innovative ideas and is persuasive in nature, without a powerful and relevant message, often times effort of advertisements is futile.

Creation of effective message is essential to ensure widest exposure of the products and services among the people.

What makes messages effective?

To deliver effective message, clarity is crucial. The audience should be able to understand the message the first time it airs. Using sound effects in the advertisement stimulates audience's mind and make advertisement more interesting. While creating messages, you should focus on what you want the viewer to do or remember after seeing the advertisement.

Moreover, the message should be relevant to the audience it is intended to. Having specific target audience help to narrow down the scope of advertisement and make relevant content as per the need of the target audience. This also help in selection of desired media outlets to advertise.

Advertising message should be regulated to maintain public confidence and ensure the message is decent, truthful, fair and accurate. The overall length of your advertisement is determined by chosen media outlets.

3. Media

Media is another component of advertising. It is a channel through which advertising message is sent to mass audience. After incorporating advertising strategy and formulating message, advertisers choose appropriate medium to send messages. The best exposure is

obtained through an intelligent choice of media which is based on an intensive market research.

While selecting media outlets, advertisers need to know which outlets the target audience is most likely to prefer and accordingly pick the medium. The nature of the message determines the medium and therefore advertisers choose effective media to reach audience. Space in the print and broadcast media have to be brought and used at the most appropriate time to make advertising message effective.

4. Evaluation

Evaluation measures whether the time and resources invested in advertising has resulted in attaining positive end results and checks the success of advertisement. The evaluation methods must be planned into strategy in the beginning to evaluate whether stated objectives are achievable or not in the specified time frame.

The best way to judge effectiveness of advertising message is to request a specific action, and then to monitor whether the action has taken place or not in evaluation. Evaluating result of specific advertisement or advertising campaign will inform and provide insights to future strategy to build brand awareness.

7.2 Different Types of Advertising

LEARNING OBJECTIVES

- *Explore types of advertising.*

There are different types advertising serving different purposes.

1. *Brand advertising*

It is a type of advertising where brands and companies try to establish connections with consumers and reinforce long-term brand identity and image. Brand is an intangible marketing or business concept that helps to identify a company or a product. Using celebrity to endorse a product can be an example of brand advertising.

2. *Direct-response advertising*

It is a type of advertising where advertisers directly reach out to consumer through the use of certain medium like direct mail, telephone or the internet. Advertisers try to stimulate immediate response by making personal interaction with the consumer directly. The effects of direct response advertising is immediate and can provide insights on advertising objectives and its measurability. Marketers sending personalized email to one of its customers to promote an event can be an example of direct-response advertising.

3. *Institutional advertising*

It is a type of advertising promoting

an organization or a company so that people have positive opinion about it. This kind of advertising aim to improve reputation, create positive image, and encourage support from people to establish corporate identity. Institutional advertising is also known as corporate advertising where masses are persuaded to speak corporate's point of view.

Example of advertising campaign where company promise to give certain percentage of its profit to tackle climate change can be deemed as institutional advertising.

4. *Nonprofit advertising*

It is a type of advertising used by non profit organizations to reach audience, members and volunteers. This kind of advertising promotes non-profit organizations and its message, raise funds, encourage membership and engage volunteers to drive political or social change. It also creates awareness, disseminate important information and promote goodwill of non-profit organizations. Through fundraising and charity events, non-profit advertising also solicit donations and volunteers for humanitarian cause to help and aid people across borders.

5. Public service advertising

It is a type of advertising which focuses on messages for public service and common good. Public service advertising is generally created free of charge and media donate space and time to take care of its social responsibility role.

Public Service Announcements (PSAs) are widely used to create awareness and change public attitudes regarding issues pertinent in the society. PSAs on drunk driving, or PSAs on civic values aimed to change public attitudes can be examples of such type of advertising.



ACTIVITY 7.2 : Exploring different types of advertising

Instructions:

Explore types of advertising and evaluate its significance in marketing.

Questions:

- How does each type of advertising differ from the other in terms of intent, media and impact?

7.3 Key players in advertising

LEARNING OBJECTIVES

- Examine the role of key players in advertising.
- Explore the process of advertising.

a. The Key Players

Recognizing key players in the field of advertising will help understand advertising landscape of how advertising industries and agencies are organized and how they operate. Each player has its separate role and make different contributions in the formulation of advertisement. Process of Advertising,



Figure 7.1 Key players in advertising

Table 7.1 Key players and their roles in advertising

| Key Players | Description | Role |
|--------------------|--|---|
| Advertisers | <ul style="list-style-type: none"> Advertisers can be a company or organization which has product, service, idea or an event to promote. Some advertisers have their own in-house advertising agency to take care of advertising, however, most advertisers outsource the expertise of external agencies to bring new ideas and innovative ways to advertise. | <ul style="list-style-type: none"> Advertisers sponsor and funds the advertisement. Advertisers have specified goal for advertising. The goal can be to promote sales for a particular product or build brand awareness. As a result of advertising, advertisers will get affected (be it positively or negatively). |
| Advertising Agency | <ul style="list-style-type: none"> Advertising agency is a business service organization engaged in planning, creating, pre-testing, selecting media, placing the advertisement and post-testing of advertising messages for advertisers, mostly corporate ones. Agency comprise of qualified professionals and creative experts responsible for conceptualization of advertising messages to exhibition of advertisement. Advertising agencies find out media habits and preferences of consumers and make appropriate recommendations to the advertisers. Usually advertisers hire agencies to plan and implement their advertising efforts. | <ul style="list-style-type: none"> Agency has to learn everything about the product and services of the advertiser, design a creative plan to solve problems associated with the brand or a product and create actual ads for insertion in the various media. Creation of artistic advertisements, provision of appropriate graphics, advice on selection of media and models, discovering unique selling propositions to sophisticated market research and analyses are accepted by advertising agencies as part of their regular service. |
| Media | <ul style="list-style-type: none"> Media is the channels of communication that delivers the advertising message which is created by an advertising agency to the audience. Media planning involves making decision on where the advertisement should be put (i.e in which TV channel or radio show or newspaper) to achieve best impact on its proposed audience. Advertising agency in consultation with advertiser decides on space and time slot (what time in the day or night should media run the specific ad). Moreover, selection of media has to be cost effective reaching large number of people for the amount of money paid to the media houses or conglomerates. | <ul style="list-style-type: none"> Media helps to reach advertising message to its target audience. Media help to promote sales and build brand awareness. Effectiveness of advertising depends greatly on media selection- advertisers and advertising agencies have the same goal - to reach appropriate messages to the right audiences and derive the maximum business support of the audience. |

| Key Players | Description | Role |
|-----------------|---|---|
| Suppliers | <ul style="list-style-type: none"> The professionals involved in various tasks required to put together an advertisement is known as suppliers. Suppliers can be artists, models, writers, photographers, directors, researchers, printers, etc which help advertisement to take shape into perfection. The advertiser or the agency may not have expertise in a specialized area, their people may be overloaded with work, or they may want a fresh perspective. For that reasons advertisers outsource suppliers from outside to make right advertisement. | <ul style="list-style-type: none"> Suppliers provide specialized skills required to perfect advertisement and provide the touch of professionalism in just right amount. Various suppliers involved carry out distinct roles to fulfill different needs of the advertisement. |
| Regulators | <ul style="list-style-type: none"> Advertising being a commercial communication has many rooms for deception. Deception is the manipulation of information to gain some advantage. In order to protect the public from deception in advertising, regulators make sure advertisements are legal, decent, honest and truthful. There are advertising guidelines, policy and code of conduct to protect public interest by regulating the content of advertising. Regulators have comprehensive mandate in implementing laws and regulations, and can direct the kind of advertisement that is allowed to be broadcasted in mainstream media as well as digital media. Advertisers have external regulators, often state representing bodies or the organizations responsible for regulating policies related to contents. Moreover, advertising industries have self-regulation where agencies voluntarily establishes regulations with codes and policies to adhere to. | <ul style="list-style-type: none"> Controls the quality of advertisement Makes sure advertisement fits the decent taste of the public. Regulators intend to maintain the trust of the public in advertising firms and brands they advertise. Look out and prevent possible legal issues as a result of certain advertisement. Avoid dishonest and highly exaggerated advertisements that may mislead the audience. |
| Target Audience | <ul style="list-style-type: none"> A target audience is a specific group of people identified by advertisers to reach or identified as likely customers of a business. Target audience is the fifth player in the world of advertising and play a major role in deciding whether specific advertisement is targeted to right group of people. Target audience is segmented by the use of demographic information, geographic locations, gender, income and other social variables. | <ul style="list-style-type: none"> Having advertisers identify and target appropriate audience help business to excel. Right target audience boosts sales and increase profits. Thorough market research and audience behavior is taken into consideration for target audience study. It keeps both the brand and companies and customers satisfied. |

ACTIVITY 7.3 : Exploring key players and their roles in advertising

Instructions:

1. Select an advertisement and identify key players involved in creating it.
2. Discuss the roles played by each of the key player in advertising.

Questions:

- a. How significant is the role of each key player for the success of advertising?

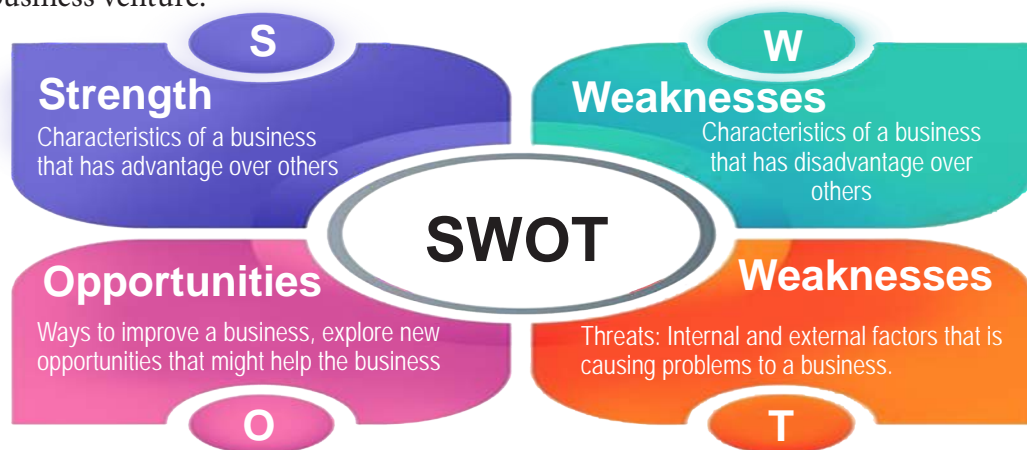
b. Process of Advertising

Advertising like any communication involve series of steps. Following are the steps of how conventional advertising usually unfold.

Step 1 Briefing:

The advertiser is briefed regarding the product or a service that needs to advertised. For that purpose, doing a SWOT analysis help advertisers to identify strengths, weaknesses, opportunities and threats of specific product or a business.

SWOT Analysis is strategic planning method used to evaluate the strengths, weaknesses, opportunities and threats involved in a project, organization or in business venture.



* Internal: Internal factors may include: Lazy employees, financial issues within the business

* External factors: Unfavorable climate condition, competitors, change in legislation, change in political systems.

Figure 7.2 SWOT analysis

Step 2 Knowing the Objective:

Advertiser should first know the objective or the purpose of advertising, i.e. what message is to be delivered to the audience? What needs to be achieved as a result of advertising?

Step 3 Research:

Research helps to find out about consumer market, behavior and preferences of consumer. It also provide insight on competitors so that advertiser can make their product distinct from others.

Step 4 Target Audience:

Specific target audience need to be identified as consumer group that is most likely to buy the product. The target should be appropriately identified without any confusion.

For advertising to be successful, having appropriate target audience is crucial. For that purpose, advertisers use audience segmentation where advertisers divide the consumer into separate groups using six key consumer characteristics:

1. *Demographic segmentation:*

Market segmentation is done using broad consumer characteristics such as age, gender, ethnicity, and income.

2. *Life-stage segmentation:*

Market is segmented based on the particular stage in consumer's life dealing with where a person is in the course of their life such as someone in college,

couples living together, single living alone or families with children.

3. *Geographic segmentation:*

The concept that consumers' needs may vary depending on where they are located is the prime focus for geographic segmentation. Consumers living in cities and urban areas have different needs and wants as compared to consumers living in rural areas. Geography and location are used as defining variable to identify target audience affecting product distribution and its communication.

4. *Psychographic segmentation:*

It is one of the market segmentation techniques where target audience are identified according to psychological traits that influence consumption habits drawn from people's lifestyles and preferences. Studies of how people spend their time and money, knowing the patterns of consumers working behavior and leisure behavior, taking consumers interests and hobbies in consideration, psychographic segmentation narrow down the target audience by combining psychological information with lifestyle insights.

5. *Behavioral segmentation:*

The segmentation takes into account of common specific behavioral pattern of consumer and segment consumers having similar behavioral pattern together. Behavioral patterns such as "Heavy users" of particular brand is deemed as important market segment whereas "occasional users" may not necessarily be.

6. *Values and benefits-based segmentation:*

Values-based segmentation is used to differentiate consumers based on their values. Consumers with conservative values may have different purchasing needs than consumer with liberal and hedonistic values. Benefits-based segmentation is based on value, benefits or advantages particular group of consumers seek from a product or service where specific problems can be solved by buying a product and offer a benefit in return.

Through segmentation of target audience, companies can effectively identify specific target audience's needs and wants and position the product in the market through advertising.

Step 5 Media Selection:

After identifying target audience, advertiser will select an appropriate media for advertising so that the customers who are to be informed about the product and are willing to buy are successfully reached.

Step 6 Setting the Budget:

Advertising budget has to be planned so that there is no short of funds or excess of funds during the process of advertising without causing losses to the company.

Step 7 Designing and Creating the Ad:

A photographer, graphic designer or ad director carefully composes a text, such

as a photograph, poster or ad, to convey a message to intended audience. The text is constructed in a particular way and is the result of many conscious decisions. The creator of the text decides what technical elements to use and what content to focus on to create a text that will convey a particular message to the audience that he or she is trying to influence in a certain way. Then the created ad is re-examined and the ad is redefined to make it perfect to enter the market.

Step 9 Place and Time of Ad:

Advertiser decide where and when the ad will be shown. The place will be decided according to the target customers where the ad is most reached by audience.

Step 10 Execution:

The advertisement is released to reach the market with perfect creation, timing and placement.

Step 11 Performance:

Lastly, advertisers and companies judge the performance of the ad in terms of the response from customers, in calling for action and benefit the brand or a company received as a result of their investment.

ACTIVITY 7.4 : *Planning for construction of an advertisement following the due processes of advertising*

Instructions:

Develop a plan for construction of an advertisement following the due processes of advertising.

Questions:

- a. What were your experience of involving in the process of advertisement construction plan?
- b. Which areas do you think you need to improve yourself to become a proficient media producer?

7.4 Language of Persuasion in Advertising

LEARNING OBJECTIVES

- *Examine ethos, pathos and logos in advertising.*
- *Deconstruct an advertisement on the basis of language of persuasion.*

Advertising like any communication use language of persuasion to convince the audience. Media messages most concerned with persuading audience are found in advertising and public relations. Commercial advertising tries to persuade consumer to buy a product or service. Public relations (PR) 'sell' a positive image of a corporation, government or organization. These 'persuaders' use a variety of techniques to grab the attention, to establish credibility and trust, to stimulate desire for a product or policy, and to motivate audience to act.

Aristotle in Ancient Greece recognized persuasive appeals of ethos, pathos and logos in his book *On Rhetoric*. In contemporary communication, especially advertising, these appeals have been extensively used to persuade and convince the audience.

a. Appeal of Ethos

Appeal of ethos, use character and ethical appeal to convince audience to believe the speaker's or advertisers position. Characters are often portrayed as having good moral values and have goodwill for others. In advertising, many a times these appeals are used for the advantage of

advertisers to gain something, persuading or dissuading audience for the course of action.

1. Association:

Advertisers associate the product they are promoting with influential people who has good characters and credibility in social standing to persuade the consumer.

2. Testimonials:

Media messages often show people testifying about the value or quality of a product, or endorsing an idea. They can be experts and celebrities and consumer tend to believe them because they appear to be a neutral third party and have good credentials.

3. Ad hominem:

Latin for 'against the man', the ad hominem technique responds to an argument by attacking the opponent instead of addressing the argument itself. It's also called 'attacking the messenger'. This technique is used to discredit the speaker's position.

4. Name-calling:

This technique links a person or idea to a negative symbol. Persuaders use

name-calling to make us reject the person or the idea on the basis of the negative symbol, instead of looking at the available evidence.

b. Appeals to pathos

Pathos stimulates emotion in an audience and appeals to the heart. Advertising use emotions like fear, humor, likes, pity and sympathy to persuade the audience and drive advertisers narrative.

1. Flattery:

Advertiser use flattery to make consumer feel good about them and do what advertisers are telling them to do. Flattery works because people like to be praised and people tend to believe people we like.

2. Fear:

Using the technique emphasizing on threats or exaggerating possible dangers to call for some sort of action; most often found in advertising.

3. Guilt/ pity:

Trying to evoke an emotional reaction that will cause the audience to behave sympathetically even if it means disregarding the issue at hand.

4. Appeal to polarity (bandwagon):

The technique urge audience to follow a course of action because “everyone does it.”

5. Slippery slope:

Making an unsupported or inadequately supported claim that “one thing inevitably

leads to another’ evoking the emotion of fear.

6. Appeal to the people (stirring symbols):

The speaker distracts the audience with symbols that are meaningful to them with strong association.

7. Appeal to tradition:

The technique appeal to tradition and assumes that people have done it a certain way for a long time; assumes that what has been done in the past is correct and proper.

8. Loaded- language and other emotionally charged uses of language:

Using biased and unpleasant language that provoke sense of emotional reaction.

9. Humour:

Many ads use humor because it grabs the attention and it’s a powerful persuasion technique. Advertisers make people laugh and make them associate their product positively.

10. Bribery:

This technique tries to persuade us to buy a product by promising to give us something else, like a discount, a rebate, a coupon, or a ‘free gift’. Unfortunately, consumer don’t really get something for free as part of the sales price covers the cost of the bribe.

11. Warm & fuzzy:

The technique use sentimental images

(especially of families, kids and animals) to stimulate feelings of pleasure, comfort, and delight. It may also include the use of soothing music, pleasant voices, and evocative words of positive connotations.

12. The Big Lie:

According to Adolf Hitler, people are more suspicious of a small lie than a big one. The Big Lie is more than exaggeration or hype; it's telling a complete falsehood with such confidence and charisma that people believe it.

c. Logos in advertising

While pathos appeals to the heart, logos appeals to the head. When used well, the logical appeal provides a well-supported argument and suggest logic. Logos have been extensively used in advertising to sell a product or prove a point using logic and evidence, and similarly, advertisers misuse logos appeal to divert away from logic.

1. Scientific evidence:

This is a particular application of the Expert technique. It uses charts, graphs, statistics to 'prove' something. It often works because many people trust science and scientists.

2. Explicit claims:

Something is 'explicit' if it is directly, fully, and/or clearly expressed or demonstrated. Explicit claims can be proven true or false through close examination or testing, and if they're false, the advertiser can get in trouble.

Hasty generalization:

Jumping to conclusion upon an unrepresentative sample or insufficient evidence.

3. False dilemma:

Misuse of argument by presenting only two options when other choices exist.

4. Smoke screen:

Avoiding the real issue or a tough question by introducing an unrelated topic as a distraction; sometimes called as red herring

5. Straw man:

Pretending to criticize an opponent's position but actually misrepresenting opponent's view as simpler or more extreme than it is and therefore easier to refute than the original or actual position: unfairly undermines credibility of claim.

6. Post hoc ergo propter hoc:

Latin phrase meaning "after this, therefore because of this": the cause of second event must be the first without proper investigation

7. Extrapolation:

Persuaders sometimes draw huge conclusions on the basis of a few small facts. Extrapolation works by ignoring complexity. It's most persuasive when it predicts something we hope can or will be true. This technique is used in advertising to defy logos in arguments.

d. Kairos

Sometimes, more than what appeals advertisers use, timing play a huge role in getting advertising messages across to consumer and persuade.

1. Timing:

Sometimes a media message is persuasive not because of what it says, but because of when it's delivered. Sophisticated ad campaigns commonly roll out carefully-timed phases or is shown at the decisive moment to grab the attention, stimulate desire, and generate a response.

Through the use of above appeals, advertising is effective tool to persuade and convince consumers. Moreover, learning the language of persuasion is important to become critical consumer of media, and see through such constructions.

e. Advertisement Deconstruction

Advertising as a commercial communication is constructed like other media messages. After looking into how advertisement come into existence, it is now paramount that skill of advertisement deconstruction should be incorporated.

What to look for in Ad Deconstruction?

i. The Message of the Ad

- Where and when does the advertisement appear?
- What is the size of the print ad or the length of the TV or radio commercial?
- What product or service is the ad selling?

ACTIVITY 7.5 : Constructing an advertisement

Instructions:

1. Design an advertisement for a business in your locality.
2. Use appropriate persuasive languages to make the advertisement impactful.

Questions:

- a. Which media languages have you used in your advertisement?
- b. Why did you choose to use them specifically for this media content?

ii. Target Audience

- For whom is this advertisement intended?
- What is the age, sex, social class, values and life-styles of the intended audience?
- What details suggest this particular audience

iii. Hook and Story

- How does the ad get our attention?
- What is happening in the ad -- many ads tell stories. What 'problems' will the product solve?
- What are the advertisers trying to get you to believe?

ACTIVITY 7.6 : Deconstructing an advertisement***Instructions:***

Look for an advertisement to deconstruct its meaning.

Identify the persuasive languages used in the advertisement.

Questions:

- a. How are the languages of persuasion used in the content influential in creating meaning?

REVIEW QUESTIONS

1. Discuss what are the most important things to be considered for a success of advertising.
2. Discuss attributes of a good key players in advertising.

CHAPTER 8

SOCIAL MEDIA

Social media started as socialising platforms, but today, it has encompassed all aspects of our lives, including business and marketing, education and learning, politics and governance, and healthcare and wellbeing, among others. Over the years, social media has grown so big that today traditional media have become little islands of news and information. Today, the power and influence of social media can no longer be discounted. Individuals and organisations must join social media and take advantage of it or be left behind.

This chapter discusses the meaning of social media, its forms, features, and impacts.

8.1 Understanding Social Media

LEARNING OBJECTIVES

- *Explain meaning of social media.*
- *Explore features of social media.*
- *Analyse different forms and functions of social media.*

Understanding social media is critical to using it to our advantage. Used effectively, social media can be an excellent tool for communication for all spheres of life. Poorly used, it can turn into a channel of misinformation, leading to disharmony and acrimony. Therefore, each social media user needs to have a basic understanding of social media, including its features, functions, and critical use of different forms of social media.

a. What is social media?

Social media is so diverse and constantly evolving that it is difficult to define it in definitive terms. Broadly, social media is a host of internet-based applications and platforms used for online communication, interaction, and user-generated content sharing. Communication, interaction, and content sharing on social media can happen for interpersonal, social, and official purposes, which broadens the scope of its use. Examples of social media include Facebook, YouTube, Instagram, WhatsApp, Telegram, and blogs.

Social media allows multimedia content creation, interaction, and collaboration

in the form of text, voice messaging and video sharing among individuals, groups, and communities. For example, a user can create, share, and view content in the form of text, audio, and video on WhatsApp. This is not possible in traditional media like newspapers.

Unlike traditional media, which is one-to-many or one-way communication, social media allows many-to-many communication. Social media content is produced by its users while traditional media content is produced by a group of professionals who choose content based on certain criteria. On social media, every user is a content writer, editor, and consumer at the same time, which gives almost unlimited freedom for creative expression

b. Features of social media

Today, social media is characterised by almost all aspects of news, information, and communication. It has become an integral part of communication that is largely inseparable from the news media. But broadly, social media is characterised by the following features.

i. Participation:

Social media allows equal participation of all users as content producers and consumers. Participation is not limited by users' literacy or educational competency and professional skills. An illiterate user can choose to use voice messaging or video apps to participate. Besides, social media has enabled individuals, organisations, and institutions to share the same platforms, facilitating free and democratic participation.

ii. Fast and global:

Social media is fast and global. It enables quick, mostly real-time, communication and interaction. It transcends geographical and demographic barriers that limit the reach of traditional media. A local newspaper in Bhutan achieves global reach as soon as it is on social media.

iii. Conversation:

While traditional media allows mostly one-way communication, social media creates instant conversation. Social media conversations often turn into constructive public discourse with openness and scope that traditional media does not allow.

iv. Community:

Social media thrives by allowing communities to form and interact. Social media communities are groups of people sharing common interests such as photography, cycling, reading, or trekking. The moment your school

creates a Facebook page which is followed by all your friends, teachers, and alumni, there is an online community. This online community is considered an extension of the physical school community but more vibrant and nimble.

c. Forms of social media

There are numerous forms of social media. The major forms include:

1. Social networking sites
2. Blogs
3. Wikis
4. Podcasts
5. Forums
6. Microblogging
7. Messaging

1. Social networking sites

Social networking sites are online platforms like Facebook and LinkedIn that allow individuals, groups, companies, or organisations to connect with one another. They share the same platform for personal, social, or interpersonal communication, knowledge-sharing, business dealings, and brand promotion. The networking sites allow users to create public profiles and choose individuals and groups who follow and interact with them and whom they want to follow and interact with.

The users of social networking sites are bound by common interests. They can upload and share text, photos, and videos for various purposes.



Figure 8.1 Social networking sites, Blogs and Wikis

2. Blogs

Blogs (short form for weblogs) are regularly updated websites maintained by individuals or groups. Blogs are usually written by individuals like a personal diary in an informal style but some blogs are serious commentaries on socio-political news and happenings. While most blogs are mostly text-based with some photos, some blogs are multimedia.

Compared to other social media forms, blogs often constitute substantive writing and reading on various subjects. Over the

years, some blog sites have turned into fully-fledged news sites even as news sites have incorporated the features of blogs. HuffPost is a popular American blog that has become a huge news site complete with news, commentaries, entertainment, videos, and personal stories.

An evolving feature of blogging is video blogging or vlog, which features only videos. Vloggers use social media platforms, mostly YouTube, to share their videos.

3. Wikis

Wikis are websites that allow collaborative editing of content by users. The first wiki was WikiWikiWeb, created in 1995 by the father of the modern wiki, Ward Cunningham. It is a system that facilitates the writing and editing of web content collaboratively, rather than simply browsing it.

The basic concept of a wiki is that almost any user can edit any page. Going by the way in which content is created on social media apps like Facebook with little regard for accuracy and ethics, one might think that online collaborative writing and editing can be far from organised. But wikis have a robust system for accuracy, writing and editing standards, and ethics.

The best example of a wiki is Wikipedia, a free, multilingual online encyclopedia written and edited by volunteers through online collaboration. Wikipedia is the largest and most-read online encyclopedia. Its popularity can be attributed to collaborative decision-making, robust policies and practices, and incremental improvements to its articles.

Wikis are used by organisations for communication and discussion. They are also used for project management to organise everything in one place, facilitate collaboration, and streamline workflow.

4. Podcasts

Podcasts are audio or video files downloadable from the internet onto a computer or a mobile device. They are made available free or on subscription as a series.

The word 'podcast' is a combination of the words 'iPod' and 'broadcast'. Podcasting started with individuals independently recording audio files on any topic and uploading them on the internet for a community of people. Today, podcasting has evolved to include episodic video files called vodcast, derived from the words 'video' and 'podcast'. And today, podcasting is done not only by individuals but also by companies, radio and TV networks (including BBC, CNN, Fox, ESPN), and newspapers (including The Economist, The New York Times). A podcast is often known as pre-recorded radio. The Economist calls its podcasts Economist Radio.

There are podcasts on a wide range of topics such as politics and governance, business and commerce, health and fitness, films and entertainment, sport and recreation, music and entertainment, and arts and culture. A new form of podcast is a podcast in the form of a serialised audiobook called podcast novel that combines podcasting and an audiobook. Unlike a traditional novel, a podcast novel is recorded into episodes and published online over a period of time.

Podcasts are popular for a number

of reasons. They do not have postage, printing, and distribution costs; they are portable and can be watched or listened to whenever and wherever one wants, and the viewer or listener can choose the content of his or her liking.

5. *Forums*

Forums (also called online forums) are websites or web pages where users can hold discussions in the form of posts and comments. Forums are driven by user-generated content. Unlike blogs, where the blogger takes control of the discussion while allowing comments from readers, forums facilitate equal participation of all users. Anyone can start a conversation, and everybody can join it.

The world's most popular forums include Reddit, American social news aggregation and discussion website, and Quora.com, a question-and-answer website where users ask questions, give answers or edit either or both of them. Other forums like Chinese Baidu Tieba allow keyword-based discussion.

Many forums allow users to share multimedia content. Forums enable their members to learn from one another by asking questions and seeking explanations. Forums are often started for particular brands, industries, interests, or even hobbies. They bring together people sharing similar interests and enable them to share information, knowledge and quick tips. If you google a question related to Microsoft, it will probably take you to a customer forum where a member will

answer your question.

6. *Microblogging*

Microblogging refers to posting short, bite-size content for an audience through online platforms. It is a combination of blogging and instant messaging. The contents could be text messages, pictures, short videos, links, or other media.

Microblogging involves sharing media on platforms such as Twitter, Instagram, and Tumblr. These platforms restrict the length of messages to a certain number of characters. For example, Twitter, one of the most popular microblogging platforms, allows 280 characters a message. Started as a platform for quick updates on where one is and for what, how one is feeling, Twitter has today become a powerful channel of communication for the most influential people in the world, driving discussion on people, politics, social issues, and economies.

Character limits on the microblogging sites make media and messages on them short, concise, and pithy. It, in turn, makes messaging and interaction quick, instant, and more frequent. Microblogging is mostly done on mobile devices, which makes it easier to send and read posts.

7. *Messaging*

Messaging refers to sending and receiving messages in a variety of formats using mobile devices connected to the internet. Mobile messaging apps allow users to exchange text messages, voice messages, photos, videos, stickers, and emoticons.



Figure 8.2 Podcasts, Forums, Microblogging and Messaging

Users can even make voice and video calls. Messaging has today become a cheap alternative to traditional text messaging via SMS.

The most popular messaging apps include WhatsApp, Facebook Messenger, WeChat, Snapchat, and Telegram. WhatsApp, Facebook Messenger, WeChat, and Telegram are widely used in Bhutan. Unlike social networking apps like Facebook and microblogging platforms like Twitter which require some degree of literacy, using messaging apps does not need literacy. They can be used by the illiterate to send and receive voice and video messages.

Today, some messaging apps are not exclusively used for sending messages. For example, apart from messaging, the China-based WeChat is used to make payments and book hotels and flights. It is like the Bhutanese using mBoB to conduct banking transactions, pay utility and internet bills, and make donations.

One popular feature of messaging apps is the community building feature. They allow users to form groups of varying sizes. A group can consist of family members, staff of an organisation, or a group of cyclists. WhatsApp allows up to 256 members in a group, WeChat allows 500 members, and Telegram allows an

unlimited number of members in a group. Lately, Telegram has picked up in Bhutan because it allows an unlimited number of members for religious teachings.

d. Social Media and Society

Social media and society have become inseparable today because they greatly influence each other. Social media is populated by people of all age groups and how people behave on social media influences society and changes it for good or bad. Today, the influence of social media spans business, socio-economic development, governance, public communications, and journalism.

i. Social Media and Business

In recent years, companies and businesses have started taking advantage of the reach and influence of social media. Today, there is no business entity without social media accounts. Because of its sheer number of users, social media has enormous reach and influence. Therefore, businesses have started taking their products, services, and advertising directly to social media bypassing traditional media, such as newspapers, radio, and television.

This trend has picked up in Bhutan with individuals and companies advertising and selling their goods and services through social media. Unlike in traditional media where advertisers have to pay for space and airtime, on social media, the space is virtually free except for some internet data costs. This has encouraged a growing business community on social media.

ii. Social Media and Socio-economic Development

Social media has facilitated social and economic development in a big way. In terms of social development, research has found that the use of social media helps promote literacy and education, culture and traditions, health and hygiene, gender empowerment, and protection of children and vulnerable sections of the population. For example, social media gives vulnerable people a greater voice, and communities and nations a huge platform to promote their cultures and traditions. During the years of the Covid-19 pandemic in Bhutan, much of public awareness about the disease was created through social media.

In terms of economic development, social media has become an enormous platform for marketing, advertising, and buying and selling goods and services. Moreover, social media facilitates business communication and interaction among people from across the globe. The advantage of social media is that it enables fast and real-time interaction. However, spending too much time on social media sharing or consuming worthless content is known to have a negative impact on economic growth by losing productive time and resources.

iii. Social Media and Governance

Social media has today become a powerful tool for governance. Governments around the world increasingly use social media to improve their public service delivery,

communicate effectively with the public, seek feedback and inputs in the decision-making process.

Social Media Policy for the Royal Government of Bhutan underlines social media as an important tool for operationalising Gross National Happiness and strengthening democracy and good governance.

Singapore is among the best examples of countries using social media for good governance. Public offices in Singapore use social media like Facebook to receive and answer public inquiries and deliver public services efficiently. The Singapore government was the first country in the world to adopt Facebook for Work in 2016.

iv. Social Media and Public Communications

Social media has revolutionised public communications. The speed and reach of

social media have rendered the traditional mode of public communications such as press releases almost redundant. In fact, most organisations and companies today bypass traditional media and communicate directly with the public through their social media platforms such as Facebook and Twitter. Traditional media pick up news and information from social media and furnish details.

In recent years, public offices in Bhutan have started using their Facebook pages to disseminate news and information, often bypassing traditional media. The best examples are the Prime Minister's Office and the Ministry of Health.

Social media has become so important for public communications that some companies have made it compulsory for their employees to use social media officially. Some companies check applicants' social media activity to gauge their background and personality.

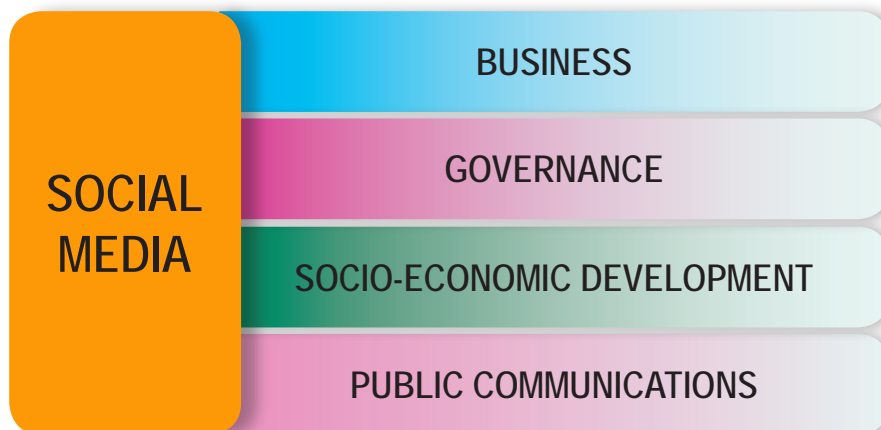


Figure 8.3 Social Media and society

ACTIVITY 8.1 : *Exploring the dynamics of social media****Instructions:***

Examine the influence of social media on each of the following.

- a. Social Relationship
- b. Political Participation
- c. Education

Questions:

- a. How do you think social media impacts interpersonal relationship?
- b. In a democratic society, what should be the role of social media?
- c. In what way does social media help in educating people?

8.2 Social Media Management

LEARNING OBJECTIVES

- *Examine social media ethics and policies.*
- *Discuss importance and management of social media security.*
- *Explore different tools of social media.*

Social media management is the process of creating, publishing, and managing social media content based on a strategy that lays down dos and don'ts. It includes analysing and engaging audiences, monitoring user-generated content, and measuring impact. Social media management is essential to get the maximum benefits and avoid potential risks.

a. Social media ethics

Ethics is a set of moral principles that guide how an individual conducts himself or herself in a socially appropriate way. On social media, ethics determine how individuals conduct themselves in a morally correct way that benefits both individuals and society.

A nationwide study by Bhutan Media Foundation (BMF, 2021) found that 90% of the Bhutanese are on social media. On average, the Bhutanese spend 163 minutes every day on social media, which is higher than the global average of 145 minutes. However, 75% of social media users in Bhutan has little or no awareness of privacy and ethical issues. This calls for ethics.

Experts say that rules and regulations in the absence of a strong sense of ethics among individuals will not have much effect. Ethics guide individual behaviours more than rules and regulations. Therefore, ethics is paramount to responsible and accountable use of social media. Ethical use will help leverage the benefits and avert the pitfalls of social media.

To harness the potential of social media and mitigate its harms, institutions and societies adopt social media policies and guidelines that underline the most important dos and don'ts.

You can discuss each of the above codes further for more in-depth understanding. For example, what more can we say about being transparent on social media? The first step towards being transparent on social media is using an authentic-looking profile picture, not a picture of a dog, flower, or car. Social media is an extension of real life, so looking authentic and being authentic is the hallmark of transparency on social media. Being not real and transparent leads to fake accounts and anonymity.

ACTIVITY 8.2 : Exploring social media policies

Instructions:

Explore for standing social media policies which are currently been followed by different countries.

Questions:

- a. What are similarities and differences in social media policies adopted by different countries?

Being responsible on social media also means spreading positive energy, being less vain about your achievements, and demeaning others' failures. Selfies, foodfies from a five-star hotel, and holiday pictures from a seaside resort in Bangkok shared on social media look innocuous but they are not. They make those who share them narcissistic and other feel unattractive and inadequate.

Researchers from the University of California found that one negative post by someone in a rainy city influenced 1.3 negative posts by friends living in dry cities. On the other hand, one positive post inspired 1.75 more positive posts. Thus, both positive and negative posts have corresponding effects.

b. Social media management

i. Why is social media management important?

Social media management is important to promote a company's or organisation's brand, market products and services,

and engage the online community professionally and ethically. Social media offers enormous business and public service potential if managed well. If mismanaged or managed poorly, social media is fraught with pitfalls. For example, a wrong post on Facebook or Twitter can destroy the reputation of a company or even invite a lawsuit. Therefore, today, public offices and companies find it important to keep a team of trained staff to manage their social media accounts and pages.

ii. Social Media Tools

Social media tools are a range of mobile and web-based applications used to manage social media content. They consist of content curation tools, post scheduling tools, content creation tools, and analytics tools. They help us create and publish content, schedule content, and analyse user engagement and performance of social media content. For example, the scheduling function of a social media tool allows us to create posts and set them to publish at specific times

in the future. It is like setting the alarm. Social media tools save time, help us plan content, and generate data on our social media engagement.

There are numerous social media tools. The basic functions of most of them are free. Hootsuite is one of the biggest social media management tools with more than 15 million users. It offers a wide range of functions from curating content to scheduling to analytics. Canva, another social media tool, allows us to create beautiful designs for social media posts.

iii. Social Media Strategy

A social media strategy is a document that outlines how an organisation or a company will create, publish, and analyse social media content. It is a guide on how to create content, what kind of content to create, who will create it, at what frequency, and for whom. In other words, social media strategy is a guide on professional social media management.

Social media strategy also outlines the methods of tracking social media metrics to improve engagement with audiences.

iv. Social Media Skills

Social media managers, as well as individuals, are expected to have a basic set of skills to use social media effectively and responsibly. They include hard skills such as clear and concise writing, photography and graphic design, use of computers and mobile phones, and use of social media tools and software. They

can be learnt as part of formal degrees or self-taught. Today, we can find many free tools online, but we need some basic skills to put them to effective use. For example, websites like Canva provide design templates for social media posts, but without basic graphic design skills such as creating a colour palette and choosing the right fonts, we cannot put them to good use.

Besides the above hard skills, social media use also demands soft skills such as interpersonal skills, a good sense of professional ethics, and sensitivity towards socio-cultural norms and values of our target communities. Soft skills include social skills. They are influenced by personal attributes.

v. Social Media Security

It is not enough to know how to use social media effectively and responsibly. We need to know how to use it securely. This means protecting our social media accounts and pages from cyber attacks. Using social media is like navigating dangerous alleyways if we do not know how to use it securely. We must know the way around.

There are numerous tips to stay secure on social media. The most important ones include the following:

1. Use a strong password. Using the same password for all our social media accounts or pages will make them more vulnerable to hackers. Experts now recommend using

- multi-factor authentication, which verifies a user, application, or device through several layers of verification.
2. Customise your privacy settings to control who can see and react to your posts, who can see you online, and who can send you messages. All social media apps have privacy settings.
 3. Be careful about what personal information you share on social media. Revealing too much personal information on social media will expose you to attacks.
 4. Be careful what links you click on social media. Social media accounts are often hacked when users click on links.

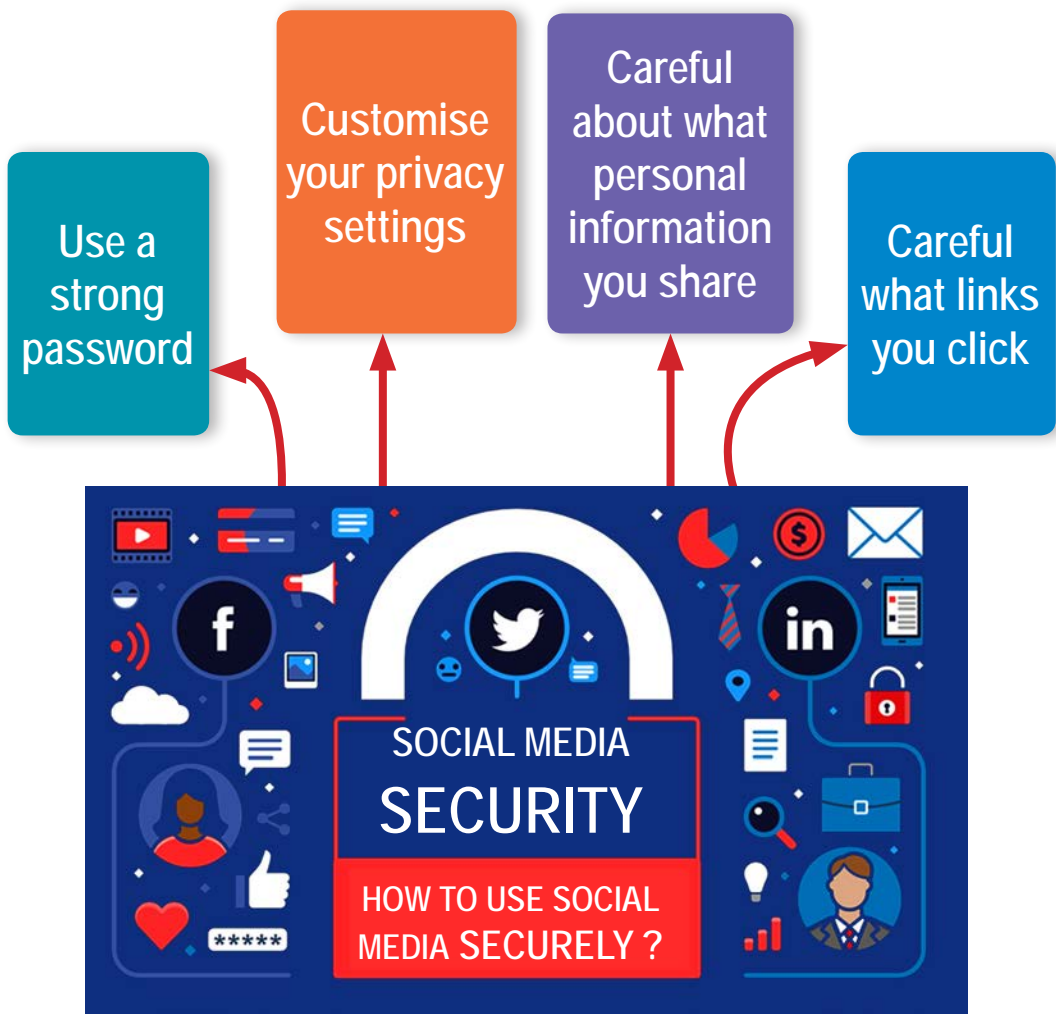


Figure 8.4 Social Media security

ACTIVITY 8.3 : *Creating and maintaining social media for some purposes*

Instructions:

1. Think of a theme for media content that you would like to manage on social media.
2. Explore an appropriate social media platform for the media content.
3. Create an account on social and start managing the content.

Questions:

- d. What were some of the glitches that you have encountered in the process of managing social media?
- e. Do you think that social media can bring positive changes to one's personal life? How?

REVIEW QUESTIONS

1. Discuss features of social media.
2. How important it is to have social media policies?
3. Discuss social media influence on business.

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=5 | T1=10 T2=10 | T1=5 T2=5 | T=30 | T=30 |
| Weighting | | | | | | | | |

Weighting and Time Allocation

| Chapters | Weighting(%) | Time Period Allocation (min) |
|--------------------------------------|--------------|------------------------------|
| Chapter 1- Global Media Landscape | 12 | 864 |
| Chapter 2- Media and Law | 12 | 864 |
| Chapter 3- Effective Communication | 10 | 720 |
| Chapter 4- Mass Communication | 10 | 720 |
| Chapter 5- News Writing | 14 | 1008 |
| Chapter 6- Content Creation Analysis | 14 | 1008 |
| Chapter 7- Advertising | 14 | 1008 |
| Chapter 8- Social Media | 14 | 1008 |
| | 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 (50 Marks)

Objective type : 50 Marks

Section B : (60 Marks)

Extended response : 50 Marks

Total Marks :100 Marks