

## Resources linked to specific media literacy competences

### 1. Students search and find (historical) information

Ancestry	<a href="https://www.ancestry.com/">https://www.ancestry.com/</a>	Ancestry is an online search engine that enables people to research information related to genealogy (the study and tracing of lines of descent). This resource can be used by students to trace their own family history, but also that of historical figures and groups of people. Because the website is easy to use, students are likely to get research results quickly, which is motivating and empowering for them.
Way Back Machine	<a href="https://archive.org/web/">https://archive.org/web/</a>	The WayBackMachine, developed and hosted by the Internet Archive, is an online archive for websites. Billions of websites are included in the archive, and are made accessible for all users. This resource helps students to search for historical information that is no longer online. Using the WayBackMachine makes students think about the short-lived nature of online information, and the challenges that this faces for current and future historians.
A Brief History of Media	<a href="https://www.youtube.com/watch?v=VWObRKx38fo">https://www.youtube.com/watch?v=VWObRKx38fo</a>	In this video, Dan Gillmor (American technology writer and columnist and director of the Knight centre for digital media entrepreneurship at Arizona State University) explains the history of media in less than 6 minutes. The video introduces different types of media, explains how they evolved over time, and how media content is produced and presented. Students need this knowledge to search for historical information in the right place.
David Rumsey Map Collection	<a href="https://www.davidrumsey.com/">https://www.davidrumsey.com/</a>	David Rumsey's Map Collection is an online collection of historical maps. The collection has over 86,000 maps and related images. Students can browse the collections via theme, location, period and creator, or search for source using search terms. On the website, students can also learn about different ways of presenting historical information with a geographical component (varying from history maps to geotagging and presenting layered information).
Using Archives: A Guide to Effective Research	<a href="https://www2.archivists.org/using-archives">https://www2.archivists.org/using-archives</a>	This guide is designed to support people to do archival research. It explains how archives function, how to identify appropriate archives for your research, and how to access historical materials and research at an archive. Students using this guide will find a lot of practical information (such as how to request materials remotely or how to deal with copyright) that they can use when they are doing or planning their own archival research.
European Primary	<a href="http://primary-">http://primary-</a>	The European Primary History Sources (EPHS) portal is an online database developed and maintained by the Department of History and Civilization and the Library of

History Sources	<a href="http://sources.eui.eu/">sources.eui.eu/</a>	the European University Institute. The purpose of EHPS is to provide an easily searchable index of scholarly digital repositories that contain primary sources for the history of Europe. Students who are doing historical research online can browse these repositories via country, language, period, subject and type of source.
Why the world need WikiLeaks	<a href="https://www.ted.com/talks/julian_assange_why_the_world_needs_wikileaks">https://www.ted.com/talks/julian_assange_why_the_world_needs_wikileaks</a>	In this TED talk Julian Assange, Founder of WikiLeaks, explains to TED's Chris Anderson how the site (used to publish otherwise censored materials) operates, what it has accomplished - and what drives him. The video can be used to raise awareness of the limited information that is available to historians, and to trigger or facilitate dialogue, discussion, or debate about the moral issues related to access to information. The interview includes graphic footage of a recent US airstrike in Baghdad.
Listening to global voices	<a href="https://www.ted.com/talks/ethan_zuckerman">https://www.ted.com/talks/ethan_zuckerman</a>	In this TED talk, the blogger and technologist Ethan Zuckerman talks about the biases that come with the use of new technologies, how these biases influence our world view, and what can be done to counter these biases when searching for information online. Students who see this talk will have a better understanding of the value and limitations of the information that they find, and get practice ideas on where to look for different perspectives.

## 2. Students evaluate and make judgements about (historical) information

Evaluating Information	<a href="https://purple.stanford.edu/fv751yt5934">https://purple.stanford.edu/fv751yt5934</a>	The "Evaluating Information: The Cornerstone of Civic Online Reasoning" manual by the Stanford History Education Group helps teachers develop and assess the civic online reasoning capacities of their students. The manual includes ready use to use exercises for students to help them analyse a home page, evaluate evidence, and assess of social media claims. Such skills are essential for students to have in today's digital world.
Techniques of Propaganda	<a href="https://www.youtube.com/watch?v=OIMS-x7muVY">https://www.youtube.com/watch?v=OIMS-x7muVY</a>	This 10-minute video "Propaganda Techniques" by Coronet Instructional Films shows methods of recognizing and evaluating propaganda and encourages the adoption of a judicious, critical attitude toward it. The fact that the video is made in 1949 will make students aware that propaganda is of all ages and the methods for recognizing and evaluation propaganda are still applicable.
How Do We Decide What to Believe?	<a href="https://blog.bighistoryproject.com/2015/09/16/claim-testing-and-">https://blog.bighistoryproject.com/2015/09/16/claim-testing-and-</a>	In this blog post, Bob Bain, from the Big History Project, introduces four ways that people use to decide what to believe or not: Intuition (gut feeling), authority (relying credibility of source), logic (systematic reasoning) and evidence (verifiable information). The blog post provides a link to a video that explains these claim testers, and questions that can be used by teachers and students alike

	<a href="#">critical-thinking/</a>	to question the validity claims. Ultimately, they will notice how the use of evidence and logical reasoning should be valued higher than authority.
Contropedia	<a href="http://contropedia.net/">http://contropedia.net/</a>	Contropedia is an initiative to analyse and visualise controversies within Wikipedia articles. The rationale for this is that the edits of these articles tend to represent conflicts which often reflect larger societal debates, and therefore a good point of enquiry. A demo of the tool, showing the edits of global warming page on Wikipedia, is available. Studying this page will help students better understand how contested some information that is currently visible on Wikipedia can be, and stimulate them to also use the edit history in their research.
Reading like a historian	<a href="https://sheg.stanford.edu/list-reading-historian-lessons">https://sheg.stanford.edu/list-reading-historian-lessons</a>	This series of lessons, produced by the Stanford History Education Group, are designed to support students to develop their historical thinking skills and learn to “read like a historian”. They are divided in United States History and World History, and organised in units such as American Imperialism and Cold War. The lesson plans and original documents can be downloaded after creating a free account.
How the news distorts our worldview	<a href="https://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news">https://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news</a>	In this short TED talk, Alisa Miller (Head of Public Radio International) argues that, though we want to know more about the world than ever -- the media is actually showing us less. Using statistics and graphs, she reveals how biased information in the news and on the web is towards national news. Students who watch this video, will better understand the value and limitation of the news as a source of information.
The power of cartoons	<a href="https://www.ted.com/talks/patrick_chappatte_the_power_of_cartoons">https://www.ted.com/talks/patrick_chappatte_the_power_of_cartoons</a>	In this TED Talk, Patrick Chappatte (a cartoonist who has been published in major international newspapers) talks about power of cartoons. He shares how his work as cartoonist in Hanoi captured the interest of the Vietnamese police, reflects on the 2005 Danish Cartoon controversy, and reflects on the potential for cartoons to be used for good and for bad. Students watching this video will deepen their understanding of how and why cartoons are created and the potential they have to shape public opinion.

### 3. Students develop and present (historical) information

Writing basic news and news leads.	<a href="http://global.oup.com/us/companion.websites/9780199">http://global.oup.com/us/companion.websites/9780199</a>	This webpage, which is part of the book <i>Reporting for the Media (10<sup>th</sup> edition)</i> , by the Oxford University Press, contains several useful information, including students exercises, to learn the basics of news reporting. Many of the topics that are addressed - Selecting and reporting the news, Ethics, Basic News Leads, Quotation and Attribution
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	<a href="https://www.tiki-toki.com/846412/student/">846412/student/</a>	- are also applicable for anyone who wants to present historical information. In this sense journalism and historians are twin disciplines.
Tiki-Toki - Online timeline maker	<a href="https://www.tiki-toki.com/">https://www.tiki-toki.com/</a>	Tiki-Toki Online Timeline Maker helps students to present historical information in the form of interactive multi-stranded timelines. Multi-stranded timelines are a good tool to visualise historical developments that are happening in parallel, making it possible - for example - to present local and global history side by side. The application is easy to use, both for students and teachers, and with a free account it is possible to create one timeline.
3D Gallery Builder	<a href="http://www.classtools.net/3D/">http://www.classtools.net/3D/</a>	3D Gallery Builder allows students to design their own virtual exhibition. In order for students to create their own exhibition they need to select sources, decided on titles, and make descriptions of the whole exhibition and each selected source. The final products is a 3D animation where visitors can see the visit the exhibition and see all the sources and the exhibition. Having developed such a product is motivating for students, and the skills they learn in developing the exhibition are essential for anyone who wants to present (historical) information.
Newspaper Designer Online	<a href="https://www.makemynewspaper.com/uk/free-newspaper-designer">https://www.makemynewspaper.com/uk/free-newspaper-designer</a>	Newspaper Designer enables users to create the front pages of a newspaper based on one of several templates. In order for students to create a front page they have to think about the placement of the different news items, the selection and availability of images, as well as to think about the relative importance given to the different news items, decide what to include and what to leave out, and decide how to deal with the limited amount of words that can be used for titles. All essential skills for anyone who needs or wants to present information.
Storyboard Creator	<a href="https://www.storyboardthat.com/storyboard-creator">https://www.storyboardthat.com/storyboard-creator</a>	Storyboard Creator enables users to create an online storyboard by choosing from a set of scenes, characters and text fields that can be dragged and dropped on a canvas. With this tool, students can create a story that looks good, with relatively little effort. In the context of history education, it should be clear to students that the exercise is not about story telling but about presenting history.
Women Should represent women.	<a href="https://www.ted.com/talks/megan_kamerick_women_should_represent_women_in_media/up-">https://www.ted.com/talks/megan_kamerick_women_should_represent_women_in_media/up-</a>	This TED by Talk Megan Kamerick (Journalist and Independent Producer) shows how news media underrepresent women as reporters and news sources, telling, because of that, an incomplete story. This video helps to make students aware of this bias against women in the presentation of the news and can be a good prompt to make students reflect about the way they present their own stories, and to whom they give a face and a voice.

	<a href="#">next?referrer=playlist-media_with_meaning&amp;language=en</a>	
Let's try emotional correctness	<a href="https://www.ted.com/talks/sally_kohn_let_s_try_emotional_correctness">https://www.ted.com/talks/sally_kohn_let_s_try_emotional_correctness</a>	This TED Talk by Sally Kohn (a political commentator and columnist in the USA and author of <i>The Opposite to Hate</i> ) questions what appropriate ways of expressing yourself are. She argues that politicians need to transcend their political differences and really listen to each other, and be emotionally correct rather than politically correct. This talk can be used for students to critically reflect on the way they present their own information. What is the right tone? How will it impact on others?
Does the media have a "duty of care"?	<a href="https://www.ted.com/talks/david_puttnam_what_happens_when_the_media_s_priority_is_profit">https://www.ted.com/talks/david_puttnam_what_happens_when_the_media_s_priority_is_profit</a>	This TED Talk by David Puttnam (an award winning producer of independent films, now committed to working on education and media) questions whether media has a moral imperative to create informed citizens, to support democracy? This talk can be used to make students reflect on the purpose of the information that they share and present and the responsibilities that they may have as producers of information.