RÉSEAU ÉDUCATION-MÉDIAS
MEDIA AWARENESS NETWORK

OSCE
The Representative on Freedom of the Media
Human Dimension Implementation Meeting
Wasaw, Polan 12 October 2004

“La question n’est pas de savoir ce qu’on a le droit de montrer, mais…
Comment permettre au spectateur de comprendre ce qu’on lui montre”

MISSION

To support and encourage media literacy and its widest possible integration into Canadian homes, schools and communities.

PHILOSOPHY

MNet's philosophy builds on the enthusiasm and energy that young people bring to the media they love. We see media education as learner-centred, and fostering life-long critical thinking skills.

WHAT WE DO

- Equip teachers, parents and community organizations with media education resources that help guide young people to become media literate.
- Design special initiatives, partnered with government, industry and the not-for-profit sector
- Provide a Canadian centre of expertise and excellence in media education, recognized internationally
- Three signature programs: education, community outreach and research

MEDIA AWARENESS NETWORK
Home
For Teachers
For Parents
Spotlight
Feature - Video Game Violence
Violence on the Holiday Wish List
Special Initiatives
Web Awareness Canada
Media Education in Canada
Young Canadians in a Wired World
Media Toolkit for Youth
Media Awareness for Girl Guides
Games for Kids

WHOM WE SERVE
Focus on Canada

- **Education Sector**:
- ✓ K – 12; media education now part of required curriculum outcomes
- ✓ Post-secondary research; academic partnering

- **Library Sector**: MNet supports their role as public Internet access providers

- **Parent Community**: hard-to-reach audience

- **Community Organizations**: Girl Guides of Canada, YM/YWCA, youth organizations

- **Health Sector**: Supports parents and health practitioners regarding media consumption and young people

MEDIA AWARENESS NETWORK — RÉSEAU ÉDUCATION MÉDIAS

Overview of Web Site Traffic - December 1996 to September 2004

Month	1996	1997	1998	1999	2000	2001	2002	2003	2004
January		9,940	22,579	7,903	62,740	73,348	108,036	140,337	280,384
February		9,934	na	9,052	59,656	74,063	117,308	135,460	328,278
March		9,937	na	52,708	59,411	85,244	138,398	269,131	301,594
April		7,948	23,833	36,438	57,650	84,507	136,446	216,450	367,117
May		9,909	22,352	37,663	54,592	73,315	134,211	201,872	347,814
June		10,141	23,872	22,173	47,464	54,977	48,171	187,321	261,837
July		na	19,738	21,207	38,912	57,244	82,218	211,848	247,352
August		11,022	19,918	21,780	41,178	80,374	79,664	163,280	227,377
September		10,458	32,883	31,898	53,609	65,050	108,362	223,233	409,228
October		17,728	30,558	41,607	75,363	113,376	131,841	325,718	
November		20,327	30,983	36,347	80,249	128,374	144,278	407,980	
December	8,022	17,944	30,214	42,323	58,140	82,343	99,115	249,716	
TOTAL				344,201	560,324	473,480	1,373,367	2,435,384	

Site Profile

- First launched in 1996. Re-designed and re-launched in March 2003
- Bilingual, English and French
- 4000+ documents, 800 microsites (sub-sites), 340 additional non-media files (pdfs, flash, video)
- 2400+ sites link into the Billed site
- Traffic origins: Canada (51%); U.S. (49%); Europe (17%); Asia (0%); Other (2.5%)

Statistics

2003

- Total unique visits: 2,435,384
- Increase over 2002: 114%
- Average visits, monthly: 240,000
- Average visits, weekly: 50,000
- Repeat visits, weekly: 75 - 90%

2004 (January - September)

- Extrapolated 2003 totals for unique visits on October 4th, 2004
- Average visits, monthly: 527,438
- Average visits, weekly: 85,359

Performance Indicators

- Total traffic for 2003 is equal to sum of traffic for 2000,2001, 2002 combined
- 2003 traffic represents a 114% increase in traffic over 2002
- In the 12 months after the launch of the re-designed site, the number of unique visitors totalled 2,232,000, an increase of 130% over the 12 months before the launch
- High level of "stickiness" - repeat visits
- Recipient of 2 awards: Yahoo! "Best of the Web" (2003), and Celebrity 2004 Award for Community Service (2001)

Expectations

2004

- Total unique visits: 4,000,000
- Increase over 2003: 98%

CONTRIBUTION TO THE PUBLIC AGENDA

➢ Society

• Children • Families • Communities
• Citizenship
• Diversity • Media Literacy

➢ Economy

• Innovation • Education
• Skills • Learning
• International Scope

➢ Responsive

• User-driven • Research-based
Consultative • Partnerships

Conseil de la radiodiffusion et des télécommunications canadiennes
Canadian Radio-television and Telecommunications Commission
CRTC
www.crtc.gc.ca
Français
English
Canada
Avis importants
Important Notices

Government of Canada / Gouvernement du Canada

Connecting Canadians

ILLEGAL and OFFENSIVE CONTENT on the INTERNET

Canada

CONNECTIVITY and LEARNING in CANADA'S SCHOOLS: WHY MEDIA LITERACY

Industry Canada and Statistics Canada study 2003/04:

- The study found that Canadian schools are equipped with the necessary infrastructure to integrate ICTs in the learning environment
- In 2003/04, over 97% of all elementary and secondary schools were connected to the Internet, as were 93% of school computers.
- Typically, there were about five students to a school computer and 5.5 students for each computer connected to the Internet
- However, while ICT has provided students with a new learning tool, it has not arrived without a number of challenges.
- Only 46% of school principals viewed that the majority of their teachers were adequately prepared to engage their students effectively in the use of ICT to enhance their learning
- Underlines that, to be literate, people must decode, evaluate and create text, images and sounds or any combinations of these elements

Young Canadians in a Wired World
Research

Student survey: 5,600 Canadian youth, 9 to 17 years of age

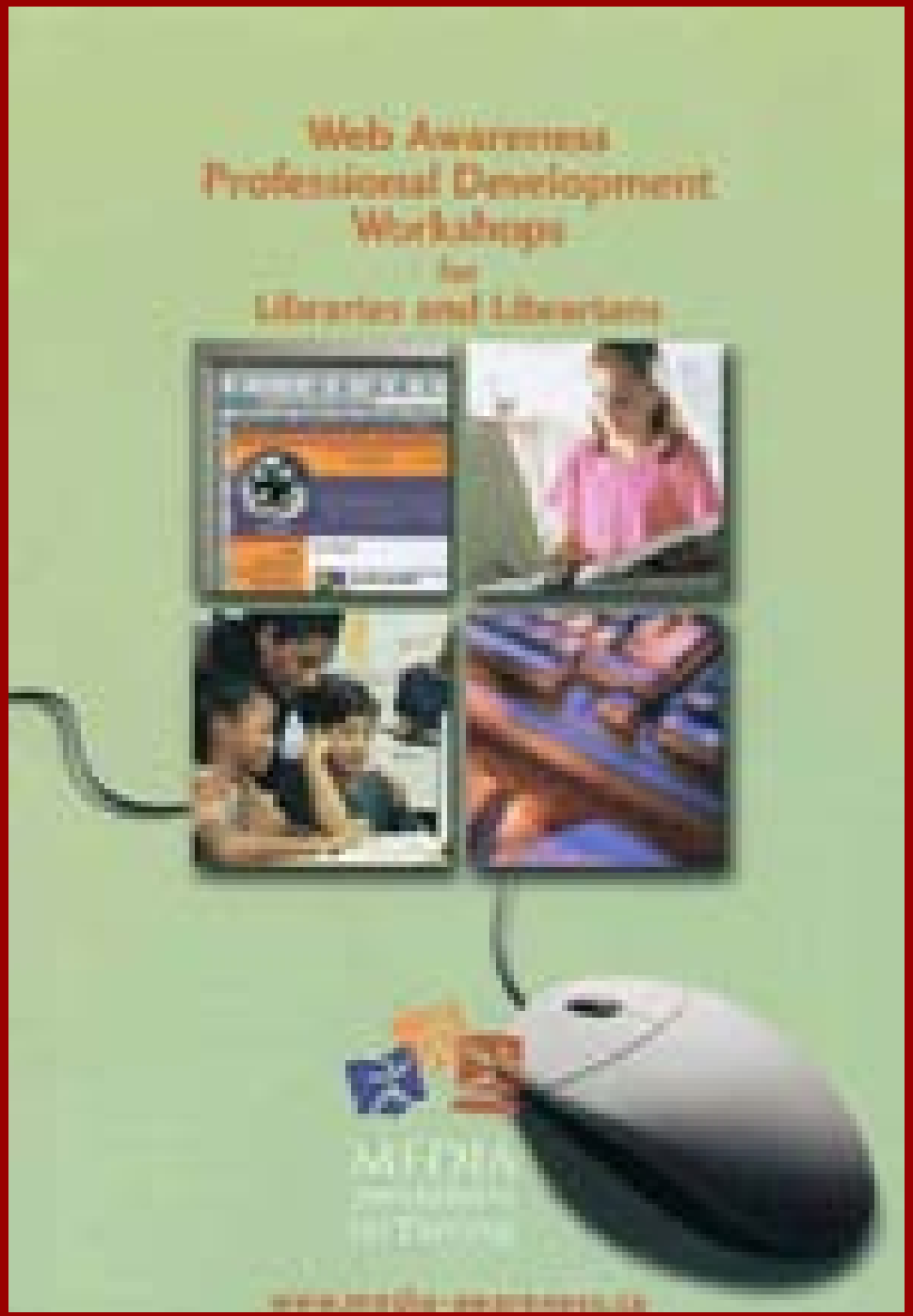
48% of students use the Internet for 1-3 hours each day

50% are alone most of the time

18% have come across a hate site

21% of sites targeted a specific group

The Internet doesn’t work on principles of censorship or control


Web Awareness
Professional Development
Workshops
for
Libraries and Librarians

multi-cultural society

- 200 ethnic origins
- 13 % visible minorities
- 82% support multi-cultural policies

EXPLORING

Media & Race

MEDIA LITERACIES FOR THE 21ST CENTURY

EXPLORING Media & Race

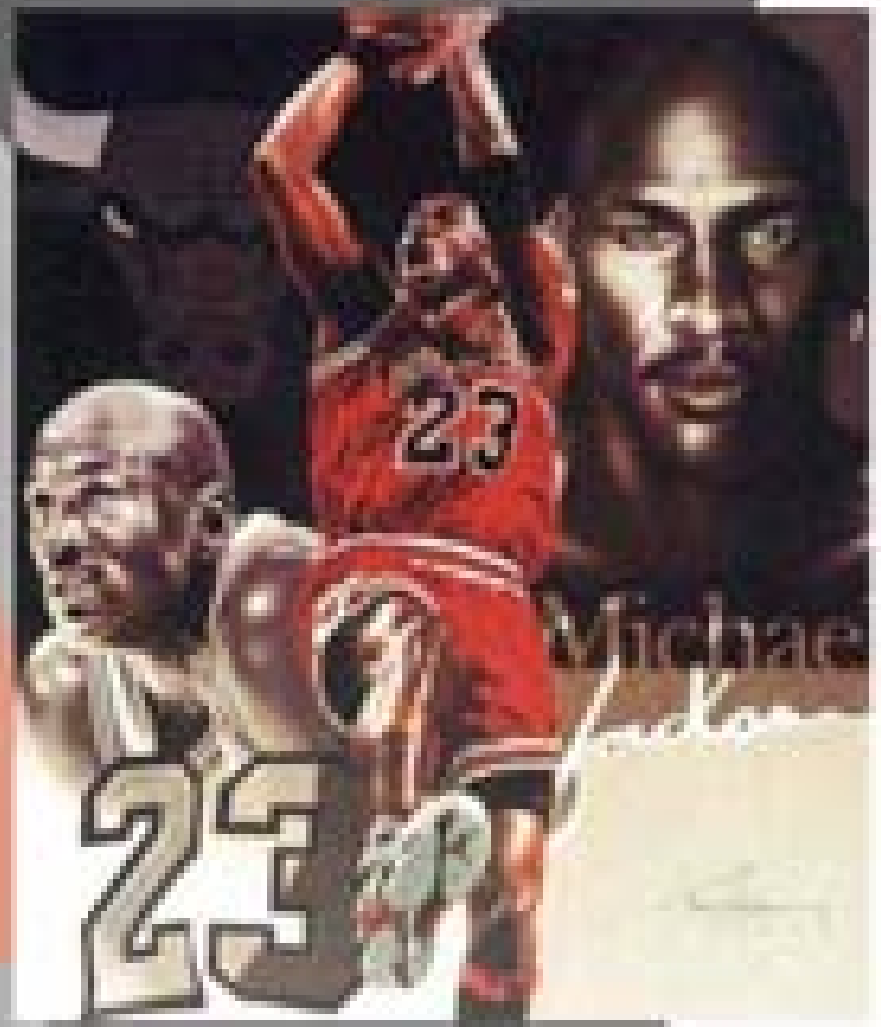
Key Concept

Audiences negotiate meaning

EXPLORING Media & Race

Key Concept

Media are constructed to re-present reality



EXPLORING Media & Race

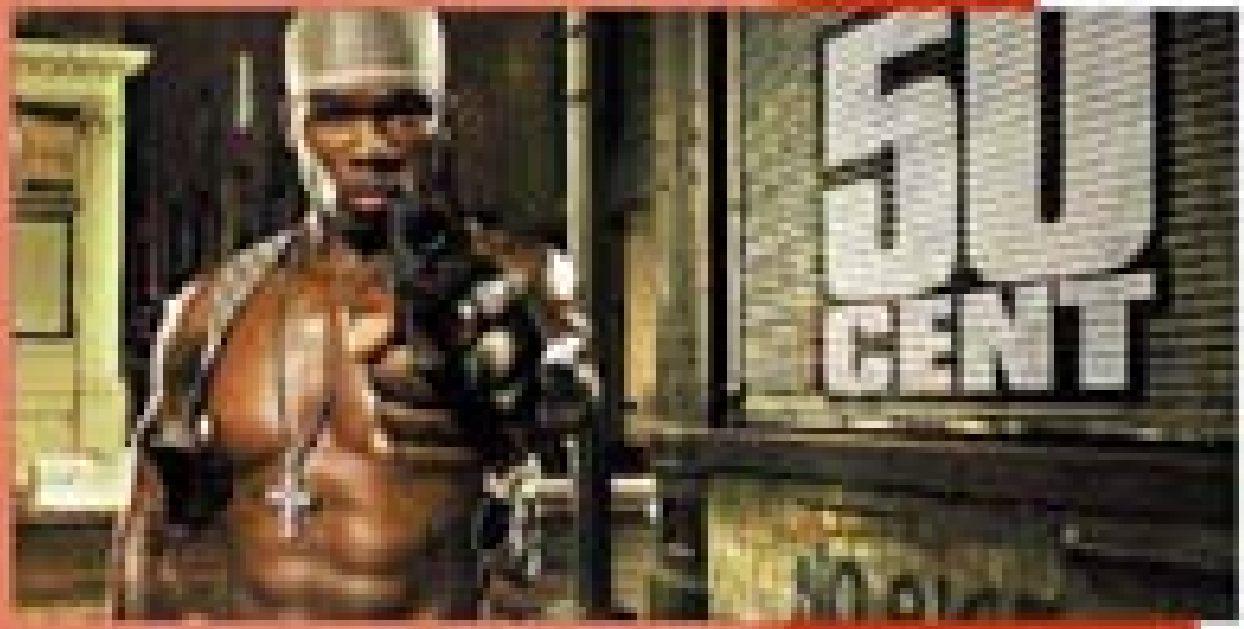
Invisibility or non-representation

We assign importance to the people we see in the media.

EXPLORING Media & Race

Impact of Invisibility

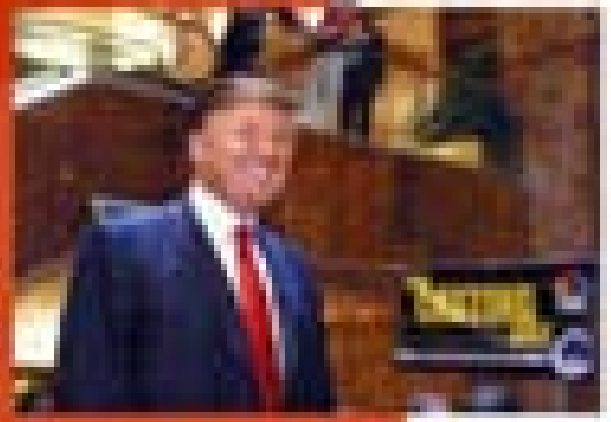
EXPLORING Media



& Race

EXPLORING Media & Race

- Whose beliefs are represented?
- Who has power?
- Who's excluded?
- What stereotypes are used?
- How are happiness, success or morality defined?



Online Hate

© MEDIA AWARENESS NETWORK

Spectrum of hate

An Educational, Historical Study Of

The Ku Klux Klan

History Books, Museum Pieces, Memorabilia,
Research Items, Collectibles, and More

Provided by

The Indiana Historical Research Foundation

MEXIFORNIA
DRIVER LICENSE

ETHNIC CLEANSING

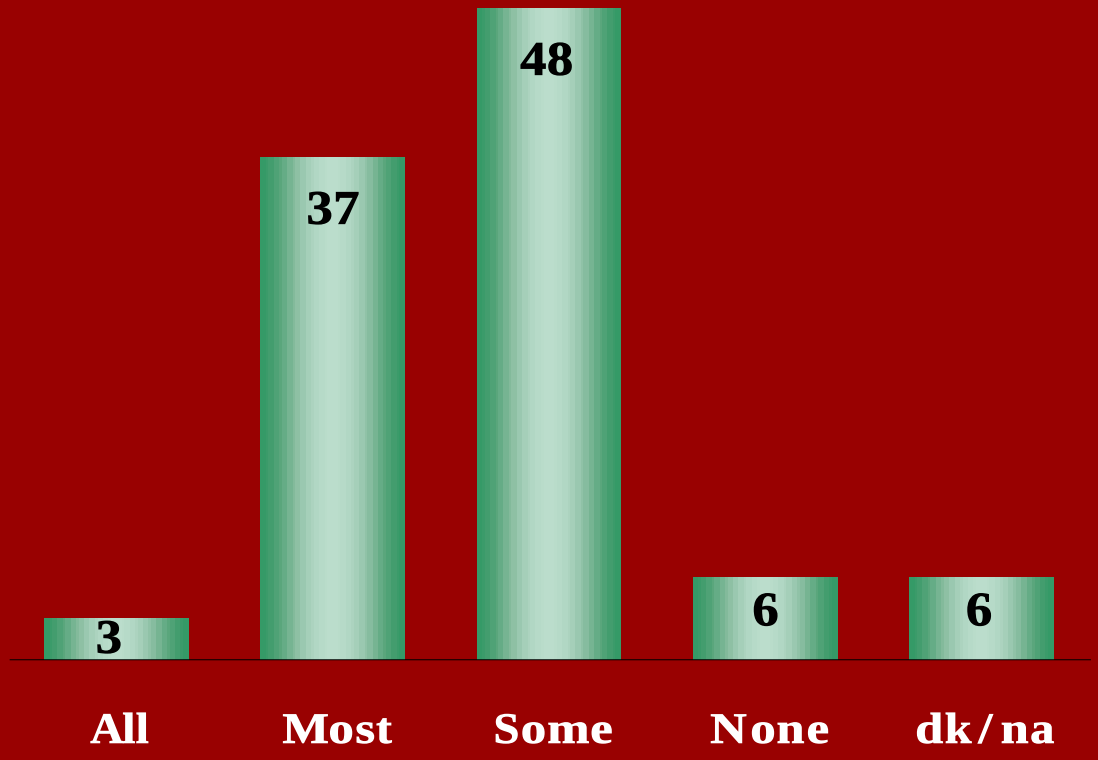
FUCK

ETHNIC CLEANSING
The Race War has begun. Your skin is your uniform in this battle for the survival of your kind. The White Race depends on you to secure its existence. Your people's enemies surround you in a sea of decay and filth that they have brought to your once clean and White nation.
Not one of their numbers shall be spared.....
RESISTANCE

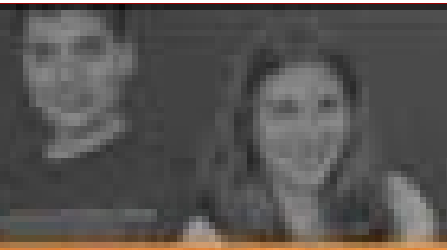
Fighting Jewish Takeover
For Over 70 Years
The Color of Crime

ALIEN ALLIANCE

Amount of Internet information believed to be true or trustworthy



Young Canadians In A Wired World, June 2001



MEDIA AWARENESS NETWORK

RÉSEAU ÉDUCATION MÉDIAS

Reality check!

EVALUATING ONLINE INFORMATION

Reality Check! applies the journalistic framework "who-what-when-where-why-and-how" to Web site content. This resource is available as a classroom presentation tool and as a study unit for independent student use. Teachers may choose either resource, or "mix and match" the sections for optimal learning. The Teachers' Guide supports both resources.

IN-CLASS PRESENTATION

A PowerPoint presentation with over 100 slides and speaking notes.

OPEN PRESENTATION | OPEN NOTES

INDEPENDENT STUDY UNIT

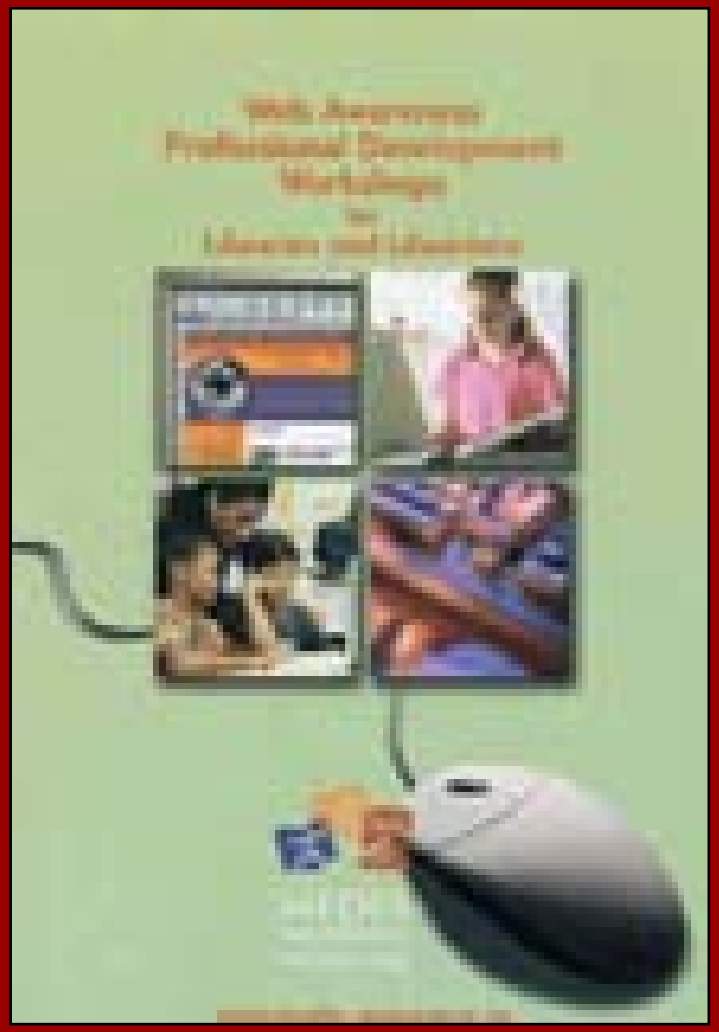
A 109-page interactive student unit for self-directed learning, to be completed on an Internet-connected computer in the school lab or at home.

OPEN PDF

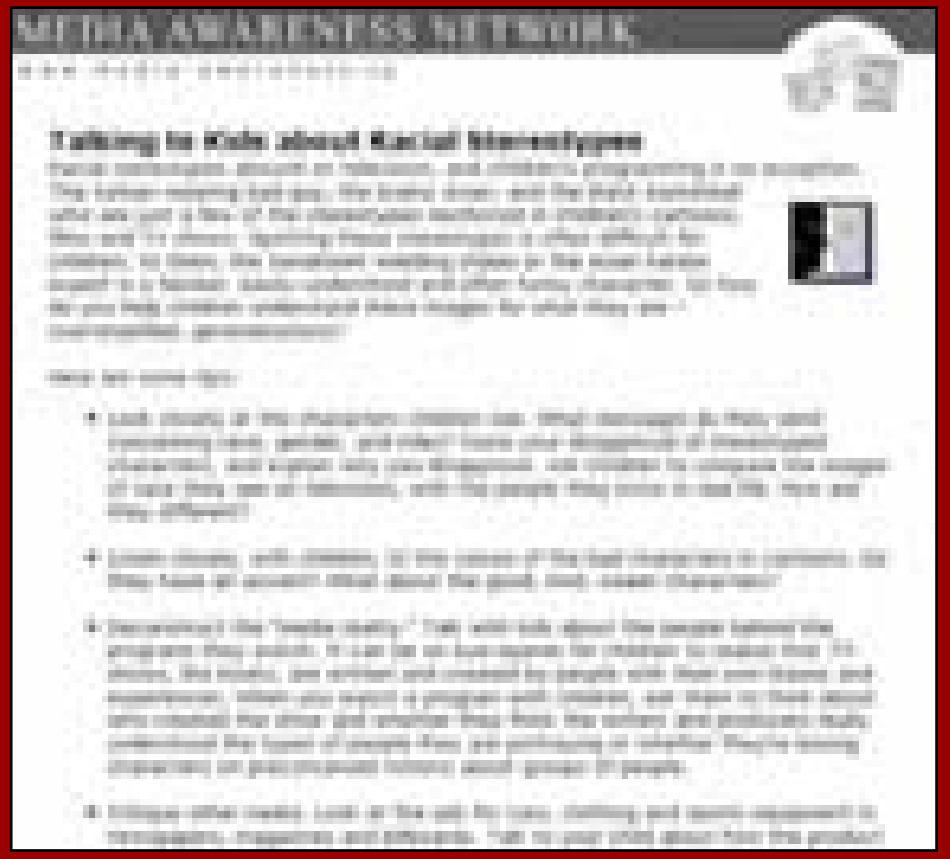
TEACHERS' GUIDE

A 46-page manual including discussion guides, lesson plans, student handouts and assignments for each of the learning modules described above.

OPEN PDF



MediaPulse
Measuring the media in kids' lives
MédiaScope
les médias dans la vie des jeunes



MEDIA AWARENESS NETWORK

Talking to Kids about Racial Stereotypes

Racial stereotypes abound on television, and children's programming is no exception. The Italian-meaning bad guy, the Asians driver, and the thick-browbeat who are just a few of the stereotypes depicted in children's cartoons. Why and it's always daunting these stereotypes is often difficult for children. In many, the handsome wedding singers on the screen behave stupid? Is a lesbian overly undermined and often funny characters. So how do you help children understand these images for what they are – overexaggerated, generalizations?

Here are some tips:

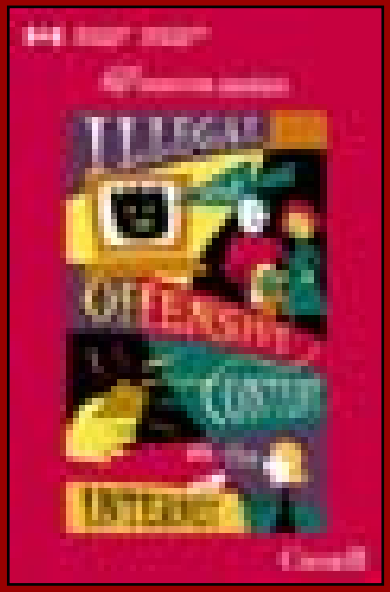
- Look closely at the characters children see. What messages do they send concerning race, gender, and class? Name your disagreement of stereotyped characters, and explain why you disagree/not. Ask children to compare the images of race they see on television, with the people they know in real life. How are they different?
- Listen closely, with children, to the voices of the bad characters in cartoons. Are they have an accent? What about the good, main, lead characters?
- Deconstruct the "media reality." Talk with kids about the people behind the programs they watch. It can be an eye-opener for children to realize that TV shows, like books, are written and created by people with their own biases and experiences. When you watch a program with children, ask them to think about who created that show and whether they think the writers and producers really understood the types of people they are portraying on-screen. Are the leading characters on preconceived notions about groups of people.
- Critique other media. Look at the ads for toys, clothing and sports equipment in newspapers, magazines and billboards. Talk to your child about how the products

Media literacy

11 Duty to promote media literacy

(1) It shall be the duty of OFCOM to take such steps, and to enter into such arrangements, as appear to them calculated-

(a) to bring about, or to encourage others to bring about, a better public understanding of the nature and characteristics of material published by means of the electronic media…



Canada's Five-Point Plan

1. GIVE CANADIANS THE TOOLS THEY NEED

In Canada today, knowledge is power. One of the government of Canada's top priorities is to **educate** Canadians about illegal and offensive content on the Internet, and to **empower** Canadians to take action in their homes…

Online
Hate

PLORING
Media
& Race
MEDIA LITERACIES FOR THE 21ST CENTURY