

ENDING FAKE NEWS

A White Paper on Media Education in Quebec



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PARTNERS



CENTRE D'ÉTUDES SUR LES MÉDIAS



SECTION 1

Executive Summary



The participatory event *Ending Fake News: The Future of Media Education Policies and Practices* was held at the Grande Bibliothèque in Montréal on November 9 and 10, 2018.

The participatory event *Ending Fake News: The Future of Media Education Policies and Practices* was held at the Grande Bibliothèque in Montréal on November 9 and 10, 2018.

This event brought together educators, researchers, journalists, representatives from governmental and quasi-governmental sectors, non-profit organizations, librarians, activists and students. This community met to exchange knowledge on issues related to media education and, at the end of the discussions and workshops, proposed practical recommendations to strengthen public media education policies and practices.

Over 150 persons participated in the activities, which included an opening conference followed by an opening

panel and two sets of three concurrent workshops as well as a closing panel. The recommendations were generated during the workshops while the closing panel was a space for review and critical discussion of the recommendations. This document summarizes these activities.

The recommendations were then compiled by the organizing committee. The final detailed version of the recommendations is presented below starting on page 20.

Ending Fake News was organized by a partnership between the Canada Research Chair in Media Education and Human Rights, Université TÉLUQ, the Groupe de recherche en communication politique, the Centre d'études sur les médias and Bibliothèque et Archives nationales du Québec.



The media-education2018.telug.ca site contains the archives and interviews made after the event as well as a digital copy of the final recommendations.

Why organize an event on media education?

The wide dissemination of unreliable and even misleading information leads to mistrust towards the media and promotes civic apathy. It is part of a context of accelerated media transformation and raises questions about the ability of diverse audiences to critically analyze journalistic work and information.

The context within which the discussion of fake news takes place is unique. Traditional media are facing a major economic and political crisis. Public confidence in journalists has reached historically low levels, as the business models on which journalistic production is based collapse and certain policy-makers fuel suspicion of “flagship” journalism institutions. This crisis is unfolding as the spectrum of

knowledge and set of skills needed for the critical evaluation of journalistic information expand and become considerably more complex. Such assessment activities now require that audiences develop research and information analysis skills, master the basics of the political economy of information production and circulation within complex digital environments, understand the workings of information distribution platforms, and have some knowledge of journalistic standards and genres. The proliferation of fake news is therefore part of a context of crisis in which the issue of the skills required for the critical analysis of journalistic work and information is being rediscovered and reconsidered.



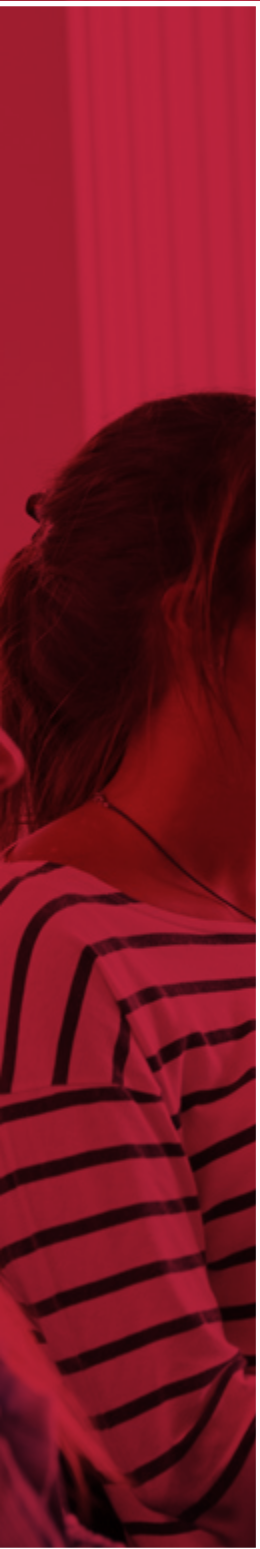
Closing panel.

From left to right: Gretchen King, Normand Landry, Kevin Chan.

Simultaneously, diverse communities of practice have undertaken numerous initiatives. These little known and undervalued activities nevertheless have helped tool citizens and educators to creatively and knowledgeably use digital networks and interact in them. In this way, the *Ending Fake News* event met a specific need: that of creating a space for educators, journalists, experts, academics, activists, citizens and policy-makers to meet and collaborate in order to propose concrete recommendations regarding public media education policies.

SECTION 2

Summary of the Event



Approach of the event

The organization and facilitation of *Ending Fake News: The Future of Media Education Policies and Practices* were based on an approach inspired by a deliberative methodology involving a community of decision makers. This deliberative methodology aims at creating spaces for discussion focused on decision-making and featuring practices that are “inclusive, equitable, pluralistic, reflexive and accountable” (Salamon et al. 2016, p. 269). As for the community of decision makers, this refers to the individuals—panellists, presenters, participants and contributors—that took part in the event. In a participa-

tory undertaking, the term “community of decision makers” refers to a group of individuals who have common interests, but often do not have the opportunity to meet together to make decisions.

In this sense, the main goal of the event *Ending Fake News* was to mobilize a community and create a space for dialogue, collaboration and decision-making for the preparation of public policy recommendations framing media education in the context of struggle against fake news.

Guiding the selection of the contributors as well as the format of the proposed program, the event's highly deliberative character was articulated around the following objectives:

- Create an accessible space for political participation;
- Bring together people that share similar concerns;
- Develop a collaborative planning as well as a facilitation process;
- Clearly indicate where and when participants can talk and be heard;
- Enable participants to work together to identify public policy solutions;
- Encourage dissensus as much as consensus;
- Include methods to assess the deliberative practices and the engagement of the community of decision makers.

This set of objectives structured the preparation of the program, the selection of participants and panellists as well as the definition of the questions underpinning the deliberative workshops. Overall, the main goal of this process was to allow the community to momentarily seize in their own way the tools that allow decision making and the development of public policies together, through the facilitation of the workshops and building on the context provided by the plenaries and opening conference.

The event's approach to participation

The recruitment of the panellists was based on the results of a call for participation circulated within academic circles, to practitioner groups and individuals that were targeted for the event, and over social media. The organizing committee received a total of 38 panel and individual and group presentation proposals. It made the final selection of individuals and groups invited to present communications. 17 proposals were accepted. To be selected, the proposals had to obtain unanimous support from the members of the organizing committee based on the following criteria: relevance regarding the topics and issues of the event, originality and

quality of the proposal, and diversity of participants. The organizing committee then distributed the accepted proposals in the different workshops, panels and conferences, and invited the speakers of the November 9 opening conference and November 10 opening and closing plenaries.

The event's program focused on three different activities: the opening conference, the opening and closing plenaries as well as the deliberative workshops.

THE OPENING CONFERENCE

Facilitated by Ève Beaudin¹, the opening conference fulfilled the dual objectives of raising the general public's awareness of the topics covered in the following day's deliberative event and launch its debate and discussions.



VIEW THE ENTIRE
OPENING CONFERENCE²



Line Pagé,
journalist

Line Pagé has been a journalist for nearly 40 years. She worked for 35 years at the Canadian Broadcasting Corporation both in radio and television. She was a reporter, editor and the first director of Radio-Canada's Radio Information Service. She is currently a lecturer in journalism at the Université de Montréal and chairs the Prix Lizette-Gervais for aspiring journalists. She is the creator and coordinator of the Media Literacy Project for second-year high school students offered by the Quebec Federation of Professional Journalists. She received in 2015 the YWCA Women of Distinction Award in the communications sector.



Chenjerai Kumanyika,
researcher, journalist and artist

Dr. Chenjerai Kumanyika is a researcher, journalist, and artist who works as an assistant professor in Rutgers University's Department of Journalism and Media Studies. His research and teaching focus on the intersections of social justice and emerging media in cultural and creative industries. A contributor to various media, Dr. Kumanyika is also a news analyst for Rising Up Radio. Starting in the fall of 2014, Dr. Kumanyika drew international audiences with his livestream coverage of protests in a number of cities, including Ferguson (Missouri), Charleston (South Carolina), and most recently Charlottesville (Virginia).

OPENING PANEL

The November 10th opening panel included various topics guiding the day's deliberative workshops. Facilitated by Colette Brin, it brought together academics and practitioners around four presentations:

Gender, ethics and media education in Africa

Sharon Adetutu Omotoso

Preparing youth to become digital citizens in a democratized media world

Matthew Johnson

Exploring the definition of media literacy to guide the development of media education

Pierre Fastrez

"Is it true or false? Your library will tell you..."

Danielle Chagnon



VIEW THE ENTIRE
OPENING PANEL³

DELIBERATIVE WORKSHOPS

All the deliberative workshops were organized to follow the same methodology. The selected speakers made short presentations on specific topics⁴; the presentations' duration could not exceed half of the time allowed for the workshop. One facilitator then moderated the participants' discussion in order to produce, through consensus, two recommendations to be later discussed in the closing panel. Throughout this process, note takers were given the task of documenting and summarizing the workshops' decisions.

The deliberative workshops focused on five primary questions:

WORKSHOP

01

Media education: what is it, who is responsible for it, and what works?

WORKSHOP

02

What curricula and public policies help promote media education?

WORKSHOP

03

What is the relationship between media education skills and informed citizen participation?

WORKSHOP

04

What historical trajectory and current contexts are generating the need for media education?

WORKSHOPS

05
06

In what ways do different perspectives on the political economy of the media, journalism and the news production cycle guide what is meant by “media education”?

WORKSHOP 01

Media education: what is it, who is responsible for it, and what works?

How can media education be defined? What is media education? Who is responsible for it and to whom are they accountable? How can a transition be made from mistrust of the media institutions to an enlightened critique? What experiences have produced positive results? What lessons can we learn from local experiences in media education?

WORKSHOP 02

What curricula and public policies help promote media education?

What are the objectives of these training programs? What key concepts and definitions can shed light on media education practices and policies? What skills are contained in this notion? What public media education policies are required? What media education practices are found in schools? Describe regulatory approaches to media education.

WORKSHOP

03

What is the relationship between media education skills and informed citizen participation?

What are the spaces, the preferred places for citizens who wish to develop and use these skills? What educational practices have the mainstream, private, public, community, radical, alternative or autonomous information media adopted? How can the development of spaces and places contributing to the development of media education practices and skills be promoted? What is the relationship between traditional media, critical participation in civic life and the shortcomings of media education?

WORKSHOP

04

What historical trajectory and current contexts are generating the need for media education?

What does media education mean in the digital age? What are the impacts of digital technologies on media education policies and practices? How do critical perspectives on journalism, political marketing, propaganda, ideology and capitalism contribute to thinking on fake news and media education? How can media education policies and practices counter disinformation and the dynamics of oppression reproduced by certain media organizations?

WORKSHOP 05 06

In what ways do different perspectives on the political economy of the media, journalism and the news production cycle guide what is meant by “media education”?

How does a better understanding of ongoing transformations in information production and consumption practices contribute to media education? What are the capacity and limits of media with respect to balance, accuracy and fairness? How are visibility, credibility and authority built in the news? How can we rethink journalism under the prism of media education? In what ways do perspectives on the precariousness of work and journalistic production practices influence media education policies and practices? What rules and norms should be applied to social media platforms?

A sixth session was added to the simultaneous workshops to include a panel proposed by community media practitioners titled “Community Media and the Fight Against Fake News.”

CLOSING PANEL

At the end of the day, the participants met to present and discuss the 13 recommendations that came out of the deliberative workshops. The participants were invited to voice their opinions on the content of each recommendation.

Gretchen King facilitated the discussions that were guided by a panel of three respondents: Pascale St-Onge, President of the Fédération nationale des communications (FNC-CSN), Normand Landry, professor at TÉLUQ University and holder of the Canada Research Chair in Media Education and Human Rights, and Kevin Chan, public policy director at Facebook Canada and member of the company's global public policy leadership team.



VIEW THE ENTIRE
CLOSING PANEL⁵

REFORMULATION OF THE RECOMMENDATIONS

After the completion of the event's formal activities, the organizing committee undertook to reformulate the recommendations in order to avoid redundancies, clarify style and help the public's understanding of the recommendations. The rewriting was done taking into account the discussions that took place in the workshops and the closing panel of the event *Ending Fake News: The Future of Media Education Policies and Practices*.

The final recommendations are presented in the following section.

SECTION 3

Recommendations



WHEREAS

media education is part of citizen and democracy training, which is rooted in a critical approach and the development of intellectual and socioemotional skills;

WHEREAS


media education contributes to the development of youth's ethical reflection and critical analysis regarding their media consumption and use of digital media, starting as a very young age;

WHEREAS

the mobilization of civil society members is required in the development and implementation of media education resources;

GIVEN

the importance of recognizing work that has already been completed on the ground by community organizations and actors working in popular media and information education;



The participants in the event *Ending Fake News: The Future of Media Education Policies and Practices* ask the government of Québec to implement the following recommendations:

RECOMMENDATION 1

That public policies be adopted to structure the support of the deployment and development of media education practices

The number of actors and public bodies entering the field of media education is growing rapidly throughout the world⁶. In this respect, Canada and Québec have been forerunners, having already created the first association of dedicated specialists in the late '60s⁷. Today, Canadian provincial and territorial school programs include all of the elements of media education.

However, important problems persist in Canada and abroad: basic and continuing teacher training is inadequate; human, financial and material resources are insufficient; vast digital inequalities persist between privileged and underprivileged sectors, particularly regarding access to technologies and how they are used; the work and expertise of school system practitioners and librarians are barely recognized and valued; the difficult

working conditions of teachers and the weak professional recognition of expertise in media education is not fostering the development of practices; knowledge and expertise are not adequately shared.

This context is slowing the development of practices aimed at strengthening media and digital skills that have become essential in a highly media-tized society. It is therefore urgent that public policies be developed to provide a coherent framework to remove the obstacles that educators find in their practices.

RECOMMENDATION 2

That these policies support the development of networks of expertise in which the different practice and research communities can meet



At the national and international level, practitioners and researchers are noting disconnections between field knowledge and expertise and academic knowledge⁸. Within this context, international networks are developing with the objective of cooperation and recognizing media education expertise⁹. Participating in these initiatives is nevertheless expensive, removed from practice environments, hard to reconcile with the workload and daily obligations of professionals and tends to be dominated by players from the academic world. There is therefore a need to value the expertise of the practice environment, develop and support networks that address their needs

and realities. These networks will make it possible to share the expertise of practitioners, exchange best practices and articulate more adequately the expertise of professionals and researchers¹⁰. Several concrete initiatives supported by public entities have in fact been set up in the international arena¹¹. It is therefore expected that public policies developed in media education include real support for the creation of expert networks and the participation of practitioners in these networks.

RECOMMENDATION 3

That these policies financially support the activities of the diverse players engaged in media education



Media education involves the fields of education, public health, science, media, high technology, social and economic development, democratic institutions and processes, public security, employment and fundamental rights. It questions the processes through which information is received, understood and appropriated by their publics. In addition, it develops the skills required to appropriate, produce and broadcast information in a critical and thoughtful way within the context of ever more numerous information sources, formats and types.

In this context, a variety of players make up the field of media education and often propose programs, activities and initiatives (without naming them directly) aimed at developing media and digital skills. These players include government and international agencies, institutions of practice (such as schools, public and school libraries and media), non-profit associations that foster or practise media education, private players (mainly from information media, telecommunications and high tech companies) and the research community¹². The projects facilitated by these players focusing on the development of media and digital skills should be recognized and financially supported by public authorities as full-fledged media education activities.

RECOMMENDATION 4

That these policies recognize community media and public and school libraries as key partners in media education and the struggle against fake news

The role of public and school libraries in media education is recognized in scientific literature and by international institutions¹³. Libraries are spaces open to the community where skills are developed in reading, researching, and the processing and critical analysis of information consulted on different mediums (books, computers, tablets, etc.). These informational competencies play an essential role in daily life, including in public health and political participation. However, the role of libraries and the expertise of librarians remains undervalued and underutilized in Canada and abroad.

Community media represent excellent sites for media education. They are operated by community members and are engines of popular education through the transmission and learning of media production and broadcasting processes. They also integrate and reflect local concerns and contribute to greater diversity within the media landscape. However, the role of community media in media education is little known by public authorities.

A better recognition of the role of libraries and community media in media education will help expand and value their mandates. This recognition should be accompanied by concrete financial, human and material support of their media education activities.

RECOMMENDATION 5

That these policies target the population's various socio-economic segments and categories



The policies developed in media education focus primarily on children and teenagers¹⁴. The priority sectors are schools and the family. However, the skills that media education aspires to develop (including critical judgment, the capacity to appropriate technical devices and inform oneself, communicate, create and express oneself through their use¹⁵) are particularly important for marginalized, undereducated and disadvantaged groups. In this respect, special attention should be given to the unemployed, immigrants, persons living with disabilities and linguistic and cultural minorities.

Media education practices are closely linked to the reduction of social, political, cultural and digital divides. Consequently, public policies designed to develop media education practices should prioritize the reduction of digital inequalities and focus on the most vulnerable population groups.

RECOMMENDATION 6

That expertise related to knowledge, practices and educational approaches specific to media education be included in the university training of actors entering the schooling environment

The teaching practices used in media education are different from traditional methods. They are introspective and require that students actively participate in learning processes, accompanied by an educator that guides and facilitates the activities¹⁶. These practices also mobilize specialized knowledge about media, its effects, its uses and cultural, political or social impacts. The development of media education practices in schools therefore requires that various educators (teachers, guidance councillors, librarians, etc.) be properly prepared in their initial training at university.

This foundational training should be accompanied by ongoing training activities and focused on ethical reflection and critical analysis of media¹⁷. This should also lead to the official recognition of professional skills valued by practitioners.

RECOMMENDATION 7

That school programs integrate a media education approach anchored in the exercise of citizenship and social inclusion

Many media education approaches coexist and confront each other. They vary according to the chosen teaching processes, the targeted skills and the defined social, political, cultural or economic objectives. Despite this, there is a large consensus in the scientific community and among the actors on the ground, on the need to articulate media education practices within the exercise of citizenship. This linking can be done around topics related to the expression of individual and collective identities in digital environments,

the development of appropriate behaviours in these environments¹⁸, and the enlightened and reflective participation in social and political life¹⁹. Consequently, school programs should integrate and define media education approaches focused on preparing learners for the exercise of citizenship.

RECOMMENDATION 8

That concrete measures be taken to ensure the funding of quality journalism, including the taxation of major platforms offering digital services and the revision of public policies to support media

The development of programs and initiatives aimed at developing media and digital skills is occurring in the context of a major crisis within information media. Companies whose business model is based on advertising are subjected to unprecedented economic pressure²⁰. The economic crisis of information media has resulted in the accelerated closure of local and regional media, layoffs and the growth of casual labour within the journalism sector. In this context, the development of media education policies should foster the maintaining of a diversified, open, transparent and robust media ecosystem. Four complementary paths were considered: the revision of journalism funding models, the taxation of large

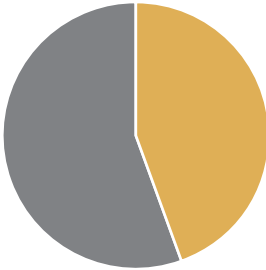
digital platforms that monopolize online advertising revenue²¹, the establishment of restrictive obligations designed to achieve greater transparency of the accumulation and sale of personal data by companies offering targeted advertising services²², as well as the revision of public policies supporting media. Public powers must therefore simultaneously act on the challenges of production, broadcasting reception and the commodification of information.

APPENDIX 1

Statistics on Participation

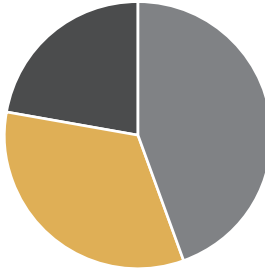
STATISTICS ON OPENING CONFERENCE AND PANEL PARTICIPANTS

DEMOGRAPHIC DISTRIBUTION



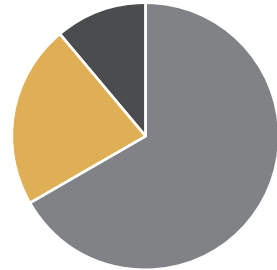
■ FEMALE
■ MALE

PROFESSIONAL BACKGROUND



■ ACADEMIC
■ JOURNALISTIC
■ OTHER

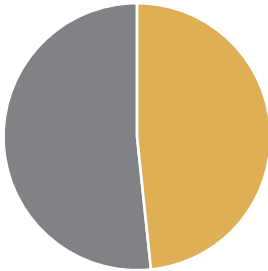
GEOGRAPHIC DISTRIBUTION



■ QUEBEC
■ CANADA/EUROPE/US/UK
■ AMERICAS/ASIA/AFRICA

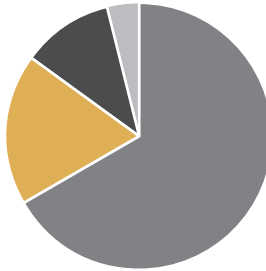
STATISTICS ON DELIBERATIVE WORKSHOP PARTICIPANTS

DEMOGRAPHIC DISTRIBUTION



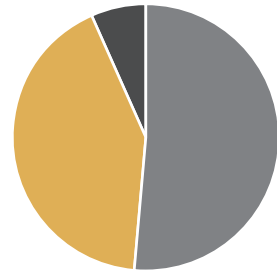
■ FEMALE
■ MALE

PROFESSIONAL BACKGROUND



■ ACADEMIC
■ JOURNALISTIC
■ EDUCATION
■ OTHER

GEOGRAPHIC DISTRIBUTION



■ QUEBEC
■ CANADA/EUROPE/US/UK
■ AMERICAS/ASIA/AFRICA

APPENDIX 2

Biography of Participants

OPENING SPEECH

Academic, journalist and diplomat **Jean-Louis Roy** was editor of the daily *Le Devoir* from 1981 to 1986, Québec's Delegate General in Paris from 1986 to 1990 and Secretary General of the International Organization of the Francophonie from 1990 to 1998. He was also President of Rights & Democracy from 2002 to 2007 and founded the Global Observatory of Human Rights in 2008. Author of many works of history, political analysis and fiction, he is currently Chief Executive Officer at Bibliothèque et Archives nationales du Québec.

OPENING PANEL

Dr. Sharon Adetutu Omotoso was formerly Acting Head of Department, Politics & International Relations, Lead City University, Ibadan. She is currently with the Gender Studies Program at the Institute of African Studies, University of Ibadan, Nigeria where she coordinates the 30-year-old Women's Research and Documentation Centre (WORDOC). She recently co-edited *Political Communication in Africa* and was a contributing author of *Media and Politics in Africa and Media, Society and the Postcolonial State* (Palgrave Handbooks, 2018). Dr. Omotoso is Research Fellow, Ibadan School of Government and Public Policy (ISGPP) and Senior Research Fellow, Institute for French Research in Africa (IFRA).

Matthew Johnson is the Director of Education for MediaSmarts, Canada's centre for digital and media literacy. He is the author of many of MediaSmarts' lessons, parent materials and interactive resources and a lead on MediaSmarts' Young Canadians in a Wired World research project. As an acknowledged expert in digital literacy and its implementation in Canadian curricula, Matthew is the architect of MediaSmarts' Use, Understand, Create: Digital Literacy Framework for Canadian K-12 Schools. He has contributed blogs and articles to websites and magazines around the world as well as presenting MediaSmarts's materials on topics such as copyright, cyberbullying, body image and online hate to parliamentary committees, academic conferences and governments and organizations around the world.

Pierre Fastrez is a Research Associate of the Fonds de la Recherche Scientifique-FNRS and a professor in communications at the Catholic University of Louvain, Belgium. For many years, he studied the influence of information and communication technologies on cognitive activities before focusing his research on media literacy. He first worked on the conceptual definition of media literacy in terms of competencies. The research projects he is involved in and leads articulate an evaluative and experimental approach that includes the design and use of performance tests in complex tasks, and a qualitative and interpretive approach to the definition of media literacy competencies based on the analysis of related media practices. He is a member of the Higher Council for Media Education of the French Community of Belgium.

Holder of a master's degree in Information science and a bachelor's in literary studies, **Danielle Chagnon** has been working for Bibliothèque et Archives nationales du Québec (BANQ) since 2001. Since 2015, she is the director general of the Grande Bibliothèque. Located in the heart of Montréal, this large public library is designed to ease the exploration of the BANQ's collections distributed on six floors that can be freely accessed. Over two million visitors visit the library every year as well as over seven million virtual visitors through its Web portal. Previously, as director of client services, Ms. Chagnon participated in the planning and implementation of the Grande Bibliothèque's services to the public before it opened in 2005. She was later in charge of reference, reception of users, loans and collection development. Ms. Chagnon has participated for many years in numerous prominent librarianship committees and boards of directors in Québec and Canada.

Colette Brin is a full professor at the Department of Information and Communication of Université Laval and director of the Centre d'études sur les médias. Her research work and teaching are articulated around recent and ongoing transformations of journalism practices, in particular through public policies and organizational initiatives as regulation mechanisms, as well as the professional discourse of journalists. She has codirected several works, including the most recent, which is entitled *Journalism in Crisis: Bridging Theory and Practice for Democratic Media Strategies in Canada* (University of Toronto Press, 2016). She coordinates the Canadian editions of the *Digital News Report* (Reuters Institute for the Study of Journalism, 2015–2018). She has published articles in *Journalism Practice*, *Sur le journalisme*, the *Revue canadienne de science politique* and the *Canadian Journal of Communication*. She is a member of the Groupe de recherche sur la communication politique (GRCP) and the Centre for the study of democratic citizenship (CÉCD).

TRUTH INC.: A STRATEGY BOARD GAME TO EDUCATE ABOUT ONLINE MISINFORMATION

The game Truth Inc. was originally proposed by **Émilie René-Véronneau** and created in collaboration with multidisciplinary teammates Manlio Alessi, Lamya Ghazaly and Elizabeth Triassi—all graduate students in Educational Technology at Concordia University.

Manlio Alessi has a Ph.D. in Chemistry and currently teaches at Champlain College St-Lambert. He came to Ed. Tech. to inform and refine his teaching strategies.

Elizabeth Triassi is a psychopedagogue and Director of Family and School Services at Agoo Children’s Health and Wellness Centre. Elizabeth’s research focuses on the ways in which interactive digital media is transforming interpersonal relationships.

MODERATOR

Émilie René-Véronneau teaches graphic design at Cégep du Vieux-Montréal. Émilie has been involved in research projects related to youth and media privacy, as well as virtual reality and empathy education. Her work on interactive documentaries was recently published in the open journal *First Monday* (Cucinelli, René-Véronneau & Oldford, 2018). Her thesis examines how online communities self-govern.

SIMULTANEOUS WORKSHOPS

WORKSHOP 1

Dr. Giuliana Cucinelli is an Assistant Professor in the Educational Technology Program in the Department of Education at Concordia University, and the co-director of the Community and Differential Motilities cluster for Concordia University's Institute for Digital Arts, Culture and Technology. Cucinelli's research-creation program focuses on the social, cultural and educational impacts of technology. Currently she is a principal investigator on a Social Science and Humanities Research Council (SSHRC) Insight Development Grant and a Fonds de recherche du Québec—Société et culture (FRQSC), Établissement de nouveaux professeurs grant which examines digital device practices and policy in K-12 schools in Quebec and Ontario. She is also a Principal Investigator on a Concordia funded research-creation project Virtual Reality and Empathy Education: Understanding Cultural, Gender and Ethnic Difference in the Workplace.

Maryse Rancourt is a guidance counsellor specialized in technology integration at the Laval School Council and RÉCIT facilitator since six years. She is above all a former teacher who seeks the full development of each youth through technologies that can help them express themselves and build their identity.

Patrick Fleury is a guidance counsellor specialized in ICT integration at the Laval School Council and a RÉCIT facilitator. For over 15 years, he was a teacher seeking to maximize the efficiency of technologies for and by students. Using the Web at school has long been his main concern. He is the author of *Comment montrer aux élèves à faire de bonnes recherches sur le web* [How to teach students to make good research on the Web], a book based on his master's thesis.

James H. Wittebols is professor of Political Science at the University of Windsor. He taught media literacy for ten years at Niagara University. More recently, he developed an information literacy course which incorporates news literacy at the University of Windsor. The course is described in this article in Communications in Information Literacy: <http://archives.pdx.edu/ds/psu/22359> He has published comparative content analyses of US and Canadian network televi-

sion news on the issues of terrorism and protest. He has published two books: *Watching M*A*S*H*, *Watching America: A Social History of the 1972–1983 Television Series* (McFarland) and *The Soap Opera Paradigm: Television Programming and Corporate Priorities* (Rowman and Littlefield).

Raymond Corriveau is a former president of the Conseil de presse du Québec where he led the first tour on the status of information in Québec. A journalist on the ground in several continents as well as a researcher, he is also an associate professor at the Department of Lettres et Communication sociale of the Université du Québec in Trois-Rivières where he has been a key player in establishing various social communication programs (BA, MA, Ph. D.). Together with colleagues of the Universités du Québec network, he obtained a Fodar grant on media education. He has contributed to collective publications and given conferences on media education. He also is a member of the Centre de recherche interuniversitaire sur la communication, l'information et la société (CRISIS).

WORKSHOP 2

Dr. André Haller is a researcher at the Institute for Communication Studies at University of Bamberg, Germany. His main fields of research and teaching are strategic and political communication (particularly campaign communication and disinformation on the Internet), scandal coverage and new developments in journalism. He is teaching since 2011 and is also working as a lecturer for the Hanns-Seidel-Foundation in the field of continuing education and in schools.

Markus Kaiser is a professor in media innovation and journalism practice at the Technische Hochschule (University of Applied Sciences) in Nuremberg. Before his academic career, Kaiser worked as a journalist and press officer. His research and teaching interests are new technological developments in journalism and their impact on society. Kaiser is also working as a lecturer for the Hanns-Seidel-Foundation.

Benoit Petit is a guidance counsellor specialized in the field of personal development at RÉCIT's national service. His main pedagogical drivers are collaboration and creativity using digital technology to serve the learner. He offers an ethical reflection on uses in the digital age: citizenship, social media, mobility, private life, copyrights, free educational resources and leadership.

Paul Carr is a professor at the Department of Education Sciences at Université du Québec en Outaouais (UQO) and director of the UNESCO Chair in Democracy, Global Citizenship and Transformative Education (DCMÉT).

Gina Thésée is a professor at the Department of didactics at Université du Québec à Montréal (UQAM) and co-director of the UNESCO Chair in Democracy, Global Citizenship and Transformative Education (DCMÉT).

Michael Hoehsmann is a professor at the Department of Education, Lakehead University and member of the executive committee of the UNESCO Chair in Democracy, Global Citizenship and Transformative Education (DCMÉT).

Michèle Fortin has held a variety of senior management positions in the fields of education, science, culture and communications in Canada. She was vice-president responsible for television programming in French at Radio-Canada from 1994 to 2002. Passionate about television, she has launched and supported several shows that have marked French language television for 15 years at Télé-Québec and Radio-Canada. She has also created the cultural channel ARTV. Ms. Fortin currently chairs Canal Savoir's board of directors and is co-chair of the board of the Youth Media Alliance. She also sits on the boards of the Canadian Association of Educational and Public Media and the Canadian Institutes of Health Research.

WORKSHOP 3

Cofounder and editor in chief of *Ricochet*, holder of a journalism certificate from University of Montréal and a master's in international journalism from Laval University, **Gabrielle Brassard-Lecours** has been a journalist for almost ten years. She has worked for Radio-Canada and Transcontinental weeklies, was an associate editor in chief of Kaléidoscope magazine. She has also written as an independent journalist in different Québec publications including *l'Actualité*, *Gazette des femmes*, *Huffington Post* and *Jobboom*. She is also a cofounder of the Ublo freelance journalist collective.

As an expert in political communication and the communication of influence, **Ms. Sophie Séguin-Lamarche** is a seasoned strategist with solid operational experience. She is the communications director of the Institut du Nouveau Monde and produces the yearbook *L'état du Québec* since 2013. For several years in her career, she was the head of an SME specialized in communications and public relations. This is when she was ranked one of the 30 best Québec entrepreneurs of her generation. In recent years, she has perfected her expertise in communications and political strategy within a political party represented at the Québec National Assembly. *Les Affaires* magazine named her “new face of responsible marketing”. She also received honours from the House of Commons of Canada for her leadership in the women’s business community. In 2016, Concertation Montréal named her Young Woman Leader.

Amir Khadir (born in Tehran, June 12, 1961) is a physicist by training, an MD specialized in microbiology and infectious diseases and a Québec politician. He is a member of the Québec solidaire political party. Until 2012, he was one of the party’s two official spokespersons. Active in his community, he co-founded the Iranian Cultural and Community Center (1985) and chaired its board of directors from 1989 to 1992.

Dr. Arulchelvan Sriram is an Assistant Professor in the Department of Media Sciences, Anna University, Chennai, India. Earlier, he was a Journalist in the Tamil newspaper industry. He holds a Ph.D. in Educational Media. He has been awarded an FCT Post-Doctoral Research Fellowship from Portugal and European Union. He is teaching Journalism, Community Media, Development Communication, Educational Media, Research Methodology for Master degree courses. He has received the Best Young Media Teacher award by an educational magazine. He is enthusiastically involved in many research projects with the support of Anna University, NSS, UNICEF, Government of Tamil Nadu, etc. He has published many research papers in national and international journals. He also presented and attended many national and international conferences. He had been invited as a resource person for several workshops and seminars. He has organized many workshops and seminars. He is connected with prominent professional associations.

Alexandra Manoliu is a doctoral student at the department of political science of the University of Montréal. She holds a bachelor's degree in international relations and European studies as well as a master's in marketing and political communication from Alexandru Ioan Cuza University, Rumania. Her master's dissertation focused on the use of new media techniques in presidential campaigns of the United States, France and Rumania. Her research topics are the notion of infotainment and the effects of political television series on the political knowledge and cynicism of viewers. She is also interested in American political campaigns. She has written a paper entitled "New roles in the presidential campaign: candidates as talk show comedians" in the book *US Election Analysis 2016: Media, Voters and the Campaign. Early reflections from leading academics*, directed by D. Lilleker, E. Thorsen, D. Jackson and A. Veneti, published by the Centre for the Study of Journalism, Culture and Community, Bournemouth University. She is currently completing a research residency at the Institut du Nouveau Monde.

Lena Hübner is a doctoral student in communications at the Université du Québec à Montréal (UQAM). After obtaining her B.A. in French studies (media) at Albert-Ludwig University in Freiburg (2012) and work experience in the field of public relations, she chose an academic career. Since completing her master's dissertation (UQAM, 2014), she has studied political communication in sociodigital networks. She is the author of the chapter "Exploring Real-time Voter Targeting Strategies on Social Media" published in *Temps et Temporalités du Web*, a collective work directed by Valérie Schafer (Presses de Paris Nanterre, 2018). In addition to her studies, she is the coordinator of scientific activities at the CRISIS interuniversity research centre.

WORKSHOP 4

Karla Prudencio is an attorney graduated from the Center for Research and Teaching in Economics (CIDE). She has also conducted studies on telecommunications, technology, digital rights, and gender perspective. She currently works in EQUIS: Justicia para las mujeres (an NGO dedicated to strengthening women's access to justice) and as a research advisor and head of CIDE's Transparency Unit. She is the president of *BIT: colectiva feminista* an organization on women and digital rights and is active with *Conectadas* a women's networking group focused on enhancing women's careers in the ICT, telecommunications and media sectors. Prior to this, Karla worked as legal advisor to a commissioner of the Federal Institute of Telecommunications and at a Federal Criminal Law Tribunal in Mexico City. She has also done strategic litigation for CIDE's Public Interest Law Clinic.

Leslie Regan Shade is a Professor and Associate Dean Research at the Faculty of Information, University of Toronto. Her research and teaching focus on the social and policy aspects of information and communication technologies (ICTs), with particular concerns towards issues of gender, youth and political economy. Arguing that policy-makers need to think critically—and creatively—about developing digital literacy skills that consider children and young people as valid and active citizens, particularly those focusing on the authenticity and prevalence of commercial content, and privacy rights, Shade’s current collaborative SSHRC-funded research includes *The eQuality Project* and *Opening the Door on Digital Privacy: Practices, Policies & Pedagogies*.

Simon Thibault is an Assistant Professor in the Department of Political Science at the Université de Montréal. His research focuses on states’ and international organizations’ initiatives to reform the media system of countries affected by past or ongoing conflicts. He is also interested in issues affecting journalism and the media in Quebec and Canada, as well as misinformation on social media. He co-edited the book *Les fausses nouvelles, nouveaux visages, nouveaux défis* published in 2018 at Les Presses de l’Université Laval, and the book *Journalism in Crisis: Bridging Theory and Practice for Democratic Media Strategies in Canada*, published in 2016 at the University of Toronto Press.

Thierry Giasson is a full professor at the Department of Political Science at Université Laval and lead researcher of the Groupe de recherche en communication politique (GRCP) since 2007. He is a member of the Chaire sur la démocratie et les institutions parlementaires (CDIP), the Centre for the Study of Democratic Citizenship (CSDC) and the Institute for Information Technologies and Societies (IITS). He is the Canadian co-director of the enpolitique.com project, a French and Quebecois team working on digital electoral campaigns. He also participates in the Online Citizenship team, headed by Harold Jansen (University of Lethbridge), which analyzes political activity and democratic citizenship in Canada. He is also a former president of the Société québécoise de science politique (2015–2017). His recent work has dealt with digital partisan, government and citizen communication strategies, political and electoral marketing, as well as the media framing of social crises. Together with Alex Marland (Memorial University of Newfoundland), he edits the *Communication, Strategy and Politics* Series at UBC Press.

WORKSHOP 5

Adrian Quinn leads the International Journalism Program at the School of Media & Communication, University of Leeds, United Kingdom. A reporter by training, he is a graduate of the Universities of Wales and Glasgow and has written for several journals and edited collections.

Sara Bannerman, Canada Research Chair in Communication Policy and Governance, is an Associate Professor of Communication Studies at McMaster University in Canada. She teaches on communication policy and governance. She has published two books on international copyright: *International Copyright and Access to Knowledge* (Cambridge University Press, 2016) and *The Struggle for Canadian Copyright: Imperialism to Internationalism, 1842-1971* (UBC Press, 2013), as well as numerous peer-reviewed articles and book chapters on international copyright, international copyright history, and other topics related to new media, traditional media, and communications theory. Bannerman is a Vice Chair of the Law Section of the International Association for Media and Communication Research (IAMCR).

Ms. Geneviève Rossier is the Director of Communications, Programming and Education at Bibliothèque et Archives nationales du Québec (BAnQ) since 2016. She has extensive experience in management and the media. She has acted as a journalist, a parliamentary correspondent, editor in chief of Radio-Canada's Téléjournal news hour and director general of Internet and digital services at Radio-Canada, where her team launched the tou.tv platform. She has also been director of Coup de Pouce magazine and Director of Communications, Public Relations and Marketing at Place des Arts. She holds an MBA from McGill-HEC, and a bachelor's degree in communications and political science.

WORKSHOP 6

François Beaudreau is the President of the Board of Directors of the Association des médias écrits communautaires du Québec. Since 2003, he has been working as a volunteer journalist and assistant editor at *L'annonneur du Bas-Saint-François*, a bimonthly regional newsletter with a circulation of 21,000 copies.

Catherine Edwards is the Executive Director of the Canadian Association of Community Television Users and Stations (CACTUS), an organization she co-founded in 2008. She is currently finishing a master's degree in Civic Media at Emerson College in Boston.

Amélie Hinse has been general director of the Fédération des télévisions communautaires autonomes du Québec (Federation of independent community televisions of Québec) for 4 years and is a Warwick municipal councillor since November 2017. Since 2010, she has worked as a rights advocate in the community sector. She is a board member of several organizations including that of the Corporation de développement communautaire des Bois-Francs, of which she is the chair.

CLOSING PANEL

Since 2015, **Pascale St-Onge** has served as the President of the Fédération nationale des communications (FNC-CSN), a labour union that brings together nearly 90 unions and 6,000 members working in media and culture, mainly in Quebec, but also in New Brunswick and Ontario. During her studies in literature and journalism, she held various positions in the administration of *La Presse*. Since her election as head of the FNC-CSN, she has overseen numerous initiatives to propose economic, legal, and policy solutions that are realistic and effective in responding to the media crisis. She advocates at various levels of government to adopt concrete measures to ensure the sustainability of journalism and employment in the sector. She actively participates in debates concerning media and culture in both government and in public arenas.

Normand Landry is a professor at Université TÉLUQ (Université du Québec) and holds the Canada Research Chair in Media Education and Human Rights. His work focuses on media education, communication rights, legal intimidation, as well as communication and social movements. His research has led him to participate in international summits organized by the United Nations, intervene with parliamentary groups and engage with civil society organizations.

Kevin Chan is a Global Director and Head of Public Policy, Canada at Facebook. He is a member of the company's global public policy leadership team, and leads the platform's efforts in Canada on a broad range of issues that impact the Internet sector. A member of the 2017 Selection Board for the Canada Excellence Research Chairs, he also serves on the boards of directors of Kids Help Phone and MediaSmarts, and sits on the Dean's Council of the Ted Rogers School of Management. Previously, Kevin was Deputy Secretary General of McGill University and a Non-Residential Fellow at Stanford's Center for Internet and Society. Earlier he served in executive roles in the federal public service including Director, Office of the Clerk of the Privy Council. Kevin graduated from Harvard Kennedy School, the Ivey Business School and the Royal Conservatory of Music.

Gretchen King has been awarded numerous prizes as a community news and public affairs programmer. Her doctoral thesis (Communications, McGill, 2015) deals with Jordan's first community radio station, Radio al-Balad 92.4, in Amman. Before her studies, from 2001 to 2011, she was news coordinator at CKUT 90.3 Montréal. From 2016 to 2018, she completed a post doctorate at the University of Ottawa, where she established projects related to the news services of community radios and public policies in communication. In 2018, Gretchen started a postdoctoral fellowship with TÉLUQ University's Canada Research Chair in Media Education and Human Rights, and afterwards she was appointed Assistant Professor of Communication and Multimedia Journalism at Lebanese American University.

ENDNOTES

- 1 Ève Beaudin has been a journalist for over 15 years. She began her career as a television reporter specializing mostly in environmental issues for Télé-Québec, TV5, ICI Radio-Canada and MATv. She was also a columnist for numerous radio programs on ICI Première, where she focused mainly on debunking food and health myths. Early 2017 marked Eve's debut at the news service Agence-Science Presse as the titular investigator at Détecteur de Rumeurs. Eve is also involved in various media-education projects, giving lectures in high schools and colleges, in hopes of helping students discern real from fake news.
- 2 The video can also be viewed at: youtu.be/sS63MmG8Nw4.
- 3 The video can also be viewed at: youtu.be/EnJLaK7p-jE.
- 4 See Appendix 2.
- 5 The video can also be viewed at: youtu.be/L88XxgWFQtc.
- 6 Frau-Meigs, D. and Torrent, J. (eds.), 2009, *Mapping media education policies in the world: Visions, programmes and challenges*. New York, UN-Alliance of Civilizations; Frau-Meigs, D., Velez, I., and Flores Michel, J. (eds.), 2017, *Public policies in media and information literacy in Europe. Cross-country comparisons*. New York, Routledge.
- 7 For more information, see Landry, N., Basque, J. and Agbobli, C., 2015, "Éducation aux médias au Canada: État des savoirs et perspective de recherche en communication", in A. Kiyindou (ed.), *Éducation aux médias. Nouveaux enjeux, rôles et statuts des acteurs*. Paris, L'Harmattan. See also Pungente, J. J., Duncan, B. and Andersen, N., 2005, "The Canadian experience: Leading the way", *Yearbook of the National Society for the Study of Education*, vol. 104, n° 1, pp. 140–160. In the 2nd half of the '90s, a non-profit organization that would become a global leader in media education was created in Canada. Founded in 1994 under the name Media Awareness Network, it would later become MediaSmarts in 2012. Based in Ottawa, its mission is "that children and youth have the critical thinking skills to engage with media as active and informed digital citizens." See: <http://mediasmarts.ca/about-us/our-mission-beliefs>.
- 8 In this respect, European researchers have concluded that "Out of all the areas of media literacy development it is what exactly goes on in formal education that we know least about. We have absolutely no research and fact based knowledge about the work that is being done in European classrooms, i.e. in the black box of media education at schools." HARTAI L., 2014, *Report on formal media education in Europe 2014*, Hungarian Institute for Education Research and Development, p. 139
- 9 See in particular International Association for Media Education: <https://iame.education>; Global Alliance for Partnerships on Media and Information Literacy: www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/; National Association for Media Literacy Education: namleconference.net.

- 10 In Canada, the main non-profit media education organization, [MediaSmarts/HabitoMédias](#), plays an important role in fostering the dialogue between researchers and practitioners. Its director of Education, Matthew Johnson, formally supports the creation of a national media education network. See: [media-education2018.teluq.ca/fr/archives.php](#).
- 11 For example, in the French region of Belgium, the mission of the Conseil supérieur de l'éducation aux médias [High Council on Media Education] is "to promote media education and foster the exchange of information and cooperation between all actors and organizations involved in media education in the French community" and "encourage and articulate initiatives, actions, experiments, learning tools, and research that may promote media education and make an inventory of them." See: [www.csem.be/csem/missions](#).
- 12 This is developed in Landry, N. and Canava, C. (2019). "Defining Media Education Policies: Building Blocks, Scope and Characteristics". In Frau Meigs, D., Kotilainen, S. & Pathak-Shehat, M. (eds.), *Handbook on Media Education Research*. Palgrave.
- 13 See UNESCO (2013). *Media and Information Literacy Policy and Strategy Guidelines*. Paris: UNESCO.
- 14 Frau-Meigs, D., Velez, I. & Michel, J. F. (dir.). (2017). *Public policies in media and information literacy in Europe: cross-country comparisons*. Oxon: Routledge.
- 15 For an overview of different approaches on prioritized media education skills, see UNESCO. (2013). *Media and Information Literacy Policy and Strategy Guidelines*. Paris: UNESCO; Conseil supérieur de l'Éducation aux Médias. (2016). *Les compétences en éducation aux médias. Un enjeu éducatif majeur*. Bruxelles. See: [www.csem.be](#).
- 16 See in particular Scheibe, C. & Rogow, F. (2012). *The Teacher's guide to media literacy: Critical thinking in a multimedia world*. Thousand Oaks, CA: Corwin
- 17 For example, although the Quebec school curriculum includes media education, a study published in 2015 concluded that the students of ten of the twelve universities in Quebec that offer education degree programs have a very limited access to media education courses. This incoherence calls into question the articulation between the school curricula and teacher training with respect to the teachers' capacity to fulfill the educational mandate they are entrusted with. Landry, N. and Basque, J. (2015). "L'éducation aux médias dans le Programme de formation de l'école québécoise: intégration, pratiques et problématiques". *Canadian Journal of Education* 38(2): 1-33.
- 18 Regarding the expression of digital identities and the development of appropriate behaviour in digital environments, see the *Vers une identité numérique positive* project developed by the Commission scolaire de Laval. See: [www.identitenumérique.org](#).
- 19 Voir Kozolanka, K. and Orłowski, P. (2018). *Media Literacy for Citizenship: A Canadian Perspective*. Toronto: Canadian Scholars; Mihailidis, P., and Thevenin, B. (2013). Media Literacy as a Core Competency for Engaged Citizenship in Participatory Democracy. *American Behavioral Scientist*, 57(11), 1611-1622

- 20** For an overview of the crisis of information media in Canada, see Public Policy Forum of Canada (2017). *The shattered mirror: news, democracy and trust in the digital age*. Ottawa. See: <https://shatteredmirror.ca/wp-content/uploads/theShatteredMirror.pdf>.
- 21** In 2017, two US companies, Facebook and Google, earned 74.3% of all online advertising revenues in Canada, estimated at \$6.8 billion. Source: www.cmcrp.org.
- 22** In the workshop discussions, it was noted that more transparency could be achieved, in particular, with public archives of advertising revenue in addition to requiring transparency regarding the digital platforms' sources of income. Furthermore, it would be possible to mitigate the industry's practices of accumulating, selling and using user data, as such data is marked by an opacity that simultaneously strengthens the need for media education and the creation of restrictive measures in order to provide greater transparency and comprehensibility for the general public and public agencies.

SPONSORS



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