• In today’s historical and technological environment, social, political, and economic relationships have significantly moved into virtual space.
VIRTUALITY – THREAT OR SALVATION?

**THREAT**

- Destruction of personal integrity
- Lack of privacy
- Oversimplified processes and relationships

**SALVATION**

- Openness, erasing the boundaries of time and space
- Accessible information
- Freedom of expression
Virtual personality

Virtual activity

Virtual values
MEDIACRACY RULES THE VIRTUAL WORLD

• Public discussion is not carried out in primary political plane, but in media, and decisions are made based on civic media activity.
FROM MEDIACRACY TO MEDIA DEMOCRACY

• Mediacracy environment produces media democracy when the role and the place of an individual in a society changes.

• On one hand, it leads to greater degree of self expression, on the other leads to professional use of media in the interests of certain groups – companies, corporations, states.
TWO APPROACHES TO ASSESSING MEDIA DEMOCRACY

NEGATIVE

• The right of every citizen of free speech, self expression, information access becomes declarative.

POSITIVE

• Developing means of mass communication, automated data processing and AI theory gave a new life to direct democracy.
Russian approach to democracy in media environment is based on total media theory
WHAT IS MEDIA?

Media is any channels of information delivery

Media is the society’s blood-vascular system
CONCEPT EVOLUTION

• «Media» (plural of Latin medium - mediator) as a concept appears in English language in the XVI century.

• The XVII century: the concept is found in philosophy

• From the XVIII century used to denote the first means of mass communication – newspapers.

• From the middle of the XIX century – as message delivery by means of technical communication platforms (post, telegraph).

• In the XXI century we take as a premise the Total Media theory – the media permeating every process and relationship in the world and in the society, becoming an inseparable part of communication on par with information.
MEDIA HISTORY

- Sounds, gestures
- Ritual dances, cave art
- Speech
- Painting, architecture, sculpture, music
- Written language. Books, papers, magazines
- Telegraph, telephone, phonograph, radio
- Photo, cinema, television
- Internet, media environment
MEDIA IS NOT ONLY MASS MEDIA
IT’S EVERY CHANNEL OF INFORMATION DELIVERY
Newspaper rock, Canyonlands National Park, Utah, USA.

The first petroglyphs appeared on the rock over 2000 years ago.
Geoglyphs
Nesting dolls as media
Messenger pigeon as media
MEDIA PROPERTIES

• **Viative nature** – media penetrate all social elements. Viativity is a systematic property of media (*from via* – Latin for way, channel, road, *in modern English* – *by means of*), a thorough action, fully and profoundly penetrating all media space.

• **Integrative properties** – media unite all known elements of “communicative universum”.

• **Communicative properties** – media originate in the process of actors’ interaction.

• Media always **distort information**.
• The question is: in current political environment, how can we guarantee both efficient individual development and democracy institutes growth at the same time?

• The answer is: developing MIL with wider understanding of media as omnipresent environment we exist in.
• Develops Level 2 indicators in accordance with UNESCO-recommended categories to measure personal competences. Such individuals may come from many social backgrounds, age groups, and any professional area.
MODULE 1. INFORMATION SEARCH AND PROCESSING

Step 1. “What, why, and what for do I need it?”

Competencies:

- Apprehending personal information and communication heeds, their finding and management
- Understanding/reflecting/constructing strategic and tactical needs
- Understanding information access process and information request
MODULE 1. INFORMATION SEARCH AND PROCESSING

Step 2. “Where and how do I get it?”

Competencies:

• Knowing sources and distribution channels of information

• The skill to single out relevant properties and specifics of information sources

• Mastering techniques and tools of searching and obtaining information
Step 3. “How do I work with it?”

Competencies:

• The skill to classify and systematize obtained information

• The skill to analyze information when saving and sort it by short-term and long-term categories, by theme, format, functional use etc.

• The skill to consciously limit the number of sources and information channels to reach the necessary level
MODULE 2. ANALYSIS AND EVALUATION OF DELIVERY CHANNELS AND INFORMATION QUALITY

Step 4. “What does it mean?”

Competencies:

• Holistic understanding of media and its variety

• The skill to recognize genres, styles, and formats of media texts

• The skill to recognize genuine goals of content creators
Module 2. Analysis and Evaluation of Delivery Channels and Information Quality

Step 5. “What is the quality of this information?”

Competencies:

- The skill to critically evaluate obtained information, the skill of verifying information
- The skill to differentiate between high and low quality of information (fullness, timeliness, integrity, simplicity, and efficiency)
- Understanding how media transform the information they deliver
MODULE 2. ANALYSIS AND EVALUATION OF DELIVERY CHANNELS AND INFORMATION QUALITY

Step 6. “How does it affect my life?”

Competencies:

• General understanding of global challenges and international influence groups, the skill of considering them while working in media environment

• The skill to recognize manipulative information techniques by various groups and corporations serving their own interests

• The skill to control one’s own media behavior and practice information hygiene
Step 7. “What do I create?”

Competencies:

- The skill to create personal information objects (references, annotations, quotes, analytical reviews, scientific articles etc.)
- The skill to create multiple formats of multimedia text
- The skill to create high quality media education product (study guide, methodology textbooks, media lessons, lecture series, webinars etc.)
Step 8. “What do I do with it?”

Competencies:

• Having the idea of target audience and distribution channels of final information product

• The skill to create and coordinate media communities in social media

• Having a skillset for distributing information in information environment

• The skills to use information to solve problems in personal, work, social, and political life
Step 9. “What can happen next?”

Competencies:

- The skill to project the consequences of media behavior via online images, other media content

- General understanding of means to create media image and brand, both personal and corporate

- Knowing techniques of forming virtual personal image and recognizing fakes
THANK YOU!