

Teaching and Learning with Twitter





United Nations
Educational, Scientific and
Cultural Organization

With the support of the
**Communication and
Information Sector**

CREDITS

This resource was produced by Twitter in collaboration with UNESCO. UNESCO's objective in this collaboration is to promote media and information literacy learning.

Special thanks to:

Alton Grizzle, Programme Specialist, UNESCO

Contents

- 02** Introduction
- 04** Getting Started on Twitter
- 06** Media & Information Literacy and Global Citizenship Education
- 08** Media & Information Literacy and Digital Citizenship
 - 08** Digital etiquette
 - 09** Dealing with Cyberbullying
- 10** Nurturing your Digital Footprints through Media & Information Literacy Footprints
- 11** Controlling your Digital Footprint
- 13** Controlling your Experience on Twitter
- 15** Media & Information Literacy Skills in the Digital Space
- 18** UNESCO's Five Laws of Media & Information Literacy
- 21** Learning Activities for Educators and Development Actors
- 22** Twitter: The Digital Staffroom
 - 23** Case Studies
 - 26** Testimonials
 - 28** Hashtags
- 29** Appendix 1: Twitter 101
- 33** Appendix 2: Twitter Rules
- 34** Appendix 3: Media & Information Literacy Resources from UNESCO

Create your own activities and Tweet them using #MILClicks to share your favorites with the rest of the world.

Introduction: Innovation for Better Learning Experiences

“Innovation and ICT must be harnessed to strengthen education systems, disseminate knowledge, provide access to information, promote quality and effective learning and deliver services more efficiently¹”

UNESCO, 2015

Young people and students of all ages navigate an increasingly complex information and communication environment. There's more to read, hear, and see than ever before. There are more platforms — both online and offline — from which to receive information. This information comes from an ever-greater variety of authors and outlets, each with their respective points of view and expressions.

These rapid changes to our information and communication landscapes, digital and analog environment, have created the need for better information, technology, and media competences among all peoples. UNESCO calls this media and information literacy. The terms global citizens education and digital citizenship education are used to address a broader set of social competencies including intercultural, religious, financial, and science competencies. Educators must be at the forefront of this movement, sustaining and renewing the knowledge of successive generations as they have always done.

This resource is for educators who want to design lessons around media and information literacy

and how it relates to global citizenship and digital citizenship education. Whether your focus is on media and information literacy (MIL) or nurturing good online habits, or other social competencies, there'll be something here for you. We're using the terms educators and classroom in the broadest possible sense — much of the content will be as useful to parents as it is for teachers.

With this resource, Twitter and UNESCO hope to draw on their respective expertise in information, technology, media, and MIL to offer practical advice that informs pedagogical methods and outcomes.

UNESCO is the lead United Nations Agency promoting education for all and media and information literacy for all. All stakeholders recognize that social interaction is a foundation of effective lifelong learning.

While social platforms, such as Twitter, may be seen as relatively new actors, social learning is not. Social learning theories date back many decades, long before the Internet was conceived. New technologies, new flow of information, and the proliferation of media can sometimes be viewed through a negative lens. MIL enables people to benefit from the opportunities while self-protecting from the risks. MIL supports people in their quest for better social learning and lifelong learning. It seems intuitive that social learning can be renewed and conducted through social media.

If noted educational innovators such as Burrhus Frederic Skinner, Clark Lewis Hull, Neil Miller, and John Dollard were alive today, they might have promoted the merits of research through social media. Certainly, Albert Bandura would agree that educators and other social actors have unique opportunities to enrich people's learning and engagement through social media.²

¹ Education 2030, Framework for Action. <http://unesdoc.unesco.org/images/0024/002456/245656E.pdf>.

² Grizzle, A. (2018). See also Deaton, S. (2015). Social Learning Theory in the Age of Social Media: Implications for Educational Practitioners. *i-manager's Journal of Educational Technology*, 12(1), 1-6. <https://doi.org/10.26634/jet.12.1.3430>

Educators use Twitter in many ways, including:

- **The Digital Classroom:** Twitter can be used to teach media and information literacy, including digital skills as well as global citizenship. You can prepare students to be informed, creative, engaged, empowered as well as how to express themselves — contributing to positive societal change while being safe and smart on Twitter and everywhere else online.
- **Networking with Colleagues:** Twitter is a great tool to get ideas from other educators, to stay connected to education, and edtech conferences you cannot attend in person. It's also an ideal tool to aid professional development and continuous learning.
- **Connecting with the School Community:** Teachers and administrators can use Twitter to share classroom or school news — from homework and projects to back-to-school nights.

This resource will provide insight into how Twitter can be used by educators and social actors of all kinds to innovate for better learning outcomes.

We hope it will help to foster a new generation of informed, empowered, and engaged citizens.

Twitter & UNESCO Partnership

Twitter and UNESCO have been working together since mid-2018 to advance the conversation around media and information literacy. We launched an emoji for Global Media & Information Literacy Week 2018, activated by the hashtags #ThinkBeforeSharing and #Think-BeforeClicking. We also launched an emoji to amplify UNESCO's focus on MIL Cities. Our cross-promotion of content led to much-increased visibility and participation in the MIL Week conversation. Twitter also supported UNESCO partners through our Ads for Good program.

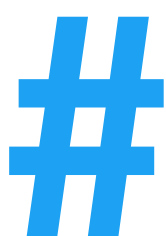
This resource represents the next step in our partnership, a relationship we hope to develop further over the coming years.

Follow @Policy for updates from Twitter's Public Policy team. You can also follow @MILCLICKS for the latest content from UNESCO's Media & Information Literacy programme.

Getting Started on Twitter

Twitter is a place for sharing ideas and information, building communities, and finding new people and perspectives — from across town and around the world. Importantly, Twitter is **your** Twitter — you can personalize it around what you want to say, hear, share, and the type of learning that you want to encourage around certain topics.

You decide who to follow on Twitter, based on people's, ideas, opinions, videos, or other things that interest you. Following people doesn't necessarily mean you agree with them or share their ideas. Some educators use Twitter to get different viewpoints — about teaching, technology, education policy, music, sports, or any other interests they may have. Others use Twitter to get perspectives on how issues are reported and discussed in other parts of the world.



Hashtags

One helpful way to connect and share with other educators on Twitter is by using #hashtags. They're a great way to organize conversations that are happening online, and to choose discussions that can be most helpful to your lifelong learning. There are lots of examples in this guide. Take a look and decide which ones to follow and join.

Following & Unfollowing

You can also decide to unfollow people. (When you unfollow someone, their Tweets will stop appearing in your timeline.) You might unfollow someone because they don't tweet about education issues as much as you expected they would, or because you don't agree, or because they Tweet about a lot of other issues that don't matter to you. It's your Twitter feed, and it's your decision.

Following

Unfollow

Your identity on Twitter

In addition, you can control how you're seen on Twitter. You can tweet using your real name, or with a pseudonym. Some people use pseudonyms to protect their identity, which may make them feel freer to express opinions or to establish some space between their personal Tweets and their school or work. Some people create multiple accounts on Twitter, so they can Tweet with different voices — for example, an account for sharing ideas with students and families, another to compare ideas with education colleagues, and another for hobbies.

Connecting with Students

Some educators use Twitter to connect with their students, and you can use Twitter to teach about digital citizenship, freedom of expression, and respect.

Twitter chats and conversations on #stuvoice and other hashtags are great ways to follow students and hear their voices. This is another helpful step in digital literacy and citizenship education because as your students see others speaking up, they'll feel encouraged to raise their voices as well. Remember, one of the first lessons of digital literacy is understanding that everyone is a speaker, and each of us brings our own values and perspectives to a conversation.



Global Citizenship Education & MIL

UNESCO and many stakeholders around the world promote the concept of global citizenship education. According to the UNESCO framework, there are several distinctive dimensions of global citizenship education. In the introduction to this resource, we emphasized the importance of social learning. There are two key elements of global citizenship education that pertain to social learning and being a good digital citizen. MIL is directly related to global citizenship education and it also enables people to be good digital citizens.

Table 1 below illustrates this relationship and how social media, and specifically Twitter, can be used for creative learning about global citizenship education.

Table 1: Media and Information Literacy and Global Citizenship Education

Purposes of Global Citizenship Education	Purposes of Media and Information Literacy	Linking Global Citizenship Education and MIL	Using Twitter for creative MIL learning and global citizenship education
Encourage learners to analyze real-life issues critically and to identify possible solutions creatively and innovatively.	MIL is about acquiring competencies to critically analyze and engage with real-life issues that are reflected and sometimes amplified in the media, books and on technological platforms.	MIL is one way to stimulate critical thinking in people and has more force when integrated with other social competencies such as intercultural competencies.	<p>Twitter is a resource that allows you to discover, evaluate, and analyze discussions or issues that are taking place online. Twitter is an online public square, and as such, it reflects sentiments that are present in the offline world.</p> <p>Learning actors could identify themes or topics that are of specific interest to them and their learning objectives. From here, they can critically analyze and discuss the elements of the debate on that topic – the context, players, issues, or perspectives of the discussion; what is the more dominant narrative? Do all actors have equal access to the debate? Is it representative? How does this influence policy-making?</p> <p>There are a variety of ways in which we can design critical thinking activities that allow you to examine real-world debates.</p> <p>You can also develop activities to teach learners how they can practice their research techniques and how they can verify information through multiple sources on Twitter. These sources can be cross-referenced with other trusted sources of information, such as news sites or reporters.</p> <p>(See section “Learning Activities for Educators and Development Actors” for more examples.)</p>

Purposes of Global Citizenship Education	Purposes of Media and Information Literacy	Linking Global Citizenship Education and MIL	Using Twitter for creative MIL learning and global citizenship education
Support learners to revisit assumptions, world views, and power relations, in mainstream discourses and consider people/groups that are underrepresented/marginalized.	A crucial part of MIL is to enable people to critically evaluate how the media and technological platforms assert power, enable a diversity of voices and self expression, represent reality, information, politics, social groups, ethnicity, gender, races, etc., or contravene the rights of others (Grizzle, 2014) ³ . This relates to what Frau-Meigs (2013), refers to as “self-management as well as engagement” (p.183 cited in <i>ibid</i>)	MIL is both a means and an end to achieve global citizenship education.	See examples above. (See section “Learning Activities for Educators and Development Actors” for more examples.)
Focus on engagement in individual and collective action to bring about desired changes.	MIL enables people to consider their social structures and environments. It empowers them to individually, collaboratively, and autonomously operate in their information, communication and media environments, taking actions that can lead to positive effects, change, debate, or desired goals... [4]	MIL is a form of civic engagement.	As above, activities could be developed around the UN Sustainable Development Goals to explore with learners how one individual or group brought about changes in social discourses or changes in the private sector or public policies. In carrying out these types of activities, ensure balance between movements or actions that have been successful and those that have not — explore why this may be the case.
Involve multiple stakeholders, including those outside the learning environment, in the community and wider society.	MIL is that bridge between learning in the classroom and learning that takes place outside of the classroom, enabling both to enrich each other [5] (Grizzle, 2016).	MIL is that bridge between learning in the classroom and learning that takes place outside of the classroom, enabling both to enrich each other. ⁴	Twitter is a tool for learning outside the classroom as well as within the classroom. Teachers could design activities that draw on peoples’/ citizens’ learning experiences outside the classroom and integrate these into the formal learning settings. Explore what constitutes learning in this context, what information led to the learning, is there a contradiction between what was learnt online for instance, and the realities offline; explore which stakeholders influenced the information, for what purpose, and did the learning benefit as a result of their input or not?

Source: Alton Grizzle, 2018⁵

³ Grizzle, A. (2018). Assessing Citizens’ Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts’ Views. Doctoral Dissertation. ISBN: 9788449084775: <http://hdl.handle.net/10803/666860>. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.

⁴ Grizzle, A. (2016). Media and Information Literacy in Middle East and North Africa: A Preliminary Comparative Analysis. In Abu-Fadil, M., Torrent, J. Grizzle, A. (2016 Eds). Opportunities for Media and Information Literacy in Middle East and North Africa. International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg, Sweden.

⁵ Grizzle, A. (2018). Assessing Citizens’ Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts’ Views. Doctoral Dissertation. ISBN: 9788449084775: <http://hdl.handle.net/10803/666860>. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.

Digital Citizenship and Media & Information Literacy

What is Media and Information Literacy?

UNESCO and others integrate media and information literacy with digital literacy. UNESCO uses the term media and information literacy (MIL) to encompass interrelated information, media, and technological competencies. For UNESCO, MIL refers specifically to certain competencies such as knowledge, skills, and attitudes. Some actors would also add values to their definition of MIL.

“Media and information literacy (MIL) includes a set of competencies to search, critically evaluate, use and contribute information and media content wisely; knowledge of one’s rights online; understanding how to combat online hate speech and cyberbullying; understanding of the ethical issues surrounding the access and use of information; and engage with media and ICTs to promote equality, free expression, intercultural/interreligious dialogue, peace, etc.” (Grizzle, 2018)



What is Digital Citizenship?

Digital citizenship is the term used to describe how we behave and interact with the online world. In essence, it is the conduct behind our online exchanges with others on critical issues of civic and political participation. Our behavior and interactions inform how each of us is perceived and how we perceive others on the Internet. Much like how we have rights and agency offline, we have them online, too. How we interact with the online world, however, is not limited to how we behave online, or what we Tweet. It also refers to how we protect ourselves online, from password protection to privacy.

To be informed, engaged, and empowered digital citizens, we must acquire and sharpen MIL competencies. MIL enhances our understanding of what it means to be global citizens in a connected world.

Digital Etiquette (etiquette)

The way we interact and communicate shapes how others see us. This is as true online as it is offline. Digital etiquette refers to how we conduct ourselves online and how to do so appropriately. Many websites and services, including Twitter, have [rules](#) that outline expected conduct.

When discussing this topic with students, it’s helpful to explain the impact that behaviors, both good and bad, can have on our digital footprint. Your digital footprint represents the information that exists on the Internet as a result of your online activity — it’s an image of you, as constructed by your behavior and engagement.

Here are some tips on digital etiquette. They’re written as if speaking directly to students:

Here are some tips on digital etiquette. They're written as if speaking directly to students:

Tone

- Be conscious that tone does not always translate to text. While your intention may be to make a sarcastic comment, for example, this doesn't necessarily come across online.
- People don't like being yelled at, and using all caps tends to make the reader think you're shouting. They might, therefore, be more inclined to ignore your point and focus on how you've chosen to communicate it.

Be kind and respectful

- Often when online, we'll come across a viewpoint we disagree with. It's important to remember to be empathetic and respectful in these instances. Challenging someone's viewpoint is not in itself a bad thing, and can often lead to informed discussions. However, it's essential that this is done in a civil way. A debate does not need to become a heated, personal argument.

Stay positive!

- Try to ensure that your digital footprint is positive! Write a blog on a topic close to you, display your talents, or teach someone a skill in a video. Raise money for charity, or get involved in organizing events. The list of ways to positively affect your digital footprint is endless!

Dealing with Cyberbullying

When online behaviour slides into abuse and harassment, it can sometimes be called cyberbullying. Here's some guidance on how you can tackle this behavior:

How to tell if your student is being cyberbullied

Just as in the real world, sometimes bullying can happen in the online world too. This can be difficult to spot at times, but there are some notable tells. Games, platforms, and devices that were previously seen as a favorite by the student may suddenly be avoided by them. Or, perhaps the student appears nervous when discussing the platform, or seems distant, and avoids talking about their online activities. Perhaps when discussions around these activities occur in class, they appear visibly upset, or angry.

What to do if your student is being cyberbullied

If you think that your student is being cyberbullied, the most important thing is to ensure that they are safe. It's essential they understand that there is someone that they can talk to about what they're going through. This may be you, as their teacher, another trusted adult, or a parent. The priority in this instance is to make the student feel secure. It is also important for you to understand that actions may be misinterpreted, so it is necessary to investigate any instances thoroughly and to make a record of anything you find. Sometimes, the best option may be to notify the parents/guardians that there may be an issue.

What to do if your student is cyberbullying

As with every aspect of teaching, the most important thing is to ensure that the student is safe. There may be underlying reasons as to why the student is behaving in this way, and this is important to keep in mind. Much like with offline bullying, it is necessary to investigate the issue thoroughly. Once satisfied that a student is engaging in unhealthy behavior towards another person, you can assess the appropriate response in line with your school's policy on bullying. This can range from explanations around real-world harm occurring due to online actions, to formal reprimands by the teacher or principal. It may also be necessary to involve parents in the issue, or to escalate the matter further if deemed necessary.

Nurturing your Digital Footprint through MIL Footprints

As we've said above, your interactions and the content you share are what shape your digital footprint. UNESCO has also proposed the concept of media and information literacy (MIL) footprints. To understand the importance of your **media and information literacy footprints (MIL footprints)**, it helps to further reflect on what digital footprints are. Digital footprints can be viewed as data that people leave behind on digital devices.

They can be created actively or passively, and the data can be collected by Internet services for various uses. This data helps Internet services to provide people with content that reflects their interest e.g. improving search results. This data is also used for commercial purposes to serve advertorial content. MIL learners must acquire knowledge about their data protection and privacy rights. They must be conscious of their security on various platforms, constantly performing 'hygiene checks' to ensure their data settings are as they would wish; that third-party apps only have access to as much data as is needed; and that their passwords are strong.

Learners should therefore be equipped with **MIL competencies** in order to be aware of what Internet services can collect from them, how they can opt in or out of these practices, and how their behavior will influence the nature of their digital footprints. Encouragement and advice can be offered around how to create a footprint that creates positive personal and social change. When individuals who are media and information literate take informed and wise actions in how they engage critically online, this is the process of creating "**MIL footprints**".

In this context, check out and engage with the [MIL CLICKERS PACT](#), an innovation of UNESCO's MIL CLICKS programme.

Controlling Your Digital Footprint

If you're concerned about how you might be seen, or you have concerns about previous interactions online, don't worry. There are a number of things that you can do to evaluate and change your digital footprint:

Search for yourself

How do others see you online? It's easy to get a sense of how others see you by doing a quick search of your name, username, or email address on a search engine. If what appears is something you wouldn't want prospective employers, friends or family seeing, then it might be possible to take action to prune the material from your digital footprint.

Check your privacy settings

On social media, it is usually possible to decide upon your audience. With Twitter, for example, in your settings, you can set your profile to protected mode. This will allow only those whom you approve to follow you and see what you share.

Deactivate or delete old profiles

When you're finished with an account or website, don't forget to delete or deactivate your profile. If you leave it up, it is possible that it will be hacked without you knowing. This could allow someone else to impersonate you by using your old account.

Think before you post

Before you say or do anything online, there are a few questions you should ask yourself. Would you be happy to have your friends or family see what you have said? Would you be happy for a newspaper to quote you on their front page? Is what I'm saying going to hurt someone intentionally? Depending on the privacy settings we mentioned previously, and on the openness of the platform, it is possible that what you say or do online could have tangible effects on the real world. Don't forget! While you may be able to delete a tweet, someone out there might have it screenshotted. Remember at all times, kindness and generosity are free.



How to protect yourself online

When you leave your house or your apartment in the morning, you likely lock your door. You might set an alarm, or have other security measures in place to protect your home. When you are in public, you most likely are inclined to be aware of your surroundings, to be on the lookout for danger, and to keep a close eye on your belongings. The digital world is no different and has its own dangers and pitfalls, from viruses to hacking. There are a number of security measures that you can implement, think of them as setting a digital alarm and locking your digital door.

Strong password and enable Two Factor Authentication

It's important to have a strong password and not to duplicate your passwords across platforms. We would also strongly recommend enabling Two Factor Authentication to ensure that your account is extra secure. In essence, you're making sure that your digital door is locked and bolted.

Anti-virus

It is also important to have a strong and up-to-date anti-virus program. Every day viruses are made that are more complex to try and circumvent the safety mechanisms in place designed by anti-virus companies. These companies are in a constant race to ensure they stay ahead of those of malicious intent. You can think of this as setting your digital alarm.



Beware of spam, scams, and phishing

Finally, be mindful of where you are. Examine any links, beware of pop-ups on websites. If you see something online suggesting you've won something that is too good to be true, it most likely is. Phishing scammers send fraudulent messages to a large number of people, in an attempt to trick them into revealing private information, like a password. An email or website may be disguised to appear legitimate. It can be difficult to recognize a spoofed email as they may look very convincing or appear to come from a Twitter email address. You can check the headers of an email to find out more about the source of the message, and you should be suspicious of new or unexpected emails. Twitter doesn't send emails with attachments, and will never ask you to provide your password via email, Direct Message, or reply.



#NOMO⁶ - Take a break!

It's important that learners remember to take a break from the screen from time to time. Get up, go outside, read a book or do some exercise. The Internet will still be there when they come back. It's also important to remember that not everything you see is always what it seems. What you see on social media of someone else's life could be viewed as their "highlight reel". No matter how perfect someone's life seems, we all have our struggles. We're just less likely to see them online.

⁶ NOMO = No mobile phone.

Controlling your experience on Twitter

Twitter is based on free expression. Which also means Twitter is a place where you — and your students — will encounter many different ideas and opinions. It's a great way to learn how other people view the world, and to help your students appreciate why it's important to respect other viewpoints — even if we don't agree.

Since hundreds of millions of people share ideas on Twitter, it's no surprise that we don't all agree. That's one of the benefits because we can all learn from respectful disagreements and discussions. But sometimes, after you've listened to someone for a while, you may not want to hear them anymore. Their right to express themselves doesn't mean you're required to listen.

If people on Twitter become annoying or negative, we have tools that can help you and your students:

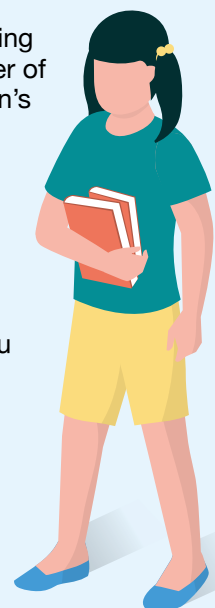
- Mute
- Block
- Report
- Rules & Policies
- Safety Tips

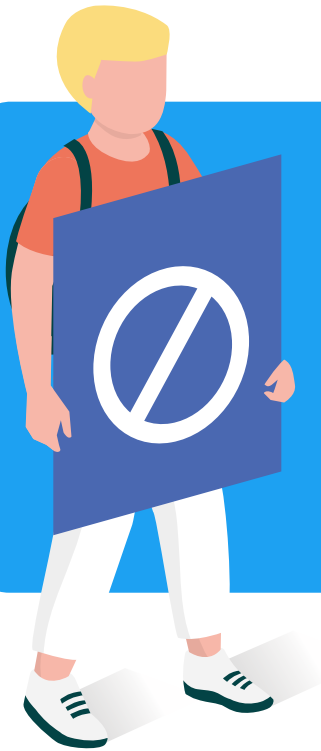
Mute

Just like in real life, sometimes you have friends or connections online who are usually interesting, and then become a bit annoying. If you want to keep following people, and just need to turn their volume down a little bit or reduce the number of their tweets in your timeline, the Mute tool is helpful. Mute hides another person's Tweets so you won't have to hear their voice for a while. They won't know that you've muted them, so it's a good way to step away from a discussion discreetly. You can unmute them later if you want.

In addition, we have new Mute tools to give you even more control over what you see — or don't see — on Twitter:

- Mute words, phrases, usernames, emojis, or hashtags from both your notifications and your home timeline, and for a specified period of time. You can decide how long you want to mute content: 24 hours, 7 days, 30 days, forever. You can mute content from both notifications and timeline.
- Mute Conversation helps you stop receiving notifications related to a Tweet that you're a part of, without blocking anyone or removing the conversation from your Home Timeline. No one will know that you've muted a conversation, and you can jump back in later by un-muting the conversation.





Block

Block is a feature that helps you control how you interact with other accounts on Twitter. This feature helps people in restricting specific accounts from contacting them, seeing their Tweets, and following them. Block means you won't see their tweets, and they won't be able to follow you, send you a Direct Message, or see you on Twitter at all. If they mention you, you won't see a notification.

Report

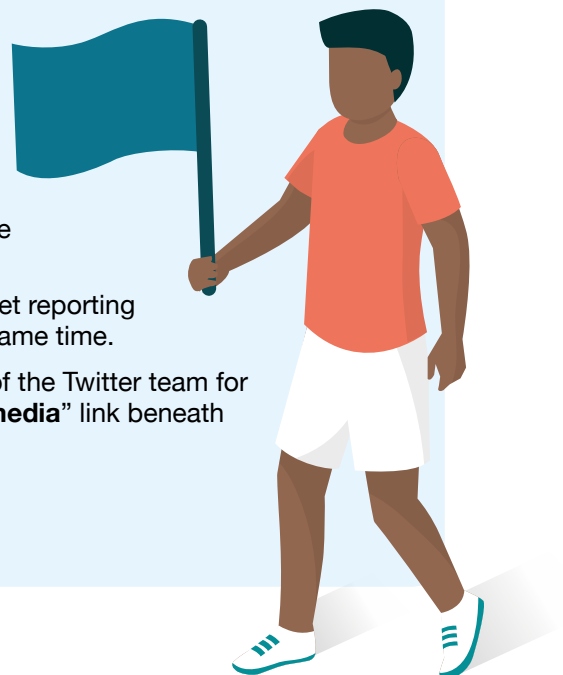
Twitter works very hard to protect people's experience on our platform and we constantly strive to ensure that they have the support they need. To that end, we provide you with tools, controls, and robust reporting mechanisms to help you stay safe, have control of what content you want to see, and to enjoy a wholly positive experience while using Twitter.

We encourage people to report accounts to us that may break our rules. You can do this through the support pages on our **Help Center** or through the **in-Tweet reporting mechanism** by clicking on the "Report a Tweet" option. Each report is manually reviewed by our teams of trained personnel.

We enabled **bystander reporting** which means that you can make a report on behalf of another person. This can now be done for reports of private information and impersonation as well.

You can also report several Tweets at once with our multiple Tweet reporting function, which allows people to report up to five Tweets at the same time.

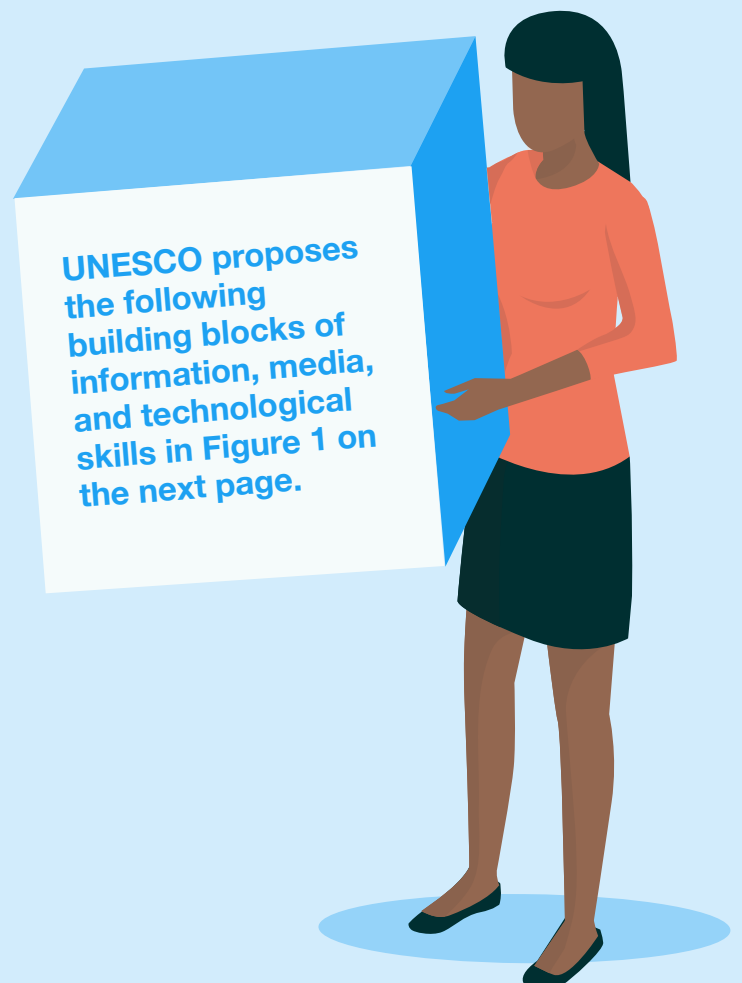
If you feel an image or video should be brought to the attention of the Twitter team for review, you can report the media to us by clicking on the "**Flag media**" link beneath the image.



Media & Information Literacy Skills in the Digital Space

In an era of greater connectivity, the ability to access, understand, and decipher relevant and accurate information has grown in importance. Much as in the past, when we spoke of not believing everything we read in the paper or believing everything we heard on the radio, so too must we be critical of what we see in the digital space.

The term literacy means more than just having the ability to read. It means being able to understand and decipher the truth of what you have read. This also applies to digital literacy, where we not only need to know how to access information online but also to critically evaluate and understand the information that we do access.



What a media and information literate person should be able to do

1 Recognize and articulate a need for information and media.

8 Ethically and responsibly use information and communicate their understanding or newly created knowledge to an audience or readership in an appropriate form and medium.

7 Extract and organize information and media content.

5 Locate and access relevant information and media content.

2 Understand the role of functions of media and other information providers, including those on the Internet, in democratic societies and development.

3 Understand the conditions under which those functions can be fulfilled.

4 Synthesize or operate on the ideas abstracted from content.

6 Critically evaluate information and the content of media and other information providers, including those on the Internet, in terms of authority, credibility, current purpose, and potential risks.

10 Engage with information, media and technology for self-expression, rights, intercultural and interreligious dialogue, democratic participation, gender equality, defending privacy and advocating privacy and advocating against all forms of inequalities, hate, intolerance and violent extremism.

9 Be able to apply ICT skills in order to process information and produce user-generated content.

Source: Grizzle, A and Singh, J. (2016). In the MILID Yearbook 2016: Media and Information Literacy for the Sustainable Development Goals.



Questions to help you distinguish fact from fiction

The old saying of ‘don’t believe what you hear on the radio/read in the papers’ still holds true in relation to the digital world. Today we have the means of fact-checking and verifying the accuracy of our information at our fingertips. Below are some questions you can encourage learners to ask themselves when reading something online. Often, these are all questions that we naturally ask when we read something we disagree with, but rarely question when it backs up our own inherent bias.

When we find information that is false, we all have a responsibility to its highlight inaccuracies, and elevate truthfulness and healthy discourse online.

Who? What? Where? When? Why? How?

Who?

Who said it? Are they an academic, an expert voice? Do they have a vested interest? Are they an advocate or campaigner? Are they independent and objective or are they subjective? Does the story cite a number of sources? Do these sources appear in other stories? Who wrote the article? Is their name attributed? Have you searched for the author or website and has it raised any suspicions? Does the expert or data come from a reputable organization?

What?

What did they say? What is the agenda? What is the context? What type of story is it? Does it seem like clickbait?

Where?

Where did they say it? Is it a reputable source? Is it a satirical website? Is it an overtly subjective website? Where else is this story covered? Have you read the website’s ‘About’ section to identify its mission?

When?

When did they say it? When was it published?

Why?

Why was it said? Why are you seeing it in your timeline now? Is it to prompt action?

How?

How is it written? Does it have excessive punctuation or capitalization? Does it have a clickbait headline? Does it state something like ‘the media/establishment/other doesn’t want you to know this’?

Dos and Don’ts for learners

- ✘ **Don’t** give out your personal details, such as your age, where you live, or where you go to school, and don’t post these details online.
- ✘ **Don’t** share anything online that does not belong to you without the owner’s permission or proper credit.
- ✘ **Don’t** say anything online that might be hurtful to someone, even if they were mean first.
- ✔ **Always** remember that you don’t know who might be behind another account.
- ✔ **Always** remember to tell a trusted adult if something happens online that makes you uncomfortable, or scares you.
- ✔ **Always** question what you read online to ensure you know what is true.
- ✔ **Always** make sure your privacy settings are strong and that you know what people can and can’t see.

UNESCO's Five Laws of Media & Information Literacy

The key purpose of this resource can be distilled to the promotion of critical thinking and social learning. Illuminating the competencies that constitute media and information literacy is a primary focus of that. UNESCO posits a framework called 'The Five Laws of Media and Information Literacy' to assist educators in defining the competencies of MIL and in setting learning goals alongside each one for an integrated approach.

SEE FIGURE 2



Laws of MIL



Law 1

Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

Law 2

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally – and a nexus of human rights.

Law 3

Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

Law 4

Every citizen wants to know and understand new information, knowledge, and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

Law 5

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.

Table 2 below shows how educators can align creative MIL learning through Twitter with the Five Laws of MIL.

The Five Laws of MIL	Steps to align teaching and learning through Twitter to the Five Laws
<p>Law 1 Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should ever be treated as such.</p>	<p>Step 1 Twitter is the platform for public conversation and for sharing information. One can also use Twitter as a news network, as a platform for social activism, free expression, and for research. As an educator, you can show how Twitter can be used as a tool for collecting and aggregating content of interest. Demonstrate how Twitter reflects neutrality and openness. Show how Twitter embraces all forms of information repositories such as libraries as well as traditional media including indigenous and community media.</p>
<p>Law 2: Every citizen is a creator of information/knowledge and has a voice. They must be empowered to access new information/knowledge and to express themselves. MIL is for all — women and men equally — and a nexus of human rights.</p>	<p>Step 2 Show how individual learners can share their knowledge and their voice by opening a Twitter account and Tweeting. Show how Twitter opens up access to a means of communication for all, which is more challenging for traditional media platforms.</p>
<p>Law 3 Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.</p>	<p>Step 3 Prompt your students to think critically about content they share or Retweet. Prepare learning sessions to investigate biases in students or to reflect on the biases in selected content found through various hashtags and accounts. The accounts should be a mix of personal and institutional to differentiate between the voice of an individual public figure and a formalised news or political organisation.</p>
<p>Law 4 Every citizen wants to know and understand new information, knowledge, and messages as well as to communicate, even if she/he is not aware, admits or expresses that she/he does. Her/his rights must not be compromised.</p>	<p>Step 4 Prepare learning sessions where Twitter is used in various school subject areas to encourage learners at the age of consent to engage in self-expression, to search for new information, and to become active in the global information and communication community. Help students to be aware of their right to disconnect. Note: This activity should be carried out with supervision where deemed appropriate.</p>
<p>Law 5 Media and information literacy is not acquired all at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.</p>	<p>Step 5 Use Twitter in learning environments to demonstrate new information skills, how new knowledge can be acquired and built up in a progressive and categorized manner through hashtags and the following of high-quality accounts. Encourage learners to develop an attitude of enquiry when using the platform. Show how Twitter is a platform for critical evaluation and debate around development topics, news, politics, activism, and cultural issues.</p>

Learning Activities for Educators and Development Actors

Share your own learning activity online using the hashtag #MILClicks

Practical Demonstration

Demonstrate current examples of scams, hoaxes or disinformation online and explain how to recognize them for what they are. Snopes.com or FactCheck.org are two websites where you can explore examples of misinformation or scams online.

What's real?

Present a number of conflicting facts, doctored photographs and real photos, artificially created faces and genuine human faces, advertorials and articles. Host a quiz to gauge the level of literacy in the group. Are they asking the right questions about the material? For more information on these types of assessments, check out the Civil Online Reasoning module from the Stanford History Education Group, which is part of Mediawise. These assessments cover claims on social media, video sharing sites, Wikipedia, generic web pages, and more.

<https://sheg.stanford.edu/civic-online-reasoning>

Digital Detectives

Ask your students to present a piece of 'fake news', spam or scams. Get them to dissect the example and present the reasons why they feel it constitutes disinformation. **N.B** It is important that this activity is carried out in an age-appropriate manner and under the supervision of their class teacher or parents.

Back up your claim!

When a student makes a statement as to fact, question how they know it to be true. Ask them to research the facts and return with information to back up their claim. Demonstrate that the assertion that something is 'common knowledge' does not, in itself, mean it's true.

Cybersquad

Encourage your class to monitor each other's digital footprints (while maintaining appropriate respect for privacy) and to report cyberbullying or other inappropriate online activities to you.



Twitter: The Digital Staffroom

When the first Tweet was sent in 2006, no one could have foreseen the impact it would have on the world and the many ways in which Twitter could be utilized, not least in the education space.



Imagine you're a teacher in a small rural village (maybe you are!). Your school consists of three teachers and fifty students. Your sources of new lesson plan ideas may be limited to the colleagues around you, most of whom may already share similar ideas through familiarity with each others' methods.

Now imagine you could attend free workshops and conferences where you can discuss new trends and methods with colleagues from around the world. When that first Tweet was sent, Twitter became a gateway to this reality. As a platform, it is often described as the digital town square — a place where ideas can be shared, in an instant, from anywhere in the world. It could also be viewed as the digital staffroom, allowing educators to share techniques, ideas, and suggestions on how to best inspire their students. From this small rural school, your staffroom of three teachers has expanded to include thousands of educators from São Paulo to Singapore.

Inside the classroom, Twitter can serve as a portal to different countries and cultures; the platform aggregates current events to be analyzed and discussed, opens up lines of communication with other teachers and students, and democratizes access to experts in myriad academic fields. Where else can you engage directly with Nobel laureates, cultural icons, and titans of industry?

Twitter's multimedia tools (photos, video, live-streaming), make it easy to share and consume educational content from around the world. The Twitter educator community is long-established, serving as a digital staffroom (e.g. #edchat) where teachers and school leaders can share best practices, curriculum, articles, and discuss the latest trends in pedagogy and education technology (e.g. #edtech).



Case Studies:

Twitter in and outside the Classroom

There are myriad ways to teach media and information literacy and there are also numerous ways to leverage Twitter in the classroom. To demonstrate this, we'll look at a number of case studies:

Gaelcholáiste Luimnigh, Limerick, Ireland (Students aged 12-18) @GCLuimnigh - 2,862 Followers, with over 25,700 Tweets... and counting!

Gaelcholáiste Luimnigh is a post-primary (K–12) Irish-language immersion school in Limerick, Ireland. An Apple Distinguished School that is committed to enriching the learning experience, adapting to student aptitude and learning styles, and making learning more personal. Gaelcholáiste Luimnigh moved away from a traditional educational model to one in which learning and teaching are transformed through enriching content using technology, and Twitter plays an essential role in this. The school integrates Twitter into all subjects to amplify learning and teaching at the school.

This integration increases student engagement and allows every teacher and student to be content creators and publishers. The school believes that Twitter nurtures creativity, collaboration, communication, and critical thinking in its students — essential skills as they prepare to live and work in modern society. Each subject department and programme coordinator manages a Twitter account and includes the school's primary Twitter handle in all its posts so that school management can Retweet the learning and achievements of pupils and staff to a wider audience including parents. This approach generates a fascinating degree of acknowledgment, transfer of ideas and creativity, while also showcasing pupils' work and accomplishments in real-time for parents, guardians, patrons and the world at large.

Principal of the school, Donncha Ó Treasaigh, is passionate about providing the students in his school with the real world skills and experiences in promoting best practice in digital citizenship.

Donncha believes that; **“our role in mentoring the best-use of social media to young people requires us to instill a questioning and inquisitive mindset in pupils so that they query and critique information that is available to them via the Internet and social media channels.”**

This, in turn, helps to nurture resilience amongst young people which is essential for ensuring that students can manage their online and connected lives from the minute they wake up in the morning until they go to sleep at night. Donncha advocates that this approach offers learners and teachers the scenarios and opportunities to keep conversations about media and information literacy current and relevant in an environment of mutual respect and best practice.

UNESCO MIL CLICKS

MIL CLICKS is a social media innovation from UNESCO. It provides media and information literacy guidance and content through multiple platforms to engage people in a conversation around competencies. Through the MIL CLICKS programme, people can learn how to engage critically with media and information in their day-to-day use of the Internet and social platforms. It also encourages peer education.



Students learn and teach others in an atmosphere of browsing, playing, connecting, sharing, and socializing through micro-learning content. This content includes graphics, images, short videos, questions and answers on Twitter, webinars, and other social media-related posts or engagements.

We are in the era of “mediatization”, an era of clicking and pressing. But are people engaging their minds effectively — online and offline? Thinking critically and clicking wisely is what MIL CLICKS exemplifies.

MIL CLICKS stands for Media and Information Literacy: Critical-thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability.

Follow @MILCLICKS or check out the #MILCLICKS hashtag and read more about the initiative here: <https://en.unesco.org/milclicks>

Mercy Mounthawk Secondary School, Tralee, Ireland (Students aged 12-18) @mounthawkmercy - 1,161 Followers.

Mercy Mounthawk School is the 5th largest school in Ireland with 1,250 pupils and a staff of over 100. Core to the teaching and learning of the school is digital skills for both the teacher and the pupils, and they have implemented a lot of innovations in the integration of ICT in learning and teaching. Due to the scale of the school, there is an ICT committee which is made up of key stakeholders in relation to ICT in the school, including the major departments that use ICT in their subjects. Mercy Mounthawk also makes links with both primary and third level institutions.

At Mercy Secondary School Mounthawk, there are many ways that the school and staff use Twitter. The key area of use is communication about the activities happening in the school — these can be whole-of-school activities/ achievements or related to specific activities in the school such as sports teams, STEAM activities in the school, and the Transition Year programme. Teachers also use Twitter as a Personal Learning Network (PLN); this allows them to keep in touch with current teaching practices across Ireland and internationally within various subject areas.

Pat Fleming, deputy principal of the school, finds that it is key to informing the community about activities within the school.

“Twitter allows the school to provide up-to-the-minute updates to people that are interested in what is happening in our world, be that the current score on a national basketball final or when a career night is scheduled for parents.”

Students in the school have used Twitter to carry out research and to contact people of interest in relation to various projects, including the BT Young Scientist and Scifest competitions. This allows students to tap into the global connections and perspectives that are available through Twitter.

Teacher Will Nolan says that Twitter inspires him in his teaching. “If I need inspiration for a class, I look to Twitter. Educators across the world are the greatest resource I have. There is so much passion for every subject on Twitter, and I often look at teachers in other subjects for ideas that I can use in my classroom.”

#EduTweet Partnership: Twitter and the School Leaders Network, India

#EduTweet is a Twitter for educators initiative in India which was developed for school leaders. It enables educators to share their knowledge and experiences. Launched in 2018, in partnership between Twitter and the School Leaders Network (@slnindia), the program brought together over 40 educators in Nahar International School (@NaharNIS), as well as over 50 educators in Delhi's Alchon International School to participate in the workshops.

The program demonstrated how best to use Twitter to find and build communities, how to engage in discussions around education policy, and how to interact with key influencers in the space. It investigated ways to approach the teaching of media and information literacy to students, along with the concepts of digital citizenship, anonymity, cyberbullying, and how to recognize authentic resources.

Through the program, educators are in a position to discuss ways in which Twitter can be leveraged in the classroom.

Are India's educators and school leaders leveraging the power of Twitter to engage with their wider community? Are they addressing media literacy and online safety with their students? And are they integrating social media in the classroom? These were some of the questions addressed during #EduTweet.



In general, the program can be divided into three broad areas of focus

Thought leadership for educators

Through thought leadership, educators attending the event explore how best to leverage the power of Twitter to educate, to organize better, disseminate best practices amongst their peers, have reasoned and substantive arguments, and to stand up for quality education and social justice. Twitter allows you to deepen your engagement with, and to learn new ideas from your peers.

Media and information literacy in schools

The second focus area of the workshops investigated the topics of cyberbullying, anonymity, and misinformation, as well as advice on how best to address and teach these areas. Issues like clickbait, how misinformation can spread, how to be an 'upstander,' and the importance of empathy in a digital world are all key areas which were addressed over the course of the program.

Digital classrooms

The final focus area of the workshops saw groups discuss how technology like Twitter can be integrated into the school while ensuring it remains a safe space. Ideas such as private accounts for classes, where students can Tweet recaps of the lesson, and mobile journalism as a way to understand the power of social media, were debated.

Testimonials - Educators Share Their Experiences

My high school students and I use Twitter to talk with scientists around the world. Check out #scistuchat

High School science teacher
from Nashville, USA

Myself and my school have begun our journey in blogging and Twitter as we understand the importance of international collaboration.

Teacher from Yorkshire,
England

Twitter has been a wonderful way to connect across the globe for both my students and myself from the middle of the Pacific Ocean.

6th-grade teacher from
Aiea, Hawaii, USA

As a school principal, I use Twitter to be my “just in time” learning and sharing platform. I have learned more from my PLN than any in service or conference event and it’s free and available 24/7!

School principal from McKinney,
TX, USA

I use hashtags to add visibility to specific issues. Also, to find trends that seek to transform reality. For example, hashtags denouncing injustices or illegalities, or situations of corruption and of institutions taking arbitrary decisions. But also those amplifying positive causes that motivate a transformation of the country. I’m able to support or denounce these by using a hashtag. By using a hashtag, your cause gains a lot of visibility on this immense network, so I like to join these initiatives that are getting stronger. Also, the @ symbol is helpful to mention those that can address a situation or complain to make things better. These are both useful tools.

Secondary School Teacher,
Toluca, Mexico

My mother, who was a teacher for 36 years, used to teach her students, most of which are from rural backgrounds, about the importance of practicing comprehension reading. She emphasized that, in that way, they would not depend on others for information, and they and their families won't be tricked into believing things that are not true. Similarly, today, in my work as a university teacher in a municipality, I have turned Twitter into a tool that allows me to strengthen the comprehension reading process of my students in the international relations course. By accessing a variety of sources, students improve their ability to discover what information on the web is true and what is not; they learn not to become spokespersons for misinformation.

Secondary School Teacher,
Mexico Secondary School

I started using Twitter when #edchat began. Twitter became my mentoring program. I collaborated with my French students and other French classes in the state. Our students Tweeted in French! As a tech coach, Twitter is my lifeline for others' experiences and opinions. I get to have powerful conversations with people around the world 24/7!

Teacher from Tuscaloosa,
Alabama, USA

Twitter keeps me ahead of the curve on trends in education and educational technology. When I have questions or ideas I need to understand from multiple perspectives, Twitter gives me access to all of the super-smart educators out there. I hope anyone who has doubts will jump in and see for themselves.

Teacher from Austin,
TX, USA

I would like to add Twitter to the online courses curricula as a fundamental tool to study. It enables everyone to have direct and immediate contact with the participants of the conversation. It also enhances communications among members of the same group.

University Professor,
Boyaca, Colombia

Educators in Singapore
use #edsg to chat every
Tuesday evening.

Educator
from Singapore

Twitter is my first port of call for up to date ideas and thoughts on teaching. We use it to connect our young primary learners with their community and other learners.

Teacher from Melbourne, Australia

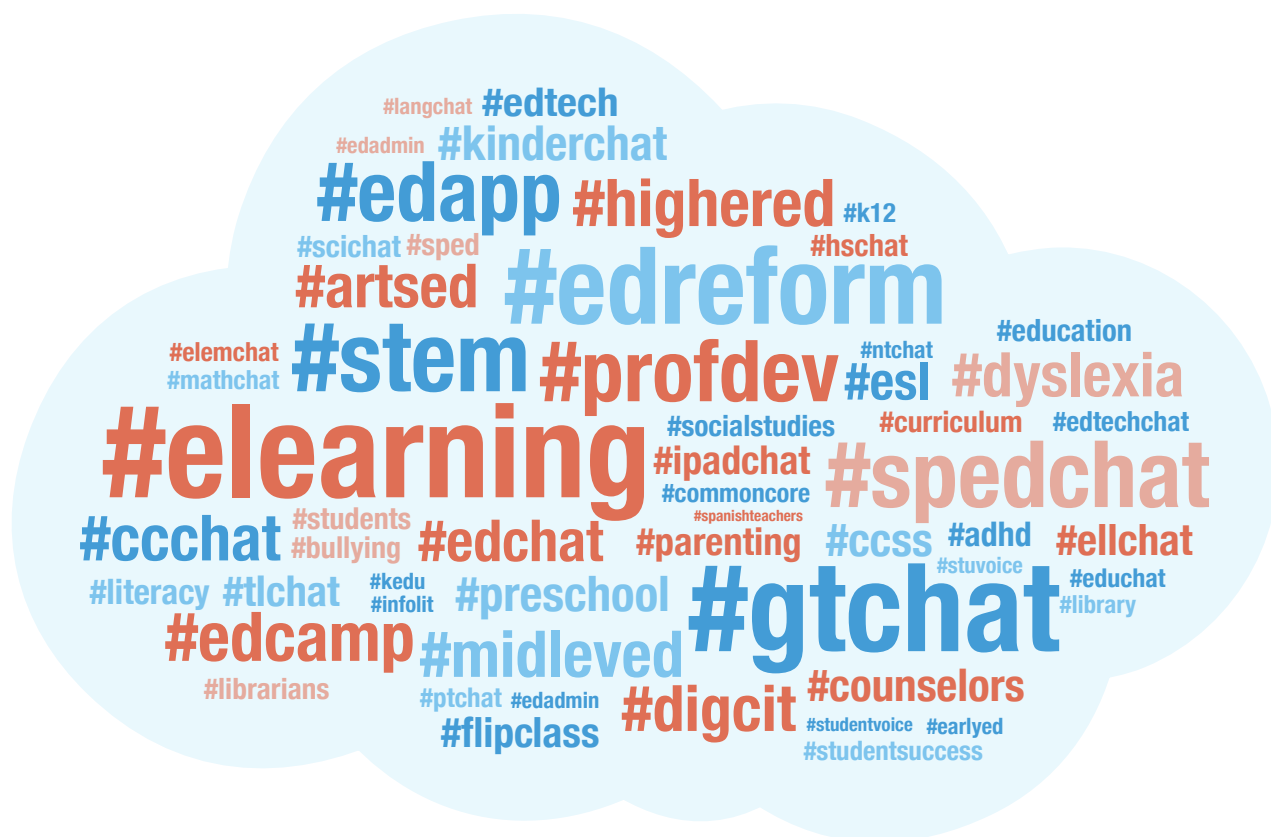
Join the Conversation: Education Hashtags

There are hashtags for every education conversation on Twitter. Some of them are generalized, such as #edchat, while others are specific to a particular subject.

Some examples:

- As above, we're suggesting that educators share their media and information literacy innovations using the hashtag #MILClicks.
- #edtech has conversations about how teachers and students are using technology to improve learning.
- #digcit highlights ideas and strategies for teaching digital citizenship, and helping kids and adults build an online world based on respect.
- #stem is a place for all things related to science, technology, engineering, and math – and sometimes art.
- #esl brings you a variety of perspectives on learning the English language.

Check out the following hashtags to connect with other educators on Twitter:



Appendix 1: Twitter 101

Setting up your profile

Your Twitter profile shows the world who you and your school are moment by moment. Your profile is where you demonstrate what they can expect from your Tweets and why they should follow you.

Here are some tips for setting up your Twitter profile to best represent your values and your content.

Your username on Twitter is part of your identity on the platform

It will be displayed when people reply to your Tweets or add you to a conversation. The username is the one that begins with the “@” — it can be up to 15 characters in length. Your display name can be up to 50 characters in length.

Tips for growing your Twitter username recognition

Put your Twitter @username on your printed materials. Adding your Twitter @username to your materials is a great way to get wider exposure for the account. It also indicates that people can reach you directly through this channel — that you read and respond here.

Put Twitter on the school’s website. Adding Twitter buttons to the website is a great way to gain wider distribution for your content and gain more followers.

You might also be mindful of when your audience will be online. For example, people are frequently on Twitter in the morning on their commute, at lunchtime, or in the evening when watching TV.

Biography

Your account bio must be 160 characters or fewer. We recommend that you include details about your school and its mission. Use keywords, account usernames, and hashtags, all discoverable through search, in the bio to connect with other conversations and accounts related to your school.

Photos

You can reinforce a campaign message with powerful, high-resolution imagery. Choose a profile photo that shows who you are. This photo will accompany every Tweet you post, and this may be the first impression that people have of you or your organization. If you’re an individual, a smiling face has been shown to be most effective in driving engagement. If you run an organizational account, the logo should demonstrate who you are. This photo will be shown on all official Twitter platforms, and on embedded Tweets in news articles.

Your cover photo is your billboard. It should be a high-quality landscape photo that captures your interests, or your personality, or the issue and campaign you want your followers to know about.

How to find people to follow

Start by following people you know. Search for their names or their @usernames, or find them all instantly by importing your contacts from your email address book. Then search for your favorite sports teams, actors, local newspapers, writers, or schools. Lastly, search for accounts of people sending the type of Tweets you’d like to receive: breaking news, community leaders, and other accounts.

Finding a conversation is a great way to find people to follow as well. If you see an interesting hashtag, tap the conversation there, engage the community, and follow anyone with whom you would like to connect. Simply follow what interests you.

How to Tweet

To post a Tweet

Select the compose Tweet icon in the top menu on the right. Compose your 280-character message and select Tweet. The Tweet will be posted to your profile.

To create a Tweet thread

1. Compose Tweet.
2. Select the 'Add another Tweet' button.
3. Repeat as necessary.
4. Select Tweet all.

To reply to a Tweet

1. Select the reply icon in a Tweet.
2. The @username of anyone mentioned in the Tweet you're replying to will already appear in your "Reply to" box.
3. If you want to add more @usernames, simply type the @username of the person you want to mention.
4. Compose your 280-character message and select Tweet.
5. The Tweet will be posted to your profile.
6. If you want this reply to appear in the timeline of your followers who don't follow the person you're mentioning, you need to add a punctuation mark to the beginning of your Tweet before you include their @username.

To mention another person

1. Select the compose Tweet icon in the top menu on the right.
2. Compose your 280-character message and type the @username of the person you want to mention.
3. As you start typing a @username, a list of potential matches will appear.
4. Once you've found the person you're looking for, select his/her @username and it will be populated in the Tweet.
5. If you want to add more @usernames, repeat steps 2 to 4.
6. Select Tweet and the Tweet will be posted to your profile.

7. If you want this reply to appear in the timeline of your followers who don't follow the person you're mentioning, you need to add a punctuation mark to the beginning of your Tweet before you include their @username.

To include a hashtag in your Tweet

Select the # symbol, and as you start typing, the list will narrow down to fewer results.

You can choose to include one of these suggested hashtags or add your own hashtag text, e.g. #EduTweet.

Keep at least one hashtag general (e.g. #EdChat) and one specific to your audience at home.

To include a photo or video in your Tweet

You can take a photo or video in the moment or choose an existing one from your device.

1. Open the app and swipe left — you're looking at the Twitter Camera! Shoot photos, video, and live broadcasts directly on Twitter. Once you're happy with your photo or video, you'll be brought to a Tweet compose interface where you can add a caption, your location, and relevant hashtags.
2. Alternatively, select the compose Tweet button and choose an existing image or video from your gallery or select the camera icon to shoot new material.
3. Once you have taken or selected your photo, you will have the option to apply a filter, add a sticker, and crop the image. Similarly, you can trim the video.
4. When you are finished, select Done; the photo/video will be attached to the Tweet. You can select up to four photos for a single Tweet.
5. You can tag people in your photo(s) by tapping Who's in this photo? Type in the full name or @username and then tap Done.

To include a GIF in your Tweet

Add a GIF to your Tweet to better express the sentiment behind your message, to make a tough message easier to digest or just to add some levity to your content.

1. Select the compose Tweet button and then click the add GIF icon.

2. Choose a GIF from the extensive library available in the app. These GIFs are categorized by sentiment, making it easier for you to find the perfect GIF for the moment.

To include a live broadcast in your Tweet

Want to live stream what you're watching? It's easy to begin a live broadcast with a Tweet.

1. Select the compose Tweet button and click the camera icon. Toggle from CAPTURE to LIVE.
2. Then you'll be prompted to give a description of what you're about to broadcast.
3. Click "Go LIVE" and begin your broadcast!


Alternatively,

1. Swipe left from the Twitter app home screen to access the camera.
2. Toggle from CAPTURE to LIVE.
3. Input a description of what you're about to broadcast. You also have the option to add your location.
4. Click "Go LIVE" and begin your broadcast!

To include a poll in your Tweet

You can create your own Twitter Poll on the web or in the Twitter app (iOS or Android).


To create a poll on twitter.com

1. Click into the compose box at the top of your Home timeline, or click the Tweet button in the top navigation bar.
2. Click the Add poll icon 
3. Type your poll question into the main compose box. You can use up to 280 characters in your poll question.
4. Insert your first poll option into the Choice 1 box, and your second poll option into the Choice 2 box. You can use up to 25 characters for each option.
5. Click "+Add a choice" to add additional options to your poll. Your poll can have up to four options.
6. Your poll's duration defaults to one day. You can change the duration of your poll by clicking one day and adjusting the days, hours, and minutes. The minimum amount

of time for a poll is five minutes, and the maximum is seven days.

7. Click Tweet to post the poll.

To create a poll on the Twitter app (iOS or Android)

1. Tap the Tweet button (iOS) or tap on What's happening? (Android).
2. Tap the Add poll icon 
3. Type your poll question into the main compose box. You can use up to 116 characters in your poll question.
4. Insert your first poll option into the Choice 1 box, and your second poll option into the Choice 2 box. You can use up to 25 characters for each option.
5. Click "+Add a choice" to add additional options to your poll. Your poll can have up to four options.
6. Your poll's duration defaults to one day. You can change the duration of your poll by tapping one day and adjusting the days, hours, and minutes. The minimum amount of time for a poll is five minutes, and the maximum is seven days.
7. Click Tweet to post the poll.



To bookmark a Tweet


Found something historic? Is there an article or Tweet thread that you want to read later? Save the Tweet with Bookmarks, and come back to it whenever you want. Only you can see your Bookmarks.

To bookmark a Tweet

1. Tap the share icon under the Tweet.
2. Select, “Add Tweet to Bookmarks”.
3. To find it later, tap “Bookmarks” from your profile icon menu.
4. You can remove Tweets from your Bookmarks at any time.

To share a Tweet


Would you like to share a Tweet via Direct Message on Twitter, or share a Tweet off Twitter?

1. Select the share icon under the Tweet button. 
2. Choose from “Send via Direct Message” or ‘Share Tweet via...’
3. Select destination.




To send a direct message

You can start a private conversation or create a group conversation with anyone who follows you. Anyone you do not follow can send you a Direct Message if: you have opted in to receive Direct Messages from anyone or; you have previously sent that person a Direct Message.


To send a Direct Message to an individual

1. Navigate to the desired profile.
2. Select the overflow icon. 
3. Select “Send a Direct Message”.
4. Enter your message.
5. In addition to text, you can include a photo, video, GIF, or sticker with your Direct Message.

Alternatively, you can send a Direct Message by:

1. Select Envelope  or “Messages” tab.
2. Select the message icon  or the “New Message” button.
3. In the address box, enter the name(s) or @ username(s) of the people you wish to send a message to. A group message can include up to 50 people.
4. Enter your message.
5. To send your message tap the paper airplane icon  or click the “Send” button.

How to enable Night Mode

1. In the top menu, tap your profile icon.
2. Tap the night mode icon  on iOS, Android or on Desktop select “Night Mode”.
3. To turn the feature off, tap the night mode icon again.

Appendix 2:

The Twitter Rules

Maintaining the diversity and openness of the Twitter community is our responsibility, and so is creating a safe environment for everyone who uses Twitter. Online safety is fundamental on Twitter — it's an essential component of free expression, and important to all of us. Twitter's purpose is to serve the public conversation. Violence, harassment and other similar types of behavior discourage people from expressing themselves, and ultimately diminish the value of global public conversation. Our rules are to ensure all people can participate in the public conversation freely and safely.

The Safety Center (<https://about.twitter.com/safety>) is a resource for anyone to learn about online safety, on Twitter and beyond. This resource is a result of our work with online safety experts who continuously help us to promote good digital citizenship. Educators are uniquely positioned to provide valuable guidance and insight for their students' conduct online. With a specific section for educators, we've compiled some tips for you to share with your students about different situations they may encounter.

Here's a quick summary of some of our rules, you can find more information at twitter.com/rules:

Violence: You may not threaten violence against an individual or a group of people. We also prohibit the glorification of violence.

Abuse/harassment: You may not engage in the targeted harassment of someone, or incite other people to do so. This includes wishing or hoping that someone experiences physical harm.

Hateful conduct: You may not promote violence against, threaten, or harass other people on the basis of race, ethnicity, national origin, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease.

Platform manipulation and spam: You may not use Twitter's services in a manner intended to artificially amplify or suppress information or engage in behavior that manipulates or disrupts people's experience on Twitter.

Private information: You may not publish or post other people's private information (such as home phone number and address) without their express authorization and permission. We also prohibit threatening to expose private information or incentivizing others to do so.

You also have the option to put your Twitter account into "Protected Mode". Once this option has been selected, you must approve any new followers before those followers can see and interact with your Tweets. If you wish to make your Tweets publicly viewable again, you can do so in the same Settings menu.

Impersonation: You may not impersonate individuals, groups, or organizations in a manner that is intended to or does mislead, confuse, or deceive others.

Sensitive media, including graphic violence and adult content: You may not post media that is excessively gory or share violent or adult content within live video or in profile or header images. Media depicting sexual violence and/or assault is also not permitted.

Illegal or certain regulated goods or services: You may not use our service for any unlawful purpose or in furtherance of illegal activities. This includes selling, buying, or facilitating transactions in illegal goods or services, as well as certain types of regulated goods or services.

Appendix 3: Media & Information Literacy Resources from UNESCO

Useful Sources* (Digital Version)



WATCH

MIL CLICK

UNESCO Film Archive



FOLLOW

MIL CLICKS

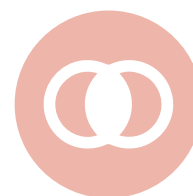
Twitter



LISTEN

IPDCTalks 2017

UNESCO Radio Archive



JOIN

Global Media and
Information Literacy
Week

The Global Alliance for
Partnerships on MIL

LEARN

UNESCO and AU's Media and Information Literacy Course; UNESCO's MIL Massive Open Online Course (MOOC) or any other training connected to MIL;

Read

- MIL Curriculum for Teachers.
- MIL Policy and Strategy Guidelines.
- MIL: Reinforcing Human Rights, Countering Radicalization and Extremism.
- Opportunities for MIL in the Middle East and North Africa.
- MIL for the Sustainable Development Goals.
- Global Citizenship in a Digital World.
- MIL and Intercultural Dialogue.
- Media education: a kit for teachers, students, parents and professionals.
- Guidelines for broadcasters on promoting user-generated content and media and information literacy.
- 'Fake News' and Disinformation: handbook for journalism education and training.

Useful Sources* (Print Version)



WATCH

MIL CLICK video
(available on Twitter)



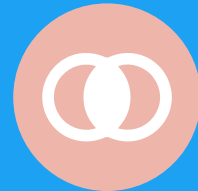
LISTEN

IPDCtalks 2017
(available on Twitter)



FOLLOW

MIL CLICKS Facebook,
MIL CLICKS Instagram,
MIL CLICKS Twitter



JOIN

Global Media and
Information Literacy
Week and The Global
Alliance for Partnerships
on MIL

Read

- Grizzle, A., Carme Torras Calvo, M. (2013). *Media and Information Literacy. Policy and Strategy Guidelines*. Paris: UNESCO.
- Singh, J., Grizzle, A., Yee, S. J., Culver, S. H. (2015). *Media and Information Literacy for the Sustainable Development Goals*. Göteborg: International Clearinghouse on Children, Youth and Media Nordicom, University of Gothenburg.
- Grizzle, A., Wilson, C. (2011). *Media and Information Literacy - Curriculum for Teachers*. Paris: UNESCO.
- Culver, S. H., Kerr, P. A. (2014). *Global Citizenship in a Digital World*. Göteborg: International Clearinghouse on Children, Youth and Media Nordicom, University of Gothenburg.
- Carlsson, U., Hope Culver, S. (2013). *Media and Information Literacy and Intercultural Dialogue*. Göteborg: The International Clearinghouse on Children, Youth and Media, Nordicom, University of Gothenburg.
- Commonwealth Broadcasting Association (2009). *Guidelines for broadcasters on promoting user-generated content and media and information literacy*.
- Singh, J., Kerr, P., Hamburger, E. (2016). *Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*. Paris: UNESCO.
- Abu-Fadil, M., Torrent, J., Grizzle, A. (2016). *Opportunities for Media and Information Literacy in the Middle East and North Africa*. Göteborg: The International Clearinghouse on Children, Youth and Media Nordicom, University of Gothenburg.
- Frau-Meigs, D. (2006). *Media Education. A Kit for Teachers, Students, Parents and Professionals*. Paris: UNESCO.

*Search for all sources in digital version of the Guidelines.

