



# ADVANCED MEDIA LITERACY TRAINING MODULE

Supported by



**HELVETAS**  
BHUTAN

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## OVERVIEW

**Level :** Advanced

**Target audience:** Working professionals including elected leaders and parliamentarians.

**Strategy:** Seminar & Workshop based approach guided by a learning module grid

**Key focus Areas:** Linking media literacy and digital citizenship, News media Literacy and political engagement, critical evaluation of the role of media in a democracy, Social media as strategy for community engagement and development, Media message decoding and creation

### **General Objectives:**

This training module aims to equip working professionals including elected leaders and parliamentarians with the ability to analyse, evaluate and create media messages by applying advanced media literacy concepts and examining the varied roles of media in our society and its role in democracy.

### **Learning outcomes:**

At the end of the training, the participants will be able to:

- Understand the importance of media literacy and its place in digital citizenship
- Gain an insight into critical role of the media in a democracy and journalistic code of ethics.
- Carry out a critical analysis of news coverage of important issues
- Learn key media and digital literacy skills to navigate an evolving media landscape.
- Learn key strategies to use social media for community engagement and development



## ADVANCED MEDIA LITERACY TRAINING MODULE GRID

	<b>SESSION I Media Literacy &amp; Digital Citizenship</b>	<b>SESSION II Media and its role in Democracy</b>	<b>SESSION III Media in Bhutan</b>
<b>A C T I V I T I E S</b>	1. Seminar  2. Discussions	1. Seminar  2. Discussions  3. Group Presentations	1. Seminar  2. Panel Discussion
<b>O B J E C T I V E S</b>	Participants will: <ul style="list-style-type: none"> <li>• Examines the importance of media literacy in an era where an increasing number of citizens are connected digitally</li> <li>• Introduces participants to the advanced concepts of media literacy</li> <li>• Encourages participants to critically evaluate the role of the society in the evolving media landscape.</li> </ul>	Participants will: <ul style="list-style-type: none"> <li>• Examine the role of media in a democracy</li> <li>• Critically evaluate media role in the ever-evolving media landscape.</li> <li>• Understand media effects and theories</li> </ul>	Participants will: <ul style="list-style-type: none"> <li>• Explore media in Bhutan, its role, challenges and limitations</li> <li>• Gain a deeper insight into the role of media in the Bhutanese democracy through a panel discussion with Bhutanese media professionals.</li> </ul>



<b>T O P I C S</b>	<ul style="list-style-type: none"> <li>• Media literacy definition</li> <li>• Digital citizenship</li> <li>• Importance of media literacy &amp; key roles</li> <li>• Social Media Policy, rules and regulation in Bhutan</li> </ul>	<ul style="list-style-type: none"> <li>• Types of media</li> <li>• Main functions and roles of media</li> <li>• Media and its role in democracy</li> <li>• Media effects and theories</li> </ul>	<ul style="list-style-type: none"> <li>• Bhutanese media landscape and its role in democratic Bhutan</li> <li>• Bhutanese media and growing digital citizenship in Bhutan</li> <li>• Bhutanese media and its economic woes</li> <li>• Bhutanese media and building trust in news and reducing proliferation of fake news</li> <li>• Bhutanese media and media accountability</li> </ul>
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### ADVANCED MEDIA LITERACY TRAINING MODULE GRID

	<b>SESSION IV Beyond the News Frame</b>	<b>SESSION V Understanding Media Messages</b>	<b>SESSION VI Social Media as strategy</b>
<b>A C T I V I T I E S</b>	<ol style="list-style-type: none"> <li>1. Seminar</li> <li>2. Discussions</li> <li>3. Case Study (News coverage Analysis)</li> </ol>	<ol style="list-style-type: none"> <li>1. Presentation</li> <li>2. Media Creation Workshop</li> </ol>	<ol style="list-style-type: none"> <li>1. Seminar</li> <li>2. Case studies</li> <li>3. Discussions</li> </ol>



<p style="text-align: center;"><b>O B J E C T I V E S</b></p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand the various news elements</li> <li>• Carry out critical evaluation of news based on various media literacy techniques of news inquiry and analysis.</li> </ul>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Use persuasion techniques used by media and the CML media message deconstructing and constructing framework</li> <li>• Critically examine media messages and create media messages.</li> </ul>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Explore social media as strategy for community engagement &amp; development.</li> <li>• Critically analyse the various community engagement opportunities presented by social media</li> <li>• Explore how social media can be used for community development.</li> </ul>
<p style="text-align: center;"><b>T O P I C S</b></p>	<ul style="list-style-type: none"> <li>• Five key news elements</li> <li>• Knowing the difference</li> <li>• Multi-source rule and news literacy</li> <li>• Code of Ethics for Journalists in Bhutan</li> </ul>	<p>Basic &amp; Advanced Persuasion Techniques Media deconstruction &amp; Construction Media creation</p>	<ul style="list-style-type: none"> <li>• Bhutan digital statistics report</li> <li>• Social media for community development in Bhutan</li> <li>• International case studies of successful models</li> <li>• Five key social media community engagement strategies</li> </ul>



**DAY ONE : ADVANCED MEDIA LITERACY TRAINING SCHEDULE**

<b>TIME</b>	<b>SESSION I MEDIA LITERACY &amp; DIGITAL CITIZENSHIP</b>
9.00-9.30	Welcome & Introduction
9.30-11.00	SEMINAR Topics Covered <ul style="list-style-type: none"><li>• Media literacy definition</li><li>• Digital citizenship</li><li>• Importance of media literacy &amp; key roles</li><li>• Social Media Policy in Bhutan</li></ul>
11.00-11.15	<b>TEA BREAK</b>
11.15-1.00	Discussions: <ul style="list-style-type: none"><li>• Citizens require more literacy on social media (a case study)</li><li>• Group Presentation</li></ul>
1.00-2.00	<b>LUNCH BREAK</b>
<b>TIME</b>	<b>SESSION II Media and its role in Democracy</b>
2.00-5.00	SEMINAR Topics Covered <ul style="list-style-type: none"><li>• Types of media</li><li>• Main functions and roles of media</li><li>• Media and its role in democracy</li><li>• Media effects and theories</li></ul>



## DAY TWO : ADVANCED MEDIA LITERACY TRAINING SCHEDULE

TIME	SESSION III Media in Bhutan
9.00-9.30	Welcome and Look back on Day 1 Topics
9.30-10.30	Presentation on Media in Bhutan & Discussions
10.30 – 11.00	TEA BREAK
11.00 – 1.00	PANEL DISCUSSIONS <ul style="list-style-type: none"> <li>• Bhutanese media landscape and its role in democratic Bhutan</li> <li>• Bhutanese media and growing digital citizenship in Bhutan</li> <li>• Bhutanese media and its economic woes</li> <li>• Bhutanese media and building trust in news and reducing proliferation of fake news</li> <li>• Bhutanese media and media accountability</li> </ul>
1.00-2.00	LUNCH BREAK
TIME	SESSION IV Beyond the News Frame
2.00-4.00	Seminar & Discussions <ul style="list-style-type: none"> <li>• Five key news elements</li> <li>• Knowing the difference</li> <li>• Multi-source rule and news literacy</li> <li>• Code of ethics for Journalists in Bhutan</li> <li>• Ethical &amp; Unethical use of Media</li> </ul>
4.00-5.00	Case study: News Coverage Analysis <ul style="list-style-type: none"> <li>• Doklam news coverage analysis (by local, regional &amp; international media)</li> </ul>

**DAY THREE : ADVANCED MEDIA LITERACY TRAINING SCHEDULE**

<b>TIME</b>	<b>SESSION V Understanding Media Messages</b>
9.00-9.15	Welcome and Look back on Day 2 Topics
9.15-10.00	Presentation on persuasion techniques used in media messages
10.00-11.00	Screening of print and video advertising material & discussions
11.00-11.15	<b>TEA BREAK</b>
11.15-1.00	Media creation workshop <ul style="list-style-type: none"><li>- Develop/create media message on three different themes</li><li>- Reflections</li></ul>
1.00-2.00	<b>LUNCH BREAK</b>
<b>TIME</b>	<b>SESSION VI Social Media as Strategy</b>
2.00- 5.00	Seminar & Case Studies <ul style="list-style-type: none"><li>• Bhutan digital statistics report</li><li>• Social media for community development in Bhutan</li><li>• Use of social media by Lhuntse Dzongkhag for community engagement – A case study</li><li>• International case studies of successful models</li><li>• Five key social media community engagement strategies</li></ul>
4.00-5.00	Discussions <ul style="list-style-type: none"><li>• Current social media landscape of Bhutan</li><li>• Using social media for community engagement in Bhutan: Opportunities &amp; challenges</li><li>• Social media policy in Bhutan</li></ul>



## SESSION I : Media Literacy & Digital Citizenship

**Delivery Mode:** Seminar

**Duration:** 2 -2.5 Hours

### OVERVIEW

The seminar examines the importance of media literacy in an era where an increasing number of citizens are connected digitally. The seminar introduces participants to the advanced concepts of media literacy and encourages participants to critically evaluate the role of the society in the evolving media landscape.

### MATERIAL & TECHNOLOGY REQUIRED

- Chart Papers, White Board & Board Markers
- Projector for PowerPoint presentation
- Newspaper clippings or Video recording of (ECB 2018 Press conference : Need for social media literacy)

### SEMINAR TOPICS

#### TOPICS

##### Media Literacy Definitions

- **Ofcom** defines media literacy as the ability to use, understand and create media and communications, and point out that “in an online environment where the possibility for direct content regulation diminishes, the need for a media literate public increases.”
- **UNESCO** definition of media includes mass media of all kinds, interactive media (e.g., the Internet, social media), different forms of advertising and informal media, such as Twitter, blogs, etc. Media literacy ..... usually includes all stages of the lifecycle of communications using these forms of media. Digital literacy, which is an essential and complementary capacity to media and information literacy, refers to the abilities to use ICT effectively and efficiently throughout the communications life-cycle.



- The Basic Definition of Media literacy is the ability to. ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication.

### **Importance of Media Literacy**

Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. Media literacy helps people to use media intelligently, to discriminate and evaluate media content, to critically dissect media forms, to investigate media effects and uses, and to construct alternative media.

### **Media Literacy's key roles:**

**In the community:** Researchers and practitioners recognize that media literacy education is an important tool in addressing alcohol, tobacco and other drug use; obesity and eating disorders; bullying and violence; gender identity and sexuality; racism and other forms of discrimination and oppression; and life skills. Media literacy skills can empower people and communities usually shut out of the media system to tell their own stories, share their perspectives, and work for justice.

**In public life:** Media literacy helps us understand how media create cultures, and how the “media monopoly” - the handful of giant corporations that control most of our media - affects our politics and our society. Media literacy encourages and empowers youth and adults to change our media system, and to create new, more just and more accessible media networks.

Media literate youth and adults are better able to decipher the complex messages we receive from television, radio, newspapers, magazines, books, billboards, signs, packaging, marketing materials, video games, recorded music, the Internet and other forms of media. They can understand how these media messages are constructed, and discover how they create meaning - usually in ways hidden beneath the surface. People who are media literate can also create their own media, becoming active participants in our media culture.

As more and more citizens interact digitally—with content, one another, and various communities—the concept of digital citizenship becomes increasingly important.



### **What is digital citizenship?**

Well, first citizenship, which is formally defined as “the quality of an individual’s response to membership in a community.”

**Definition of Digital citizenship:** The quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities. It basically means respectful and responsible use of the digital space accessible to the citizens.

**So when you combine media literacy with digital citizenship the following essential competencies can be achieved among the citizenry:**

1. **ACCESS** Finding and using media and technology tools skillfully and sharing appropriate and relevant information with others
2. **ANALYZE & EVALUATE** Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages
3. **CREATE** Composing or generating content using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques .
4. **REFLECT** Applying social responsibility and ethical principles to one’s own identity and lived experience, communication behavior and conduct
5. **ACT** Working individually and collaboratively to share knowledge and solve problems in the family, the workplace and the community, and participating as a member of a community, local, regional, national and international levels

### **Talking Points**

Like many elections, the 2018 National Assembly election was controversial. With over 350,000 Bhutanese using mobile phones with access to internet, the political scene unfolding on the digital space created such a fertile ground for media manipulation, defamation and “fake news that proved a huge challenge for the election commission of Bhutan and was considered by some people as a deteriorating agent in the elections. The ECB in its press conference called for social media literacy for citizens more than



monitoring social media defamatory content (Present the ECB 2018 NA Election Result declaration Press conference clip or the Kuensel story titled: Citizens require more literacy on social media: ECB)

There are policies and rules and regulations that govern social media use in Bhutan. One is the Election Commission Social media rules and regulation that was developed and implemented in 2018 to mainly prevent and control any violation of the Electoral Laws in the use of Social Media in elections in Bhutan. The other is the RGOB Social media policy which mainly provides a set of policy guidelines on how agencies and civil servants are required to use and conduct themselves while using social media platforms.

### **Present the social media & accountability clause of the ECB Social Media rules & Regulations**

#### **Social Media and Accountability**

- Every user of the Social Media shall have the responsibility to carry out oversight duty and report to the election authorities any violation of the laws, in particular the Election Code of Conduct by a Political Party, Candidate, Voter, media, electoral officer or worker of a Political Party.
- Every Candidate and Political Party shall be required to submit the addresses/links of the Social Media being used for election campaign to the Election Commission.
- The addresses/links of the Social Media being used for election campaign shall be submitted through the concerned Returning Officer at the time of filing the Letter of Intent/Nominations.
- No individual shall communicate/transmit/post hate messages or any content with intent to defame or reduce the electoral chances of an opposing contestant or Political Party.
- The Election Commission shall, monitor to see that Electoral Laws are not violated.
- The ECB shall, as far as possible, establish contact with popular and widespread Social Media companies to seek support during an election in not allowing persons to use the forum or communicate contents which are in violation of the Electoral Laws.
- The Identity of a Social Media User who violates the Electoral Laws including under anonymity, disguise and false identity will likely be traced and/or the



address blocked during elections.

- Social Media Literacy programme to the electorate shall be given priority to mitigate or reduce undue influence by fake or anonymous posts on Social Media, the content of which may be in violation of Election Code of Conduct.

### Present the RGOB Social Media Policy key highlights

Specific to social media, all citizens shall observe the following guide to conduct:

Specific to social media, all citizens shall observe the following guide to conduct:

- **Be a good citizen.** Respect the Constitution, all laws, and other people's rights, including intellectual property, trade-marked names and slogans and other copyrighted material.
- **Be responsible.** Always act in a constructive manner and exercise good judgement.
- **Be transparent.** Be open about who you are, who you work for, who you represent or who you may be speaking on behalf of
- **Be accurate.** Ensure that what you post is true.
- **Be considerate.** Never post malicious, indecent, vulgar, obscene, misleading or unfair content about others, your organization, your friends or your competitors.
- **Be careful.** Do not disclose sensitive private information about yourself or others. Do not post confidential or proprietary particulars about your organization. Beware of trolls and scammers.

### Specific to civil servants, the social media policy spells out the following guidelines:

#### *Staff Behavior*

Bhutan's Civil Service Code of Conducts and Ethics, which establishes the desired standard of behavior among the civil servants, also applies online.

Additionally, civil servants who are on social media, whether on official or personal capacity, should always be guided by the following rules:

- **Be credible.** Be accurate, fair, thorough and transparent.
- **Be respectful.** Encourage constructive criticism and deliberation. Be cordial, honest and professional at all times.
- **Be a good listener.** Before entering any conversation, understand the context. Who are you speaking to? Is there a good reason for you to join the conversation?
- **Be responsive.** Answer questions directed to you in a timely manner. Share your insights where appropriate.
- **Be consistent.** Wherever possible, align online participation with other offline communications.
- **Be a public servant.** Remember that you are an ambassador for your agency. Use social media in a manner that is consistent with public sector values, legal requirements, related policies and our Code of Conduct.





### Discuss

Ask participants to go through the RGOB Social media policy provided in the handouts and discuss:

- The usefulness of the policy
- The limitations of the policy
- The effectiveness of the policy in the difficult to regulate social media landscape

Review the ECB Social media rules & regulation provided in the handout with the participants and discuss:

- How effective are such rules & regulations?
- Discuss the rampant irresponsible use of social media during the election period despite ECB issuing social media guidelines and policies and having Social media monitors in place.
- How can ethical use of social media be promoted? Through strict implementation of rules or effective social media literacy?

### ACTIVITY

- Ask participants to form groups and carry out the following tasks:
  - Review some of the election disputes & election controversies caused by social media posts and Wechat messaging during the Bhutanese elections.
  - How the increasing number of mobile social media users can be used as an opportunity to promote a vibrant culture of election discourse.
  - Each group can present their review to the class.

### Discuss

- The place for media literacy in the Bhutanese society
- The possible national media education models that can be adopted
- The role of mass media in Bhutan to promote media and social media literacy



## SESSION II : Media and its role in Democracy

**Delivery Mode: Seminar**

**Duration: 2 -2.5 Hours**

### OVERVIEW

The seminar examines the role of media in a democracy and the need to critically evaluate its role in the ever-evolving media landscape.

### MATERIAL & TECHNOLOGY REQUIRED

- Chart Papers, White Board & Board Markers
- Projector for PowerPoint presentation
- Newspaper clippings or Video recording of (ECB 2018 Press conference : Need for social media literacy)

### SEMINAR TOPICS

#### TOPICS

##### What is considered Media?

- Media are defined as mass media of all kinds like:
  - Print Media: newspapers, journals, books, etc.
  - Audio Media: radio, CD, mp3, etc.
  - Audio-visual Media: film, television, video/DVD
  - Interactive or digital Media: the Internet, Social Media, video and computer games
  - Advertising

Media can be broadly categorized into two types:

**Entertainment Media:** Media that give people a pleasing diversion. The main entertainment media are television, radio, movies, music, magazines, games, YouTube, Facebook, and Instagram etc.



**News Media:** Media that tell us about events in our community and our world. The main news media are television, radio, newspapers, magazine, Internet and online news.

### **What are the main functions & roles of media?**

Media fulfill several roles in our society including the following:

- Entertaining and providing an outlet for creativity
- Educating and informing
- Serving as a public forum for the discussion of important issues
- Acting as a watchdog for government, business, and other institutions
- Facilitate communication
- Promote and market goods, services, lifestyle choices

### **Media and its role in Democracy**

Media constitute the fourth pillar of democracy. Media plays a crucial role in shaping a healthy democracy. It is the backbone of a democracy. Media makes us aware of various social, political and economical activities happening around the world. It is like a mirror, which shows us or strives to show us the bare truth and harsh realities of life. Media is supplying the political information that voters base their decisions on. They identify problems in our society and serve as a medium for deliberation. They also serve as watchdogs that we rely on for uncovering errors and wrongdoings by those who have power. Media is vital in generating a democratic culture that extends beyond the political system and becomes engrained in the public consciousness over time. The media also exposes the loopholes in the democratic system, which ultimately helps the government to fill the vacuums of these loopholes and to make the system more accountable, responsive and citizen-friendly.

Media act as a catalyst for democracy and development, helping to make public participation meaningful. If media is honest and committed in its job, democracy is bound to function more efficiently and the loopholes present in any democratic system can certainly be plugged to the fullest satisfaction of the people. On the contrary, if media is biased, corrupt and favours only a particular party or few individuals, it can prove to be very dangerous for the smooth functioning of democracy.

**Discuss**

- Media has a critical place in democracies; does it always fulfill its role as the fourth estate?
- Can an effective media build trust in society and reduce the impact and proliferation of “fake news”?

**Media effects and theories**

To get a deeper understanding of media and its role in democracy, we have to look at several different social-scientific theories of media effects as they have important implications for the creation and modification of public opinion in democratic societies. Some of the most successful and well-known contemporary media theories are related to agenda setting, the knowledge gap, news diffusion and information flow, and the spiral of silence.

**The Agenda-Setting Effect**

Media may not be able to tell people what to think, but they are able to tell audiences what to think about (Maxwell E. McCombs and Donald L. Shaw (1972)). In other words, media may set the public agenda by saying, which issues are important and which are not. Hundreds of studies of the agenda-setting effect suggest that media exposure encourages individuals to agree more closely on what public issues are most important at any given time. This finding is important because it suggests that media gatekeepers (e.g., editors) may help to determine what issues will find their way onto the public agenda. Also, most people are only able to remember and describe a few issues at a time, so issues to which the media pay attention are quite likely to displace or crowd out other potentially worthy issues that receive less media attention. Once an issue is perceived as important by ordinary citizens, politicians and political candidates are more likely to address this issue in their public statements and/or to work for social and political changes that will resolve the public policy problems with which that issue is linked. Other organizations and people outside the media, of course, also work to set the agenda in a democratic society. Media act as only one force among many in determining what issues get attention and what issues are ignored.

**The Knowledge Gap Hypothesis**

Democratic theory requires that citizens be informed about political candidates and public policy debates in order to make reasoned decisions, and from this perspective,



the media in a democratic society are obligated to provide appropriate information to the public. However, some researchers have maintained that providing a larger quantity of information does not necessarily reduce the “gap” in the amount of knowledge that is possessed by some groups when compared to others. Early versions of this thesis, called the knowledge gap hypothesis, maintained that higher socioeconomic status groups would acquire knowledge at a faster rate than lower socioeconomic status groups.

If such knowledge gaps sometimes persist despite efforts to distribute information to all members of society, then these gaps suggest that some groups are better equipped to influence public policy than others. Such a conclusion is obviously troubling in democratic societies. Some knowledge gap researchers have tried to isolate strategies for reducing knowledge gaps, such as finding ways to increase motivation among groups that have a lower socioeconomic status.

### **News Diffusion and Information Flow**

Scholars have periodically attempted to determine how members of the public learn about breaking news stories, what media are turned to for information, and what sorts of information are actively sought by the public. Various labels have been used for research of this sort, including “news diffusion,” “news seeking,” “information seeking,” “flow of information,” and “news learning.” While these various research projects have differed in some important ways, all seek to explain how information is acquired in various contexts. For example, when a crisis or catastrophic event occurs, such as the assassination of a prominent politician, people are likely to turn to the media they most often use to acquire information. However, especially if people find a certain event to be upsetting, they are apt to talk about it with others, which can result in additional people learning about that event. As a result, when almost everyone knows about an event, the majority of those who are familiar with the event will have heard about it via interpersonal communication. For events that are less well known, those who are familiar with the events are more likely to have learned about them from the media.

### **The Spiral of Silence Theory**

Elisabeth Noelle-Neumann (1974) has argued that people who hold a minority viewpoint about an issue or political candidate often feel pressured to keep silent, while people who hold a majority viewpoint are more likely to express that viewpoint. The explanation for this behaviour is that people in the minority will doubt their own critical thinking abilities and, ultimately, question their own beliefs as they try to avoid isolating themselves socially.



In contrast, people who are in the majority will become increasingly self-confident in the rightness of their beliefs and, as a consequence, will talk about their beliefs with ever-greater frequency. As a result, the spiral of silence theory predicts that media can influence public opinion by creating perceptions about which opinions are in the majority or are gaining influence and which are in the minority or are losing influence. Rather than public opinion being the product of rational debate about the best course of governmental action, as described by some democratic theorists, the spiral of silence theory depicts public opinion as the product of essentially undemocratic choices that are made by media professionals.

## **DISCUSS**

### **The complex relationship between democracy and the media**

Many citizens of democratic societies do not want any government control of major media because they fear that governmental regulation of media would be incompatible with democracy, yet these citizens very much hope that media will restrain themselves voluntarily and act in a responsible fashion that facilitates and promotes democracy. Also, as media sources are no longer provided only by full-time professionals using incredibly expensive equipment, more and more individuals with little commitment to careful research will be able to make their views known on the Internet or using inexpensive desktop-publishing software programs and personal computers.

As society continues to be introduced to new and exciting communication technologies, the goal for individuals should be to become more critical receivers and users of the various media outlets. Only by carefully analyzing the sources of information and the arguments made by those sources can people reach thoughtful conclusions on the issues that matter in their everyday lives.

### **Talking Points**

- Many theories of media now claim that objectivity is not a feasible goal for media in a democratic society because political “facts” typically are based on subjective experiences and impressions.
- If media coverage of an issue does have a real chance of shaping people’s perceptions of reality, then the goal must be for people to become active listeners and readers in their assessments of media messages.
- Different media channels are perceived differently by users, so that the interactive experience of using the Internet poses a sharp contrast to the passive experience of watching television.



## SESSION III : Media in Bhutan

**Delivery mode:** Seminar & Panel Discussion

**Duration :** 2-3 Hrs

### OVERVIEW

The seminar explores media in Bhutan, its role, challenges and limitations. The seminar encourages participants to gain a deeper insight into the role of media in the Bhutanese democracy through a panel discussion with Bhutanese media professionals.

### MATERIAL & TECHNOLOGY REQUIRED

- Projector for PowerPoint
- Handout 1 & 2
- Panel members from Media Fraternity
- Microphone's / speakers etc.

### Seminar topic

#### Media in Bhutan

The first Bhutanese newspaper, Kuensel started in 1967, and first radio service, Bhutan Broadcasting Service (BBS) was launched in 1974. Mass media proliferated in Bhutan with the introduction of TV and the Internet in 1999 and mobile phones in 2003.

The media revolution in Bhutan started from 2006, with the advent of Bhutan's first private newspaper, Bhutan Times, in 2006 and followed a few months later, by another private newspaper, Bhutan Observer. A spate of other private newspaper launch, in English and Dzongkha, began in 2008. Bhutan Today in 2008, Bhutan's first business paper, Business Bhutan in 2009, The Journalist in 2009 and The Bhutanese in 2012. Then private Dzongkha papers, like Druk Neytshuel was launched in 2010, Druk Yoedzer in 2011, Gyalchi Sarshog in 2012 and Druk Melong in 2012. In the same period, a news magazine, Drukpa, and entertainment magazines, Trowa and Yeewong, were also launched.

During the same period, there was a rapid growth in private radio stations, like Kuzoo FM launch in 2006, Radio Valley in 2007, Centennial Radio in 2008 and Radio Waves in 2010. These radio stations are mainly focused on entertainment, given the licensing conditions.



Despite the fact that many of the private media are no longer in business except for few, the advent of the private media was a game changer, not only for the Bhutanese media, but also in terms of the media's impact on democratic evolution and governance.

**Discuss:**

- Media in Bhutan depend largely on government advertising, which has seen gradual reduction over the years. With increasing number of government advertising choosing to advertise and disseminate information online, how could this impact media in Bhutan and its watchdog role?

**Panel Discussion on Bhutanese media landscape and its role in democratic Bhutan**

Suggested Panel Members: Bhutanese media professionals and members of media organisations like BMF, BCMD etc.

**Suggested Areas of Discussion**

- Bhutanese media and its role in democratic Bhutan
- Bhutanese media and the growing digital citizenship in Bhutan
- Bhutanese media and its economic woes
- Bhutanese media and its shortcomings
- The role of Bhutanese media in building trust in news and reducing the proliferation of “fake news”
- Bhutanese media and media accountability
- Bhutanese media and inclusive social representation

**Participant engagement**

Ask participants to use the seven critical questions in Handout 2 and advanced media literacy concepts in Handout 1 as a guide to probe discussions with media professionals.





## SESSION IV : Beyond the News Frame

**Delivery mode:** Seminar & Case study

**Duration:** 2 -2.5 Hours

### OVERVIEW

The seminar encourages participants to understand the various news elements and carry out critical evaluation of news based on various media literacy techniques of news inquiry and analysis.

### MATERIAL & TECHNOLOGY REQUIRED

- Media News set of the Doklam Issue including all major news coverage, opinion pieces, editorials by local media and local bloggers, regional media, international media including China.
- Chart Papers & Board Markers
- Handout 2 & Handout 3 (The seven critical media questions and What's the Angle? )
- Projector for PowerPoint presentation
- Handouts of BICMA & JAB code of ethics for journalists

### Talking Points

- News media attempt to present multiple points of view in stories to ensure a complete and objective account. However, it is not uncommon for reporters to give stories a particular “slant” by selecting and ordering quotes and facts that promote one interpretation above others. It is important to understand how this “bias” can creep into stories if we have to truly make up our own minds about issues and events.
- Media differ in how they tell a news story. To get a complete and accurate understanding of news, it is often necessary to compare different news sources, such as television and newspapers. This is referred to as the “multi-source” rule. The “multi-source” rule is important to verify online information and news as well and can help in identifying “fake news”.



## SEMINAR TOPICS

### Five Key News Elements

#### 1. People who produce the News decide the news

It is impossible to present everything that happen in life so news media focus only on the “most important” event and stories. This raises the question of who decided what is and isn’t important. Generally, it is decided by news producers, editors and reporters, guided by general standards of what counts as “news”. The basic criteria include proximity, relevance, immediacy, timeliness, interest, drama and entertainment and those things that are novel, rare or new. The more a story meets these criteria, the more likely it is to be covered.

#### 2. Media Differences

Selection of news stories is also influenced by technical capabilities of the medium used. Print media such as newspapers and magazines must rely on the use of text, photographs and artwork to convey their messages while electronic media such as radio and television depend on sound and video respectively. Stories in electronic media are typically shorter and emphasize visual. Print media can devote more space and time to providing in-depth coverage an context for the story as well as providing background information. Electronic media can deliver news stories more quickly than print media, often broadcasting “LIVE” as the story unfolds.

#### 3. Commercial Concerns

News coverage is not simply a public interest activity. Like entertainment media, news producers earn profits through advertising. Thus, news media need to deliver stories that will attract viewers, and, therefore attract viewers, and therefore, viewers preferences significantly influence the types of news stories presented. In addition, advertisers are important to News media. Though it is not very common, negative news stories about specific companies or government agencies may lead to retaliation in the form of cancelling advertisement or threatening law suits.

#### 4. Agenda Setting

News media’s can set the agenda by establishing the importance and priority of issues,



based on the amount and placement of news stories. Issues that receive the most coverage and are given primary placement in news broadcast, newspapers and radio are more likely to be seen as important by the general public.

## 5. Bias

Personal opinions or beliefs of reporters and news producers may influence how a news story is expressed and presented.

### Knowing the Difference

- **News vs. Opinion**

News is an article written to inform readers about recent events and includes facts that can be verified. News includes essential information like (who/what/where/when/why/how).

#### **Opinions can be of two types in the News media:**

- **Editorial:** An unsigned opinion piece that represents the views of the news organization's editorial staff on a particular issue or topic.
- **Opinion piece:** An opinion article by a staff columnist or guest columnist. (If a guest columnist, the writer's credentials will almost always be identified.)

**Generally Opinion piece and Editorials are identified clearly as Opinion piece and Editorials.**

**Note: Show local newspaper examples**

### **News vs. Advertisement/ Advertorials**

- Advertisement is any paid presentation about a product, brand, company or store designed to entice customers.
- Advertorials are paid-for advertisements made to look like editorials or feature articles. Like editorials, advertorials express opinions, but they are written by businesses, advertising agencies and freelance copywriters. Businesses use advertorials to promote new products/services. Advertorials express the writer's opinion on those products and services, subtly influencing readers as to their benefits.

**Note: Share some local examples**



## **Multi-source Rule**

Comparing how the same story is presented in several different media helps in evaluating multiple messages on the same issue. This allows consumers to identify multiple points of view, some of which may be missing in any single story or medium. Multi-source role also helps in verifying the credibility of news by checking if leading News companies have covered the news story.

## **TALKING POINTS**

We have just covered the key news elements and learnt about the differences between news and opinions, advertorials and fake news.

While these elements guide the creation of news content, it is the ethics or the core principles and values of journalism that encourages all who engage in journalism to take responsibility for the information they provide, regardless of the medium. An understanding of these ethics is crucial to news literacy.

## **Present Topics**

### **Journalistic Code of ethics**

What is code of ethics for journalists?

It is set of principles and values that journalists are required to uphold and be accountable to while carrying out their work.

### **Code of Ethics for Journalists in Bhutan**

#### **Journalists in Bhutan are governed by two codes of ethics:**

1. BICMA Code of ethics for Journalists 2007
2. JAB Code of ethics for Journalists 2017

The BICMA Code of ethics is based on 9 principles:

- Professional integrity
- Social Responsibility



- The Right to Truth
- Non-Discrimination
- Sensationalism
- Protection of Sources
- Respect for privacy and human dignity
- Recording of conversations
- Competition and fairness
- National Interest

As per the BICMA Code “Any Journalist who contravenes or fails to comply with the provisions of this Code of Ethics shall be guilty of an offence and shall be liable for any actions prescribed under the Act or the Bhutan Penal Code.”

The JAB Code of ethics is based on 10 principles:

- Responsibility
- Independence
- Accuracy
- Objectivity
- Honesty
- Sources and confidentiality
- Audiences’ Rights
- Privacy
- Representation
- Plagiarism

The key difference between these two codes of ethics in terms of principles is protection of sources and the inclusion of additional principles like audience rights and plagiarism in the JAB code of ethics and National Interest in BICMA code of ethics.

While BICMA Code of ethics under Protection of Sources states:

“A journalist shall ordinarily protect the confidentiality of his sources. He may, however, reveal the identity of a source where he has obtained the consent of the source or where the law requires him to do so”

JAB Code of ethics under sources & confidentiality states:

“Pledges of confidentiality to news sources must be honored at all costs and, therefore, should not be given lightly”

The JAB code of ethics also elaborates the use of source and confidentiality in greater detail.



In terms of enforcement the BICMA code of ethics has legal standing, as it is part of the Bhutan Information, Communications and Media Act 2006. Any journalists or media houses failing to comply with the code can be considered guilty of an offence and shall be liable for any actions prescribed under the Act or the Bhutan Penal Code.

Whereas for JAB Code of ethics, as the code of ethics has been developed by the journalists themselves, this presents a greater sense of ownership and compliance, however it cannot be legally enforced.

## **DISCUSS**

Review the code of ethics provided in the handouts and discuss:

- The key differences
- Strengths & limitations
- Ethical & unethical use of media

## **News coverage analysis Case Study**

Divide the class into groups and distribute the media sets and ask them to analyze the coverage of Doklam issue in 2017 by the local, regional and international media.

- Ask each group to note their findings on the chart paper. Once everyone has completed the exercise, make each group come forward and present to the class.
- Ask participants to explore the following questions:
  - Were stories covered by the Local media different from that covered by media in India?
  - Were stories covered by Indian media different than the ones covered by International media?
  - What about the coverage of the issue in China? How did it compare with other news coverage's?
  - How are the stories covered by these media different news media? Are the facts and perspectives similar or different? In what way? How does this influence your view of the story? Which version do you prefer & Why?
  - What about the social media discourse of the Doklam issue in Bhutan? What does it say? How did the lack of mainstream media coverage of this issue affect the social media discussions? What about fake news on this issue?
  - What does the analysis of this news coverage tell the Multi-Source rule and us about journalistic code of ethics?



## SESSION V : Understanding Media Messages

**Delivery mode:** Workshop

**Duration:** 2 -2.5 Hours

### OVERVIEW

The workshop encourages participants to think about the persuasion techniques used by media and use the CML media message deconstructing and constructing framework critically examine media messages and create media messages.

### MATERIAL & TECHNOLOGY REQUIRED

- One Video Ad & One Print Ad (Suggested ads based on fizzy drinks , fast food, clothing brand, beauty products etc. as they tend to target young people)
- Computers with editing software and access to internet
- Chart Paper and board markers
- Resource people with graphic and video editing skills
- Handout 4
- Projector for PowerPoint

### Workshop Content

#### Present Topics

#### **Persuasion: The main technique used in Media Messages**

The goal of most media messages is to persuade the audience to believe or do something. The media messages most concerned with persuading us are found in advertising, public relations and advocacy.

- Commercial advertising tries to persuade us to buy a product or service.
- Use examples in presentation
- Public relations (PR) “sells” us a positive image of a corporation, government or organization. Examples of PR are Banks building public toilets, carrying out mass -clean up campaigns, planting trees etc.
- Use examples in presentation
- Politicians and advocacy groups (groups that support a particular belief, point of



view, policy, or action) try to persuade us to vote for or support them, using ads, speeches, newsletters, websites, and other means.

Use examples of some election campaign print advertisement

These “persuaders” use a variety of techniques to grab our attention, to establish credibility and trust, to stimulate desire for the product or policy, and to motivate us to act (buy, vote, give money, etc.)

Learning the language of persuasion is an important media literacy skill. Once you know how media messages try to persuade you to believe or do something, you’ll be better able to make your own decisions.

## 8 Basic persuasion techniques

1. **Association.** This persuasion technique tries to link a product, service, or idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, security, intimacy, success, wealth, etc. The media message doesn’t make explicit claims that you’ll get these things; the association is implied. Association can be a very powerful technique. A good ad can create a strong emotional response and then associate that feeling with a brand (Cars = Wealth, Prosperity, Status symbol).
2. **Beautiful people.** Beautiful people use good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, which may also imply (but never promise!) that we’ll look like the models if we use the product.
3. **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.” Sales, special offers, contests, and sweepstakes are all forms of bribery. Unfortunately, we don’t really get something for free -- part of the sales price covers the cost of the bribe.
4. **Celebrities.** We tend to pay attention to famous people. That’s why they’re famous! Ads often use celebrities to grab our attention. By appearing in an ad, celebrities implicitly endorse a product; sometimes the endorsement is explicit. Many people know that companies pay celebrities a lot of money to appear in their ads but this type of testimonial still seems to be effective.
5. **Experts.** We rely on experts to advise us about things that we don’t know ourselves.





Scientists, doctors, professors and other professionals often appear in ads and advocacy messages, lending their credibility to the product, service, or idea being sold. Sometimes, “plain folks” can also be experts, as when a mother endorses a brand of baby powder or a construction worker endorses a treatment for sore muscles.

6. **Fear.** This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes or terrorism) to promote a “solution.” Ads use fear to sell us products that claim to prevent or fix the problem. Politicians and advocacy groups stoke our fears to get elected or to gain support.
7. **Plain folks.** (A type of Testimonial – the opposite of Celebrities.) This technique works because we may believe a “regular person” more than an intellectual or a highly-paid celebrity. It’s often used to sell everyday products like laundry detergent because we can more easily see ourselves using the product, too. The Plain folks technique strengthens the down-home, “authentic” image of products like pickup trucks and politicians. Unfortunately, most of the “plain folks” in ads are actually paid actors carefully selected because they look like “regular people.”
8. **Repetition.** Advertisers use repetition in two ways: Within an ad or advocacy message, words, sounds or images may be repeated to reinforce the main point. And the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.

### Advanced Persuasion Techniques

1. **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.” It works on the belief that if there’s something wrong or objectionable about the messenger, the message must also be wrong.
2. **Analogy.** An analogy compares one situation with another. A good analogy, where the situations are reasonably similar, can aid decision-making. A weak analogy may not be persuasive, unless it uses emotionally-charged images that obscure the illogical or unfair comparison.
3. **Card stacking.** No one can tell the whole story; we all tell part of the story. Card stacking, however, deliberately provides a false context to give a misleading impression.



It “stacks the deck,” selecting only favorable evidence to lead the audience to the desired conclusion.

4. **Cause vs. Correlation.** While understanding true causes and true effects is important, persuaders can fool us by intentionally confusing correlation with cause. For example: Babies drink milk. Babies cry. Therefore, drinking milk makes babies cry.
5. **Denial.** This technique is used to escape responsibility for something that is unpopular or controversial. It can be either direct or indirect. A politician who says, “I won’t bring up my opponent’s marital problems,” has just brought up the issue without sounding mean.
6. **Diversion.** This technique diverts our attention from a problem or issue by raising a separate issue, usually one where the persuader has a better chance of convincing us. Diversion is often used to hide the part of the story not being told. It is also known as a “red herring.”
7. **Group dynamics.** We are greatly influenced by what other people think and do. We can get carried away by the potent atmosphere of live audiences, rallies, or other gatherings. Group dynamics is a more intense version of the Majority belief and Bandwagon techniques.
8. **Majority belief.** This technique is similar to the Bandwagon technique. It works on the assumption that if most people believe something, it must be true. That’s why polls and survey results are so often used to back up an argument, even though pollsters will admit that responses vary widely depending on how one asks the question.
9. **Scapegoating.** Extremely powerful and very common in political speech, Scapegoating blames a problem on one person, group, race, religion, etc. Some people, for example, claim that undocumented (“illegal”) immigrants are the main cause of unemployment in the United States, even though unemployment is a complex problem with many causes. Scapegoating is a particularly dangerous form of the Simple solution technique.
10. **Straw man.** This technique builds up an illogical or deliberately damaged idea and presents it as something that one’s opponent supports or represents. Knocking down the “straw man” is easier than confronting the opponent directly.
11. **Timing.** Sometimes a media message is persuasive not because of what it says, but because of when it’s delivered. This can be as simple as placing ads for flowers and candy just before Valentine’s Day, or delivering a political speech right after a major news event. Sophisticated ad campaigns commonly roll out carefully-timed phases to grab our attention, stimulate desire, and generate a response.



Make participants view the selected print and video advertisement and then discuss:

- **What is the message?**
- **Who is the audience for this piece?**
- **What in the piece tells you that it was created for this audience?**
- **Is there more than one message? If so, what are the other messages?**
- **What is the style used to convey the message?**
- **What is not being said about these products?**
  - Example: Possible health impact or health risks

### **Media Creation Workshop**

Divide the participants into groups and make them choose from the following themes:

- **Social issue advocacy**
- **Political campaign**
- **Product marketing**

Participants can create either a text message, video, audio or print message. They can use appropriate images and video footage from online resources to create their messages.

**Note: Ask participants to use the CML Framework and the persuasion techniques (Handout 5) to create their message.**

At the end of the workshop make the groups present their media messages and reflect on the key skills gained through the creative & analytical process of creating a media content.



## SESSION VI : SOCIAL MEDIA AS STRATEGY

**Delivery Mode:** Seminar

**Duration:** 2 - 2.5 Hour

### OVERVIEW

The seminar explores social media as strategy for community engagement & development. Participants critically analyse the various community engagement opportunities presented by social media and explore how it can be used for community development.

### MATERIAL & TECHNOLOGY REQUIRED

- Feature stories on how social media in changing Lhuntse and how villagers in Bumthang use Wechat to share information and get work done.
- Chart Paper and board markers
- Projector for PowerPoint

### Present Seminar Topics

Present slides from the latest Bhutan digital statistics report link :

<https://www.slideshare.net/DataReportal/digital-2018-bhutan-january-2018>

Bhutan has reported an annual growth rate of 30% in the mobile internet and social media penetration in 2018. Engaging communities through social media is a very vital means of developing a strong and vibrant democracy. Social media has become a new buzzword in non-profits and other organizations – heralded by many as a new way to reach and engage marginalized populations and to support significant progress in community development, mobilization and social change.

In Bhutan social media is already beginning to find a place in community development.

Present the feature piece on Lhuntse & Bumthang



## Discuss

- How are the dzongkhag administrations using social media?
- What are the areas that haven't been explored?
- What are some of the limitations and challenges of using social media for community engagement or development?
- What counter strategies could help?

## Present international case studies of successful models using social media for community development.

Example:

### Keep Britain Tidy ([www.keepbritaintidy.org](http://www.keepbritaintidy.org))

This is a national organisation that has used social media to encourage community action. It uses existing social networks such as Twitter and Facebook to help change people's habits nationally and organise local litter pickups.

Keep Britain Tidy now has almost 9,000 followers on Twitter and 2,000 on Facebook. The organisation has encouraged its Twitter followers to take photos of litter in their areas and share them as a Twitpic. It has also launched a closed Ning forum where people can turn conversation and debates into action. The social media community provides a safe environment for "mobilising people who are upset about litter" and the momentum provided by litter picks could snowball and benefit the community further by encouraging locals to collaborate on future projects.

### On the commercial front social media has been used for effective PR campaigns.

Example is the Dove: Self -Esteem Campaign.

Present the Campaign: Link <https://www.dove.com/us/en/dove-self-esteem-project.html>

They used platforms like Facebook, Instagram, Twitter and YouTube to pioneer bringing self-esteem and self-love into beauty brand marketing. The campaigns were so well received that the campaign has now extended into a corporate emission for Dove. Why the strategy worked was Dove used social media to highlight an important issue confronting millions of girls and women- Low self-esteem due to promotion of a false sense of beauty in media. The dove campaign promoted real beauty and body positivity and self-esteem.



## **Present successful social media campaign for fundraising**

Example: The Ice bucket challenge link : <https://digiday.com/marketing/ice-bucket-challenge-case-study-viral-marketing-success/>

The Ice Bucket Challenge has been called “one of the most viral philanthropic social media campaigns in history”. The campaign has raised the profile of the Amyotrophic Lateral Sclerosis (ALS). The Ice Bucket Challenge, a fundraising drive to support ALS research and patient services spurred large-scale philanthropic activity. The New York Times reports that contributions totalled US\$41.8 million between July 29 and August 21 2014, attracting more than 739,000 new donors.

**NOTE: Local examples for using social media for fundraising**

## **5 Key Social Media Community engagement strategies**

### **1. Give community members a place to express themselves**

The most important element of any community is – unsurprisingly – its members. So, keep in mind that a successful community is almost entirely about them, not about you. People love to talk to each other about things that matter to them and this is something you should always encourage. Make it easy for members to tell their stories, share their experiences and grow their passions. The more your members feel that they are being heard, listened to and valued, the more likely they are to remain on your platform. This makes community building and engagement an excellent tool for retention. User-generated content is a great way to show your online community that you care about their ideas. In terms of engagement activities, it supports you by ensuring you’re not the only one posting content for your community.

### **2. Focus on community moderation**

On the one hand, it’s really important to allow your community to really express themselves. But, on the other hand, it’s crucial that you take measures to keep your community a safe space in which members respect each other’s opinions. In other words, you need to moderate the community in order to prevent trolling, bullying and offensive or inappropriate behaviour. You’d be surprised at how quickly the entire atmosphere of a community can change if a few bad actors are given the freedom to post offensive comments. Many social media networks have failed due to poor community guidelines and an all-too hands-off approach to community moderation.



### **3. Be responsive**

Communities are all about interaction. So, none of your community engagement strategies will work, if you are unresponsive. How many times have you been a member of a group in which hearing from the host or celebrity is like gold dust? Well, whilst that level of exclusivity can be a good thing, your fans and followers should expect to hear from you, from time to time. So be responsive and get involved with your community. Read what people are posting about, like and share your followers' posts, comment on them and get to know your followers.

### **4. Welcome new members**

Greeting new arrivals to a community is not a new idea, but you'd be surprised at how many community hosts forget this crucial step. Just make sure you do something to acknowledge and thank people for joining your community. Make them feel welcomed. Use welcome message opportunity to explain the purpose of the community and give them ideas for their first post or conversation. This is one of the simpler community engagement strategies, but it's incredibly effective.

### **5. Use visual content**

Visual content is a must for your community engagement strategies. Videos and photos are so much more engaging than just a paragraph of text. Even if you don't have an image or video for what you're posting about, you can use free stock images from places like Unsplash or Pixabay to make your post more visually engaging. You'll be amazed at how big a difference this will make to your community engagement.

## **Discussions**

- The current social media landscape of Bhutan
- Using social media for community engagement in Bhutan  
Opportunities and challenges
- Social media policies in Bhutan (Civil service and ECB)

## **IT'S A WRAP**



## **HANDOUT 1 : ADVANCED MEDIA LITERACY CONCEPTS**

**Our media system reflects the power dynamics in our society.** People and institutions with money, privilege, influence, and power can more easily create media messages and distribute them to large numbers of people. People without this access are often shut out of the media system.

**Most media are controlled by commercial interests.** In the United States, the marketplace largely determines what we see on television, what we hear on the radio, what we read in newspapers or magazines. As we use media, we should always be alert to the self-interest of corporate media makers. Are they concerned about your health? Do they care if you're smart or well-informed? Are they interested in creating active participants in our society and culture, or merely passive consumers of their products, services, and ideas?

**Media monopolies reduce opportunities to participate in decision-making.** When a few huge media corporations control access to information, they have the power to make some information widely available and privilege those perspectives that serve their interests, while marginalizing or even censoring other information and perspectives. This affects our ability to make good decisions about our own lives, and reduces opportunities to participate in making decisions about our government and society.

**Changing the media system is a justice issue.** Our media system produces lots of negative, demeaning imagery, values and ideas. It renders many people invisible. It provides too little funding and too few outlets for people without money, privilege, influence, and power to tell their stories.

**We can change our media system.** More and more people are realizing how important it is to have a media system that is open to new people and new perspectives that elevate human values over commercial values, and that serves human needs in the 21st century. All over the world, people are taking action to reform our media system and create new alternatives.

**Media literate youth and adults are media activists.** As we learn how to access, analyse and interpret media messages, and as we create our own media, we recognize the





limitations and problems of our current media system. Media literacy is a great foundation for advocacy and activism for a better media system.

## **Text & Subtext**

### **Text**

We often use the word “text” to mean “written words.” But in media literacy, “text” has a very different meaning. The text of any piece of media is what you actually see and/or hear. It can include written or spoken words, pictures, graphics, moving images, sounds, and the arrangement or sequence of all of these elements. Sometimes the text is called the “story” or “manifest text.” For most of us, the text of a piece of media is always the same.

### **Subtext**

The “subtext” is your interpretation of a piece of media. It is sometimes called the “latent text.” The subtext is not actually heard or seen; it is the meaning we create from the text in our own minds. While media makers (especially advertisers) often create texts that suggest certain subtexts, each person creates their own subtext (interpretation) based on their previous experiences, knowledge, opinions, attitudes and values. Thus, the subtext of a piece of media will vary depending on the individual seeing/hearing it



## **HANDOUT 2 : THE SEVEN CRITICAL MEDIA QUESTIONS**

**Knowing the answers to these questions is key to understanding media messages**

### **1. Who is communicating & why?**

Every message is communicated for a reason- to entertain, inform, and/or persuade. However; the basic motive is to profit through the sale of advertising, sponsorship or through achieving positive attitude.

### **2. Who own, profits from, and pays for media messages?**

Media messages are owned. They are designed to yield results. Understanding the profit motives is key to analysis media messages.

### **3. How are media messages being communicated?**

Every message is communicated through sound, video, text and/or photography. Messages are enhanced through special effects and editing. Analysing how these features are used in any given message is critical to understanding how it attempts to persuade, entertain, or inform.

### **4. Who receives media messages and what sense is made of them?**

Identifying the target audience for any given message is critical to understanding in which way the message will be interpreted.

### **5. What are the intended or underlying purposes and whose point of view is behind the message?**

Behind every message is a purpose and point of view. The advertiser's purpose is more direct than the program or news producer's, though both may seek to inform or entertain us. Understanding their purposes and knowing WHOSE point of view is being expressed and WHY is crucial to be being smart media users and creators.

### **6. What is not being said and why?**

Because messages are limited in both time and purpose, rarely all details are provided. Identifying the issues, topics, and perspectives that are NOT included can often reveal a great deal about the purpose of media messages. In fact, this may be the most significant question that can uncover answer to other questions.

**7. Is there consistency both within and across the media?**

Do the political slant, tone, local/national/international perspective, and depth of coverage change across media or messages? Because media only tells us part of the story and different media have unique production features, it helps to evaluate multiple messages on the same issue. This allows you to identify multiple points of views, some of which may be missing in any single message or medium. This is typically referred to as the “ multi-source rule”



## **HANDOUT 3 : WHAT'S THE ANGLE**

**News is supposed to be an objective telling of current events. However, what you read, what you see, and what you hear are always told from a certain point of view. While the job of a news editor is to make sure news editor is to make sure stories are truthful, there is no replacing your own analysis. The following questions provide a framework for analysing the news.**

### **1.Point of View**

Are multiple points of view presented in the story? Are all relevant points of view included? Which, if any, are missing?

### **2. Ordering of Information**

What is the first information provided? How does this influence the story? How are the different points of view presented? Which comes first? How does this shape your understanding of and feelings about the story? How would the story change if the order of these points of views were reversed?

### **3.Objective Language**

Is descriptive language used to put a particular “spin” (either negative or positive) on the story, or is the emphasis on neutral terms that merely present information and allow the public to make up its own mind?

### **4.Source credibility**

Are sources cited in news stories credible? What are their credentials? Are all sources identified by name or attributed to “unnamed sources who wish to remain anonymous”?

### **5.Consistency**

Is the information in a give story consistent with other news and eyewitness accounts?

### **6.Visual Images**

What is the relationship between the visual images (photographs, video footage) and the verbal statements (text or spoken)? Does the visual element enhance and illustrate the story?



### **7. Titles**

For newspapers, what is the impact of story titles on your initial response? How does the size of the title and word choice shape interest in the story?

### **8. Story placement/order**

Where do stories appear? At the opening or closing of a television newscast? On the first page or the last page of a newspaper? How does this placement affect your view of a specific story's importance?



**HANDOUT 4 : CML Media Deconstruction/Construction Framework**

Key Words	Deconstruction: CML's 5 Key Questions (Consumer)	CML's 5 Core Concepts	Construction: CML's 5 Key Questions (Producer)
Authorship	Who created this message?	All media messages are constructed.	What am I authoring?
Format	What creative techniques are used to attract my attention?	Media messages are constructed using a creative language with its own rules.	Does my message reflect understanding in format, creativity and technology?
Audience	How might different people understand this message differently?	Different people experience the same media message differently.	Is my message engaging and compelling for my target audience?
Content	What values, lifestyles and points of view are represented in or omitted from this message?	Media have embedded values and points of view.	Have I clearly and consistently framed values, lifestyles and points of view in my content?
Purpose	Why is this message being sent?	Most media messages are organized to gain profit and/or power.	Have I communicated my purpose effectively?



## HANDOUT 5 : Persuasion techniques BASIC

- 1. Association.** This persuasion technique tries to link a product, service, or idea with something already liked or desired by the target audience, such as fun, pleasure, beauty, security, intimacy, success, wealth, etc. The media message doesn't make explicit claims that you'll get these things; the association is implied. Association can be a very powerful technique. A good ad can create a strong emotional response and then associate that feeling with a brand (Cars = Wealth, Prosperity, Status symbol).
- 2. Beautiful people.** Beautiful people use good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, which may also imply (but never promise!) that we'll look like the models if we use the product.
- 3. 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." Sales, special offers, contests, and sweepstakes are all forms of bribery. Unfortunately, we don't really get something for free -- part of the sales price covers the cost of the bribe.
- 4. Celebrities.** We tend to pay attention to famous people. That's why they're famous! Ads often use celebrities to grab our attention. By appearing in an ad, celebrities implicitly endorse a product; sometimes the endorsement is explicit. Many people know that companies pay celebrities a lot of money to appear in their ads but this type of testimonial still seems to be effective.
- 5. Experts.** We rely on experts to advise us about things that we don't know ourselves. Scientists, doctors, professors and other professionals often appear in ads and advocacy messages, lending their credibility to the product, service, or idea being sold. Sometimes, "plain folks" can also be experts, as when a mother endorses a brand of baby powder or a construction worker endorses a treatment for sore muscles.
- 6. Fear.** This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes or terrorism) to promote a "solution." Ads use fear to sell us products that claim to prevent or fix the problem. Politicians and advocacy groups stoke our fears to get elected or to gain support.



7. **Plain folks.** (A type of Testimonial – the opposite of Celebrities.) This technique works because we may believe a “regular person” more than an intellectual or a highly-paid celebrity. It’s often used to sell everyday products like laundry detergent because we can more easily see ourselves using the product, too. The Plain folks technique strengthens the down-home, “authentic” image of products like pickup trucks and politicians. Unfortunately, most of the “plain folks” in ads are actually paid actors carefully selected because they look like “regular people.”
8. **Repetition.** Advertisers use repetition in two ways: Within an ad or advocacy message, words, sounds or images may be repeated to reinforce the main point. And the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.

### Advanced Persuasion Techniques

1. **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.” It works on the belief that if there’s something wrong or objectionable about the messenger, the message must also be wrong.
2. **Analogy.** An analogy compares one situation with another. A good analogy, where the situations are reasonably similar, can aid decision-making. A weak analogy may not be persuasive, unless it uses emotionally-charged images that obscure the illogical or unfair comparison.
3. **Card stacking.** No one can tell the whole story; we all tell part of the story. Card stacking, however, deliberately provides a false context to give a misleading impression. It “stacks the deck,” selecting only favorable evidence to lead the audience to the desired conclusion.
4. **Cause vs. Correlation.** While understanding true causes and true effects is important, persuaders can fool us by intentionally confusing correlation with cause. For example: Babies drink milk. Babies cry. Therefore, drinking milk makes babies cry.
5. **Denial.** This technique is used to escape responsibility for something that is unpopular or controversial. It can be either direct or indirect. A politician who says, “I won’t bring up my opponent’s marital problems,” has just brought up the issue without sounding mean.





6. **Diversion.** This technique diverts our attention from a problem or issue by raising a separate issue, usually one where the persuader has a better chance of convincing us. Diversion is often used to hide the part of the story not being told. It is also known as a “red herring.”
7. **Group dynamics.** We are greatly influenced by what other people think and do. We can get carried away by the potent atmosphere of live audiences, rallies, or other gatherings. Group dynamics is a more intense version of the Majority belief and Bandwagon techniques.
8. **Majority belief.** This technique is similar to the Bandwagon technique. It works on the assumption that if most people believe something, it must be true. That’s why polls and survey results are so often used to back up an argument, even though pollsters will admit that responses vary widely depending on how one asks the question.
9. **Scapegoating.** Extremely powerful and very common in political speech, Scapegoating blames a problem on one person, group, race, religion, etc. Some people, for example, claim that undocumented (“illegal”) immigrants are the main cause of unemployment in the United States, even though unemployment is a complex problem with many causes. Scapegoating is a particularly dangerous form of the Simple solution technique.
10. **Straw man.** This technique builds up an illogical or deliberately damaged idea and presents it as something that one’s opponent supports or represents. Knocking down the “straw man” is easier than confronting the opponent directly.
11. **Timing.** Sometimes a media message is persuasive not because of what it says, but because of when it’s delivered. This can be as simple as placing ads for flowers and candy just before Valentine’s Day, or delivering a political speech right after a major news event. Sophisticated ad campaigns commonly roll out carefully-timed phases to grab our attention, stimulate desire, and generate a response.



## HANDOUT 6 : ECB SOCIAL MEDIA RULES

### ELECTION COMMISSION OF BHUTAN



### ECB Social Media Rules and Regulations of the Kingdom of Bhutan, 2018

Source : <https://www.ecb.bt/Rules/SocialMedia.pdf>



## HANDOUT 7 : RGOB SOCIAL MEDIA POLICY



**Social Media Policy  
For the  
Royal Government of Bhutan**

Department of Information and Media  
Ministry of Information and Communications

Source : Source : <https://www.moic.gov.bt/wp-content/uploads/2016/08/Social-Media-Policy-for-the-Royal-Govt.-of-Bhutan-Approved-Version.pdf>

## HANDOUT 8 : BICMA CODE OF ETHICS FOR JOURNALISTS



**CODE OF ETHICS  
FOR  
JOURNALISTS**

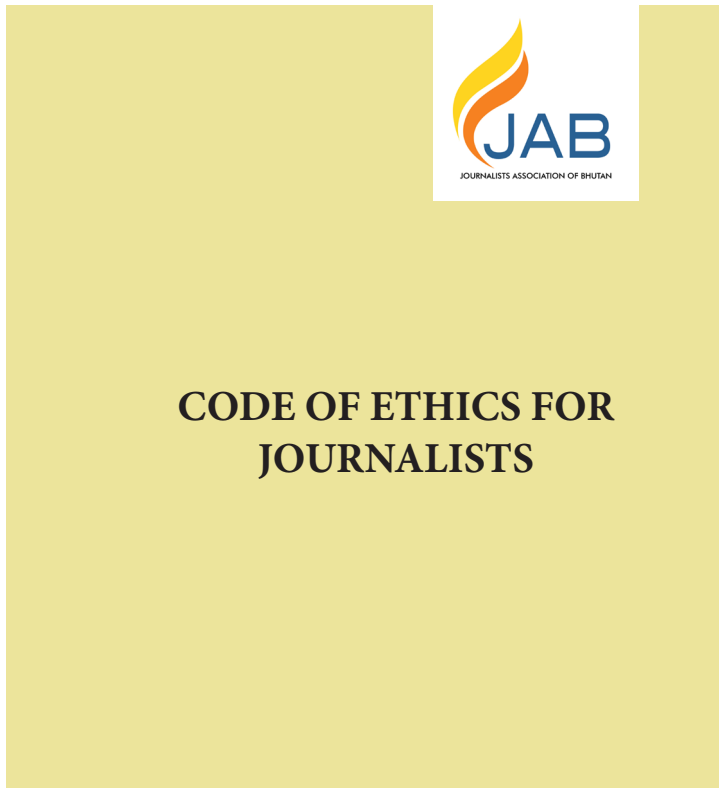
(Issued under Section 26 (d) of Chapter Three of the  
Bhutan Information, Communications and Media Act  
2006)

Bhutan InfoComm and Media Authority  
Royal Government of Bhutan  
Thimphu

Source : [http://www.bicma.gov.bt/bicmanew/data/publications/rules-regulations-guidelines/Code\\_of\\_Ethics\\_Journalist\\_2007.pdf](http://www.bicma.gov.bt/bicmanew/data/publications/rules-regulations-guidelines/Code_of_Ethics_Journalist_2007.pdf)



## **HANDOUT 9 : JAB CODE OF ETHICS FOR JOURNALISTS**



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