Chapter three guided reading questions

1. According to the World Freedom Map, what happened to press freedom after World War II? How did press freedoms change after the start of the war on terror?

2. According to the author, when will World War 3.0 begin and where will it be conducted?

3. What new formula does the author propose for measuring press freedoms?

4. What does the legal defense fund set up by the Open Society Foundations accomplish?

5. According to the author, are teachers doing a good job of teaching the First Amendment? Explain.

6. Is there a connection between the use of social media and understanding and supporting the First Amendment?

7. Nationally, do students use social media more, less or at the same rate as teachers?

8. Is television the no. 1 news source for all forms of news?

9. List the sorts of news that people tend to consume from each of these sources:

a) Mobile media
b) Internet
c) Local TV
d) Newspapers

10. Think about journalism in your community. What news interests you and where do you get it?

11. Where do you think the term "the fourth estate" comes from? What does it mean to you? Do you think journalism is doing a good job of being the fourth

estate?

12. List the four Cs from the business model the author believes will help support developing media.

13. How does the author refer to our country's current media policies? What explanation does he give for his assessment?

14. What is the one thing, according to the author, that the federal government could do to help consumers have more access to journalism?

15. What are the seven ways in which a public Media Technology Transformation Fund could produce results?

16. What percentage of Americans consumes ethnic media?

17. Name three advantages of Technology Testing Labs.

18. How does public media need to change?

Shaded terms for chapter three

Algorithm: A repeatable step-by-step procedure for mathematical calculations, routinely used in computer programming.

Capital: In the context of the text, it means financial resources or money.

Citizen journalism: A label for what citizens produce when they find, report, analyze and share news and information using journalistic techniques.

Connectivity: The way technology engages and links people together.

Interoperability: The ability of different information technology systems to work together.

News Ecosystem: The idea that news and information as well as the people who consume it form a social system that is just as complex and interdependent as an environmental ecosystem.

New Journalism: A name used mostly in the 1960s and 1970s for news stories told with literary techniques usually absent in standard news writing of the time.

Open-source software: Software offered freely to the public to be studied, modified and distributed. Often the software is developed communally and collaboratively.

Press freedom: Freedom for journalists and others who use media to communicate to the public. Named for the first of the popular media, the printing press.

Social media: The most popular new form of digital media, in which people interact by creating and sharing content, often informally, through networks ranging from personal to global.

World War 3.0: A global war occurring within computer systems in an attempt to disturb, disrupt or destroy a variety of "enemy" systems, ranging from those controlling communications, finance, electricity and even weapons.

Some of the shaded terms are in the text; others are in the Learning Layer; still others are in the source material linked to from the book. This list helps define them, wherever they are found.

Freedom means... disagreeing on what freedom means

The 2012 State of the First Amendment national survey reflects conflicting views on support for free expression and press freedom. Review and pick an activity:

Flashlight: What parts of the survey seem the most noteworthy? Are there important questions the survey did not ask? Why might Americans be so divided?

Spotlight: "Education for Freedom" is offered by the Freedom Forum's First Amendment Center, a nonpartisan center dedicated to the understanding and appreciation of the values of the First Amendment. Do any of the lessons seem right for your class? Choose one.

Searchlight: University of Washington legal scholar Ronald K. L. Collins is a First Amendment Center fellow. In 2012, he was awarded a Scribes Book Award (bronze) for his work *We Must Not be Afraid to be Free* (written with educator Sam Chaltain, who pioneered First Amendment Schools). Ask students to review the book and write a short paper on the fears Collins says hold us back.

Bonus activity for high school teachers: Conduct an exercise that allows students to explore the meaning of the First Amendment with SchoolJournalism.org as a resource.

World Press Freedom: Behind the trends

View: Why Should We Care About Press Freedom? followed by "World Press Freedom Day 2013 Journalists Killed" animation. Then choose one or more of these bundles of questions for class discussion:

Flashlight: How many hits do the press freedom videos have? Think of a YouTube video you and your friends recently watched. How many hits did that have? Is there a difference? Why? Look at the media coverage of World Press Freedom: does it deserve the level of attention it gets? Why? If a change is needed, what do you suggest?

Spotlight: UNESCO asked experts three questions: What were the biggest changes in press freedom in the last 20 years? What are the biggest challenges to safety of journalists today? What will be the big issues in press freedom in the next 10 to 20 years? Class discussion: How do you answer those questions?

Searchlight: Tracking freedom is complex. Those who try include Reporters Without Borders, IREX, and Freedom House. The reports differ. For example, in 2012, the United States was ranked 24th by Freedom House, whereas it was ranked 47th by Reporters Without Borders. Why? Do the groups use different criteria? If they do, how do you explain the research that has found the measures are often similar?

Assignment for extra credit: Choose a country at random and compare how each organization ranks its freedom. Read the full report and in-depth discussion of your country. Do some independent research and find articles supporting its ranking. Also, find research in and beyond each organization's report about digital and social media and discuss with classmates how that would influence an overall measure of freedom.

"How close is World War 3.0?"

The author says World War 3.0 may already be here. Ask the class to research computer-against-computer warfare. Search news articles with key phrases, such as World War 3.0, cyber attack, cyber army or cyber warfare. Student can address one or more of these batches of questions in a two-page paper.

Flashlight: How long have people been writing about World War 3.0? What's the earliest use of the term you can find? Does it always mean cyber warfare or can the term mean other things? (A little help: The headline in quotes above is the title of a 2007 Networked World article by Carolyn Marsan.)

Spotlight: Do you think World War 3.0 already started? Has your life been affected so far by not knowing? Does the government have a responsibility to make its citizens aware if it is involved in a cyber war?

Searchlight: Choose a cyber attack to study. The author notes that freedom decreases when war increases — what does this imply in the era of cyber warfare? Consider this question: If there is no freedom to cover the war, will it run rampant?

Extra credit: Students propose two journalism articles related to cyber warfare. They consider potential sources and how the stories could be reported. They come prepared to discuss the stories in class. Are there some countries in which those stories can't be done? Why?

Mexico's endangered journalists

You don't have to go to the other side of the globe to find attempts at silencing journalists. According to the Associated Press, 84 journalists have been killed in Mexico since 2000, and 20 have disappeared since 2005.

Mexico ranks seventh on the impunity index compiled by the Committee to Protect Journalists (the index measures the impunity with which murderers get away with killing journalists).

Activity: Students find at least three articles (like this one) about the killings and disappearances of journalists in Mexico. Use the research to answer the following questions:

1) Does the increase in violence against journalists coincide with another trend in the country?

2) Has the government of Mexico acknowledged the problem and implemented any programs to address it?

3) Are crimes against journalists investigated in Mexico? How many of these crimes go unpunished?

Google and censorship in different cultures

Google-China was launched in 2006 and has been the object of censorship and fiery rhetoric from Chinese officials. China blocked access to YouTube during 2009 as a result of footage that showed Chinese security beating Tibetans. China continues to block access to certain search terms on Google, which protested but continues to operate as the no. 2 search engine in China. Baidu, the market leader, is in full compliance with China's censorship laws.

Discussion questions:

Flashlight: Do you think most of China's Internet users know that a large amount of information is being blocked? How might they know? Are there long-term consequences for China stemming from Internet censorship? What might those be?

Spotlight: According to the author, 40 governments currently censor the Internet. Find out the names of these countries. Do they have anything in common (geography, religion, language, political systems)? Do these similarities help explain their attitudes toward the Internet? Is China on the list?

Searchlight: Different cultures value different things. In 1956, _Four Theories of the Press_ developed four media types. It's still used a half-century later. But its critics say it described the systems according to Western (mostly American) standards. Discussion: What does the American culture value? How does our media system and the media and press freedoms we have support or hinder those values? Consider Asian cultures known for valuing collectivism. Can their media system support those societal values? How?

Extra credit: Chinese blogger Michael Anti (aka Jing Zhao) says hundreds of millions of micro bloggers and readers are at work. On platforms like Sina Weibo they discuss public issues banned from the official press. View this TED talk and assign a short paper on this question: Are these social networks effective as a back channel for news and information or are they a tool to try to keep the masses complacent?

Focusing on just one country

Ask students to pick a country from this list: Canada, Pakistan, Mexico, Iraq, Eritrea, Burma, China, Iran and Russia. Research them on the Freedom House 2013 report website. Then pick one or more levels of activity:

Flashlight: Class discussion with students: Where does the country you picked rank? Why? What could change that would make that country more free? Now look how Freedom House ranked Internet freedom. Is your country on that map? Also check out the World Wide Web foundation Internet rankings. Can a country censor traditional media but allow the Internet to be free?

Spotlight: With further research, ask students to find news organizations in the countries they chose. What is known about the struggles the news organizations face? Have any of their journalists died trying to get the news? (Both UNESCO and the Newseum document journalists who have been killed.)

Searchlight: Amartya Sen, Nobel prize winner in economics, argued that freedom and prosperity are linked in his 1999 book *Development as Freedom*. Other scholars: S.K. Chowdhury (2004, *The effect of democracy and press freedom on corruption*); J.C. Merrill (1974, *The Imperative of Freedom*) and D.A. Belle (1997, *Press Freedom and the Democratic Peace*). Students can choose any two and compare and contrast their views in a paper.

Update

Global press freedom snapshots

Both exciting and depressing stories (for world press freedom advocates) continue to emerge. Many still debate whether freedom is gaining or losing ground.

- **Cuba's digital newspaper:** Cuba has a notorious reputation for restricting free speech. In response, dissident blogger Yoani Sanchez launched <u>Cuba's first digital newspaper</u> in 2014. The Cuban government still <u>blocks the newspaper</u>.
- **#SOSVenezuela:** When protests broke out in Venezuela to oppose the government of President Nicolas Maduro, <u>citizens took to social media</u>. When Maduro made moves to suppress freedom of speech, including <u>kicking out Colombian news station NTN 24</u>, citizens depended on social media to be their news. University of Miami student Arianne Alcorta produced a <u>documentary on the crisis in Venezuela</u> all the way from Miami by gathering content from social media.
- **Journalist arrests:** At a time when <u>freedom advocates hail activite citizen participation in the press</u>, the world remains dangerous for journalists. An Egyptian court sentenced <u>three Al Jazeera journalists to prison</u> on charges of reporting false news and aiding the Muslim Brotherhood. Al Jazeera insists there is no evidence to support the charges against them.
- **Kidnapped in Donetsk:** Vice News reporter Simon Ostrovsky <u>was kidnapped by pro-Russian separatists</u> in April 2014 in the eastern Ukrainian town of Slavyansk. According to the Guardian, the <u>separatists kidnapped the reporter for spying</u>, which Ostrovsky denies. After he was released he said his captors beat him but not to the extent that would lead to lasting physical damage.
- **Fake reporters, real fury:** In 2014, funnymen Seth Rogen and James Franco will star in <u>*The Interview*,</u> a film about two journalists who enter North Korea to assassinate Kim Jong Un. The dictator responded by calling the film <u>"an act of war."</u>

From revolution to self-censorship

Wael Ghonim is the Google executive who helped jumpstart Egypt's democratic revolution with a Facebook page memorializing a victim of the regime's violence. Share the TED talk, "Wael Ghonim: Inside the Egyptian Revolution."

In early 2011, Ghonim was detained by the Egyptian government. Freed after 11 days of international pressure, he revealed his identity and helped lead the revolution that toppled president Hosni Mubarak. Says Ghonim: "The power of the people is much stronger than the people in power."

Discussions levels:

Flashlight: Do people have the power? Why or why not? How does social networking overcome what Ghonim describes as "the psychological barrier of fear"?

Spotlight: Dictators can steal a country's wealth by directing government contracts to companies they own. Explore the following sites: Alaveteli and Investigative Dashboard. They can help journalists track a dictator's assets. See more in this video. How do investigative journalists make this information known in countries where the traditional media is controlled?

Searchlight: Research the story of a small news website Al Masry Al Youm, published in Arabic and English. It started as a print version to challenge the largest newspaper in the nation: Al Ahram, which, while state-controlled, is seen by many as the "official" way Egypt is presented to the world. But the print version of Al Masry Al Youm was shut down April 25, 2013 by its parent corporation. A digital copy of the final edition was posted on the web by Editor Lina Attalah. The final edition, which was never printed, noted that the very prospect of being an independent journalistic entity in Egypt can be threatening to those in authority. Discuss the issue of "self-censorship." What is it? Is this an example? Can it be overcome? How?

Update

The Snowden effect: Surveillance and the news

The need to shield journalism in the post-Edward Snowden era was named the most pressing issue in the World Editors Forum Trends in Newsrooms 2014 report. More on the effect of the former National Security Administration contractor who revealed the vast scope of domestic surveillance:

- The Washington Post and The Guardian received the 2014 Pulitzer Prize for their coverage of the widespread secret surveillance conducted by the National Security Agency.
- Columbia University's Journalism After Snowden initiative conducts surveys and hosts events on the role of journalists in the age of surveillance. Broadcasters such as Brian Williams of NBC interviewed Snowden on his motives for revealing the spying.
- Following the revelation of the NSA surveillance, the Committee to Protect Journalists issued its first report on press freedom in the United States. Check out the report's six recommendations to President Obama.
- More than 70 media organizations sent a letter to Senate leadership in July 2014 urging them to vote on establishing a federal shield law. This law would protect journalists from revealing confidential information, including the identity of a source, to the federal government. Yet some national security reporters oppose it.
- Do digital advances mean anything if you can be watched at all times? A leading editor says his reporters are using encryption software. In 2013, Access Now won a Knight grant to develop HowSecureAmI.org, a security risk assessment tool to provide Internet security advice to professional and citizen journalists.

International fellowships for better journalism

The Knight International Journalism Fellowship program tries to create lasting, visible change in the quality of journalism or the conditions that support it through special projects worldwide.

Two examples from India: In 2010, Kannaiah Venkatesh created a Website of unreported government data. He trained journalists in data reporting and helped them form their own group to continue training and promoting open government. In 2012, Shubhranshu Choudhary developed, with Microsoft, a mobile news service called CGnet Swara. It has changed the way villagers get and share news in their local languages.

Assignments:

Flashlight: Students should examine this website and answer one of these questions: Should journalists embrace or avoid the use of technology in the developing world? Many of the countries listed don't have the same types of traditional media systems that exist in Europe and the United States. Why are they candidates for digital journalism projects?

Spotlight: What can you do to get involved in this issue? One answer: Speak out. Assignment: Read part of the report from the Center for International Media Assistance. Students who agree should draft an email making their argument to USAID or the State Department's Bureau of Democracy, Human Rights, and Labor. Students who disagree with the author should draft an email to him making that argument. Sending the emails or posting views in social media on the subject is the student's choice.

Searchlight: View the TED Talk: Paddy Ashdown: "The Global Power Shift." Ashdown discusses the globalization of power and global governance. Are Ashdown's descriptions of trends and predictions for the future accurate? What journalists cover "the unregulated international space"? Ask students to write op-ed pieces citing evidence or have them choose sides and discuss/debate as a class.

45 Words: The Story of the First Amendment

The First Amendment is a fundamental law. But how well is it understood? Register (for free) at the Newseum's Digital Classroom website. Watch the video, "45 Words: The Story of the First Amendment," which is used in the news and First Amendment museum.

Discussion at three levels:

Flashlight: High schools are supposed to use Constitution Day each year to learn about the nation's basic laws, including the First Amendment. Does your high school observe Constitution Day? Federal law requires them to do so. Do you think Americans in general know the Constitution? What parts do you think are most misunderstood?

Spotlight: After reading this Illinois First Amendment Center piece: Why did the founders think freedom of the press was so important? Was it a reaction to the way the British government treated press rights? Did "the press" mean something different in 1791 than it does now? What sort of protection did the founders intend to provide for the press (complete and unfettered or with certain exceptions)?

Searchlight: Pull key questions of First Amendment from the 2011 Future of the First Amendment report. Using simple voting software like PollEverywhere.com, have a class discussion with students voting anonymously on their phones as you discuss each question.

Extra credit: You often hear that the First Amendment was placed first in the Bill of Rights because it is the most important. Certainly, free speech is the foundation of a free society. But in the Bill of Rights that was sent to the states to be ratified, the First Amendment was not first — it was third, and only became the first because Nos. 1 and 2 were not ratified. What did the original amendments one and two propose to do? Were those personal rights? Do you think the states were right to reject them?

Social media's generation gap

A post-election survey in 2012 by Pew Research Center's Internet & American Life studied almost 2,000 people and found that 83 percent of 18-29 year olds used social media. Usage dropped to about three-quarters for 30-49 year olds, down to about half for the 50-64 year olds and about a third of those 65 and older. People making less than $30,000 a year used more social media (72 percent) than those who made more money (66 percent). People who live in urban areas used more social media (70 percent) than those who resided in suburbs (67 percent) or rural areas (61 percent).

Activities:

Flashlight: As a class project, have students create their own social media survey at their school. Which social media are popular? Has social media become the major source of "breaking news" in the lives of students? How often per day or week do students consume news via social media? Is it mostly local, national or international? Is it mostly public affairs, special topics or human interest? Discuss and explain the results.

Spotlight: Research the question of social media becoming a major source for "breaking news." Research Andy Carvin's NPR social media experience from his book *Distant Witness*. Two-page papers can take on the topic: Is social media the new home for breaking news? What do the experts say? What does the trend mean for traditional media?

Searchlight: How do we know if what we get via social media is accurate? An understanding of digital media literacy, news literacy and civics literacy all fall under "21st Century literacies" — and some argue all of those are under-taught in schools. Read this report from researchers Stephanie Craft, Adam Maksl and Seth Ashley. Do they cover all the bases? In class or in papers, discuss or report the key questions you would ask to determine whether people can be effective cyberspace citizens.

Extra Credit: Another survey, called "The Infinite Dial," says that heavy use of one medium does not necessarily mean less time with others. Is that true in your experience or that of your class? Can students find other surveys that confirm or refute this?

Security vs. freedom

A free society needs a free flow of information. At the same time, governments now have powerful surveillance tools. Do they make us safer? Do they make the job of being a journalist harder? What about the rights of student journalists? Consider these activities:

Flashlight: What exactly are the rights of student journalists? Research the Legal Guides produced by the Student Press Law Center (under the Press Freedom and Censorship category). What are the reasons school authorities try to censor student journalists? Are they "security" issues? How can students exercise their rights?

Spotlight: View the TED talk, "Heather Brooke: My Battle to Expose Government Corruption." She urges us to seek facts through Freedom of Information requests. Did the British government try to block Brooke's story? Did it cite security reasons? Why is the "democratization of information" important to society?

Searchlight: During the recent Boston Marathon bombings, facial recognition software helped the FBI locate suspects. What are the pros and cons of the use of that technology? Should the government be able to use it in ways citizens can't? What happens when citizens use event footage to try to solve crimes on their own and get the wrong results? What does that teach us?

Understanding First Amendment law

Visit the First Amendment Center website and look up a press freedom case. Then, under Frequently Asked Questions read more on libel, defamation and bias. If these are too basic, find a more advanced site.

Discussion topics:

Flashlight: What does a news organization or reporter have to do to commit libel? Is that the same todaycin the digital age as it always was? What role does bias play? Do you think libel is more or less common in the digital age?

Spotlight: Look at this First Amendment Timeline. In *Patterson v. Colorado* —a free-press case from 1907 — the U.S. Supreme Court said that the First Amendment only protects against prior restraint. After something is published, there can be consequences. But it also said local laws mattered and decided it could not rule on critical articles and a cartoon published in a Denver newspaper. How might this case be handled differently in the U.S. today? Students should come prepared to discuss this in class.

Searchlight: How might social media and other forms of information be protected by the First Amendment? A recent case (*Brown v. Entertainment Merchants Association*) dealt with video games and free speech. With this case in mind, how do you think Facebook, Twitter and blogs are protected under the First Amendment? Students should pick one, research and come to class prepared to make their arguments.

For extra credit: Students prepare two-page papers on prior restraint. What is it and what cases shaped the rules? Under what circumstances can it happen? Does it apply to student journalists?

High school media: three issues

To read carefully and discuss:

1. A recent study indicated that only 33 percent of public high schools in the nation have any online student media. What might the reasons be for that?

2. Look again at the laws on prior restraint. Understand the cases that shaped the rules? How do these apply to student journalists? Are there guiding legal principles that apply to high school journalism?

3. Consider these articles from Nieman Reports and the Student Press Law Center. How might the limited First Amendment protections afforded high school students influence their perceptions about the importance of those protections for others?

All local news is not equal

Americans increasingly treat their news consumption like a visit to a cafeteria, picking their information from different news sources to create their news diet. Locally, their choices vary not only according to the type of news but also according to the type of medium used. <u>Local news</u> is changing, and so is the way people consume it.

Activities:

Flashlight: Lead a discussion in which students list the types of news they consume, its source and the medium used. Ask the class to imagine a cafeteria tray with limited slots for news. If they had only three choices from their news menu, which would they choose and why? Does social media make it easier to get news from more sources or not?

Spotlight: For students, are different types of news better consumed in particular forms of media? Looking at types of news: weather, arts, education, civic affairs, community events, crime, traffic, health, sports, business and so forth, lead a discussion or assign a paper answering these questions: Where do you get information in these different categories? From newspapers? TV? Radio? Websites? Social media? Word-of-mouth? Are there types of news you prefer to get from only one type of medium?

Searchlight: Students choose a piece of research from the following list and do a paper on this question: If events like these happened today, in the era of mobile and social media, would the results of the studies be the same? Explain why.

* Sutton, J., Palen, L., & Shklovski, I. (2008, May). Backchannels on the front lines: Emergent uses of social media in the 2007 southern California wildfires. In Proceedings of the 5th International ISCRAM Conference (pp. 624-632). Washington, DC.

* Wicke, T., & Silver, R. C. (2009). A community responds to collective trauma: An ecological analysis of the James Byrd murder in Jasper, Texas. American journal of Community Psychology, 44(3-4), 233-248.

* McLeod, J. M., Scheufele, D. A., & Moy, P. (1999). Community,

communication, and participation: The role of mass media and interpersonal discussion in local political participation. Political Communication, 16(3), 315-336.

Expanding journalism education

The author says one of the biggest challenges facing the media world is a lack of "renaissance people," those with expertise in more than one subject area. Consider this: Bureau of Labor Statistics projects that between 2010 and 2020, the number of traditional reporters and correspondents will decrease by 7.5 percent. But the key word is traditional. Other predictions: technical writers are up 18.3 percent; public relations specialists, up 22 percent and software developers, up 27.6 percent.

Does this suggest that the traditional skill-set of a journalist is now incomplete? Does it mean that the timeless passions -- for truth, accuracy and the watchdog role of media -- should be coupled with technical know-how?

Levels of discussion:

Flashlight: Go to the database yourself. Review the occupations. What is the growth rate expected for editors, radio and television announcers, graphic designers and other media jobs?

Searchlight: Can you think of media jobs that aren't on the list? If you produced fact-based reports for a non-profit website rather than a media organization, what category would you fit into? Are new types of journalistic jobs being created that don't have categories? Would those employees be listed in wrong categories? Which ones?

Spotlight: Take a look at this student's blog post. Then look at the course offerings at your school. Is it possible for a student to split interests between different fields? Are students encouraged to be renaissance people who take, for example, journalism and computer science? Should they be?

Dissecting traditional media's decline

People have always complained about the state of their news. But now they see many options if they don't like the offerings in traditional media. The Pew Research Center's 2013 State of the Media report says 31 percent of those surveyed reported abandoning a news outlet because the level of its news had fallen.

Assignments at three levels:

Flashlight: Research the origin of the term "the Fourth Estate." What does it mean to you? Watch the Support Reporting video. Do you agree that daily newspapers still provide most of America's local news? In places where people are abandoning traditional media, are others taking on the role of the Fourth Estate?

Spotlight: Share this chart showing the collapse in afternoon newspaper circulation. Why don't people want to read papers in the afternoon or evening? Is it the content, or could there be other reasons? If the rise of television was a reason, how do you explain the fall of local television in recent years? What's replacing it?

Searchlight: Women and people of color have long said mass media does not reflect their lives. The book *News in a New America* found that the diversity of daily newspaper newsrooms peaked in the early 1990s. As the American population has become more diverse, the gap between newsrooms and the population they serve has grown. Is this a factor in the decline of traditional media? Explain your view.

Types of public media

Have students explore the website of a few of the following news programs: PBS NewsHour, This American Life, the Center for Investigative Reporting, Religion and Ethics Newsweekly and The Texas Tribune.

Pick one or more of these activities:

Flashlight: Discuss whether these forms of public media are similar. What community is each trying to engage and how? Can you tell which started within the last decade? How are these groups supported economically? Which do you think has the largest budget?

Spotlight: Visit Alexa or another site that measures web traffic. Which site has the lowest ranking? Why do you suppose that is? Which is growing the fastest? Again, why? Are any of the rankings identical? Why is that?

Searchlight: Have students listen to this retraction from "This American Life" following the broadcast of fabricated material from one of their sources. What weaknesses of public media does this present? What strengths? Do the lessons learned here apply to social media as well as traditional news organizations?

Extra credit: Go to the website of Investigative Reporters and Editors. Find the group's annual awards. How many of the awards seem to have been won by public media vs. commercial media? What do you think that means?

What are shield laws?

Some argue that the First Amendment protects journalists adequately and no other laws are needed. Yet others have urged state and federal authorities to create special shield laws to protect journalists.

Activities:

Flashlight: Ask students to review the shield law sections of the sites of the Society of Professional Journalists and the Reporters Committee for Freedom of the Press. Discuss: What are shield laws? How do they relate to the First Amendment? Does the federal government have a shield law? How many states have them?

Spotlight: For a discussion or a homework assignment: How do the laws define the word "journalist?" Are student journalists covered by shield laws? Why or why not? Student rights are explained by the Student Press Law Center.

Searchlight: A research project: Are bloggers and freelance journalists covered by shield laws? Should they be? If so, what is a definition of journalist that would work to cover them? Can you find actual cases when they have been protected and others when they haven't?

Rate your government's media

In the digital age, the author says, government is a bigger publisher than ever. Websites are now standard for local, state and national government. But the question remains: Does government media have a special responsibility to be interactive because it is in essence owned by the people who use it?

Discussion levels:

Flashlight: Does local government produce quality media for your city or town? What resources and information sources are available for citizens? Is it enough? Is it available on mobile devices? What more could be done?

Searchlight: Search for examples of government media that uses crowd-sourcing techniques to engage its community in debate or decision-making. Discuss what works best. If not, discuss why interactive "Government 2.0" techniques are not standard on government websites.

Spotlight: Visit the Voice of America, White House.gov and the Library of Congress webcasts. If these three sources had conflicting versions of the same information, which would you be most likely to believe and why?

At the birth of public television

The Carnegie Commission on Educational Television was a project of the nonprofit Carnegie Corporation of New York. The commission explored the role nonprofit television could play in the U.S. media system. Its work is credited with building public support for the Public Broadcasting Act of 1967, which created the Corporation for Public Broadcasting, the organization providing government funds to public, noncommercial radio and television programming today. You can get a research start on the report here, on a page produced by Current.org, which covers public broadcasting.

When public television was created, there were only three national broadcast networks. The big question: Now that hundreds of channels are available, is there still a need for public television? What research would be needed to answer that question?

Exploring new digital tools

Journalism tools abound in the digital age. The challenge is to stay current, since use of the best tools saves time and improves the work.

Try these activities:

Flashlight: Look again at the digital age experiments mentioned by the author: DocumentCloud, Timeline.js, Ushahidi and OpenBlock. Divide students into four groups. Have each group pick a tool, find out what it does and how it works. Does innovation increase the diverse ways people get their news? Does it help citizens become part of news gathering? Students would present their findings to the class.

Spotlight: As a class, examine Public Insight Network, which seeks to "add context, depth, humanity and relevance to news stories." PIN is a large network of citizens who have volunteered their expertise to improve news. Discuss: How would a news organization know if PIN has been effective? What would be different about the stories? Look at the "Partner Notes." Do you think PIN works? In this era of social media, is it still needed?

Searchlight: The Google Summer of Code teaches students 18 or older how to write computer code every year. The University of Moratuwa in Sri Lanka ranks first in the program's award-winning students. Assignment: Find a coder and together look over projects such as Sahara Vesuvius, the Network Analyzer and IMALSE. Can you explain what they do? Are they useful? How?

Extra credit: Where can journalists learn about new digital tools? Check out PBS Media Shift, Nieman Journalism Lab, the Poynter Institute and News University. Is one of them better than the others in identifying new tools? Who points people to the best new tool training?

Media innovation requires funding

The author says government funds should be directed not toward public media content but toward public media innovation. Explore with students and debate:

Flashlight: Search the Internet to find examples of each of the following categories in your local community: public media, nonprofit digital startups and university journalism programs covering the community. Are they adding to the news or duplicating what commercial newspapers and broadcasters are doing? How are these non-profit news organizations funded? Does the funding seem like it is sustainable?

Spotlight: If your community does not have any form of nonprofit media, consider these questions: Are commercial news outlets getting the job done? Explore public media in another town or city. Could it work where you are?

Searchlight: Both for-profit and nonprofit journalists are turning to crowd-funding platforms like Kickstarter.Tour the site and find examples of commercial projects and public media, like this one for local education reporting or this on NPR's Planet Money campaign. Is crowd-funding a better approach to content funding than government money? Or is the British approach, with heavy government funding of the BBC, better? Here are some other ideas for funding in the news industry.

Looking into media economics

You hear the phrase "creative destruction" to explain what happens when old companies die and new ones are born. Technological changes speed such change. Companies fade when they stick to old forms — VHS and cassette tape, for example, or photographic film — while digital competitors thrive.

In news, the proliferation of free digital content has drawn viewers and revenue away from traditional print and television, causing major cutbacks as companies struggle to make money. Digital companies providing new types of services, like web searching, "aggregation" (digital content collections) and social media networks are attracting attention and money. Penelope Muse Abernathy at the University of North Carolina-Chapel Hill is one of the practical scholars writing on this issue.

Want to learn more? Some questions you could answer to get started:

Flashlight: Think of how you get your news. Do the people who provide it to you get paid to do so? If so, where do you think that money comes from? Is the advertising you see helpful or not? What is a "pay wall"? Would you rather have free media paid for by advertising, like regular television, or pay for the media you want, like HBO?

Spotlight: Professor Robert Picard, media economics scholar and director of research at the Reuters Institute at the University of Oxford, argues in his blog that the news business needs to completely rethink itself. Does Picard think traditional companies can make it? How? Now look at the Media Management Center at Northwestern University and this blog on public media. Are they rethinking? Why or why not?

Searchlight: Have students review one or more of the articles below and write a paper on their own views of the old business model of news and why it is no longer working as it once did.

Skoler, M. (2009). Why the news media became irrelevant — and how social media can help. *Nieman Reports*, *63*(3), 38. The end of mass media's monopoly on news and information distribution and how it is changing the culture of journalism, creating a greater need for trust and added value.

Pauwels, K., & Weiss, A. (2008). Moving from free to fee: how online firms market to change their business model successfully. *Journal of Marketing*, *72*(3), 14-31. The challenge and tradeoffs of moving from free to "free & fee."

Meyer, P. (2004). The influence model and newspaper business. *Newspaper Research Journal, 25*(1), 66-83. How content quality increases societal influence, focusing on 26 cities where John S. and James L. Knight operated newspapers.

Feng, H., Froud, J., Johal, S., Haslam, C., & Williams, K. (2001). A new business model? The capital market and the new economy. *Economy and Society*, *30*(4), 467-503. Shows the pressure to produce profit, even in digital media businesses.

How different is public media?

Imagine you work for a public TV or radio station. Would you approach your job differently than if you were working for commercial-supported media? Yes, says writer David Cohn on the web site of the activist group Free Press. As evidence, he cites a survey from the public media web site he founded, spot.us.

Activities:

Flashlight: How popular do you think public broadcasting is? Look at the "170 Million Americans for Public Broadcasting" site, follow the links to their Facebook page. Does the number of "likes" tell you anything? Public broadcasting advocates say their content is highly educational and thus their audiences smaller but more influential. Do you agree?

Spotlight: Imagine you are a public radio reporter. Your friend is a commercial radio reporter. You both are at city hall covering a story on taxes. Would you do the same story? Why or why not? What does that tell you about your content philosophy? Is the danger of bias the same for both reporters or different? Which of you is most likely to be using the newest tools? Students can discuss this with their classmates and write a short summary.

Spotlight: You are a public television station's general manager. Your friend is a daily newspaper publisher. Where do you get the money to pay for your broadcasts? Where does your friend get money to run the newspaper? What happens in either case when sponsors or advertisers are the subjects of negative stories? Is the chance of money influencing the news more or less likely in public broadcasting? Would you need to put special policies in place? Write a one-page paper addressing these challenges.

Media diversity and technology

Have students browse New American Media. NAM is a network of ethnic media. Its headquarters is in California, where NAM estimates a third of the state's residents consume ethnic media.

Discuss one or more of these batches of questions:

Flashlight: How do you define ethnic media? Do ethnic media exist in your community? If so, are they digital? What communities do they represent? If there are no ethnic media, are there groups in your community that speak predominantly in a language other than English? How do they get their news?

Spotlight: Do people in your community consume national or international ethnic media? What examples can you find? (Spanish-language radio and television networks, for example.) How would you find out if immigrants are consuming significant amounts of media from websites in their home countries?

Searchlight: Some public schools favor Bring Your Own Device policies. Others have 1:1 laptop initiatives. Have students research the pros and cons of these movements. Will they deepen or lessen the Digital Divide? Why? Have students prioritize strategies for closing the divide and present findings in class.

Extra credit: E-books are becoming the norm for those who can afford electronic "e-readers." Share the New York Times article, "E-Books and Democracy," by Anthony W. Marx, president of the New York Public Library. He states, "The challenge is to ensure that the information revolution provides more, not less, access for the public…" How do we accomplish that task as journalists and citizens? Have students research and/or discuss.

Update

Preparing for the post-broadcast future

Public broadcasters are preparing for the post-broadcast future by trying to innovate. Consider these Knight-funded projects:

- WGBH in Boston will engage millennials by repurposing its award-winning "Frontline" series to a short-form web version.
- The Public Media Company is developing Channel X, a marketplace where public broadcasters can license content aimed at younger audiences.
- In 2013, NPR secured funding to enhance its on-demand digital listening platform for public programming.
- The Detroit public radio station WDET, Detroit Public Television, Michigan Radio and New Michigan Media are joining the Detroit Journalism Cooperative to share stories aimed at helping find solutions to the city's financial crisis.
- Boston's WBUR public radio will launch BizLab, a team that will experiment and report new revenue strategies to increase future sustainability.
- Knight is funding digital design training for journalists at Miami's WLRN public radio.

Video games and education

If one takes into account smartphone video games and social network games, video games have become a staple of the American entertainment diet. Currently, 72 percent of households play video games. The Entertainment Software Association says 52 percent of people own gaming systems. Fifty-three percent of players are male and 47 percent are female. Many use their game controllers to operate their televisions.

Education scholar James Paul Gee wrote in 2003 that learning is at its best when it presents an "embodied experience," with meanings discovered throughout the game. Such learning seems ideal for teaching not just media literacy but also news itself. In his 2010 book, *Newsgames*, scholar Ian Bogost says games that explain news can teach more than traditional articles or television news.

Time to play:

Flashlight: Have students pick one of the following Newsgames: CutThroat Capitalism, September 12th, Quandry, or Heartsaver. Have them play the games and share what they learned. What else do students think games could teach?

Spotlight: Choosing one of the above games, have students write a one to two-page critique. What digital media literacy skills did you learn? How could the game have taught you more?

Searchlight: Divide students into groups. After research on the web, develop an idea for their own game to teach about a news event or digital media literacy. What would you teach and how would you make it fun?

Unpacking digital media literacy

Digital media literacy is the ability to create, access, evaluate, create and act upon digital media in all its forms. Take a look at this national website about digital media literacy as well as this local site.

Discussion questions for students:

Flashlight: How digitally literate do you think you are? Are most of your teachers digitally literate? How could digital literacy enhance your learning experience in the classroom?

Spotlight: What digital tools does your school use to help students better understand the digital world? Can you think of tools that might be incorporated into your regular classroom activities?

Searchlight: Explore a grants database such as Grants.gov. Can you find evidence that there are sources of technology and digital literacy funding for K-12 to innovative tech integration and media literacy projects? Do your school officials know of and pursue these sources?

Let your voice be heard

In this section we see the author's letter to an FCC senior advisor about how government policy could be improved to better support the information needs of communities.

Government funding for non-governmental media can be a confusing and controversial issue. Some say there should be no support; others call for large taxpayer subsidies. Studies such as this one from the University of Southern California show America usually falls between those extremes. Some media subsidies, like postal discounts, are falling while others, such as broadband infrastructure, are growing.

What do you think about government policy and media? Do you agree with some or all of what you've read here? Let your voice be heard. Draft a letter to an FCC commissioner or other official. If you want to send it, you can find contact information here.

You might also want to comment on current rules under development by the Commission, or you can join in discussions with others about how the commission can help support and improve the state of information and news media.

More incumbents win after Post closes

The closure of a local newspaper leads to a drop in local political engagement, economists at Princeton University said after studying the 2007 closure of the Cincinnati Post. Even though the bigger Cincinnati Enquirer remained, researchers found that fewer people voted in local elections after the Post died. In addition, fewer candidates ran in opposition to the incumbents. As a result, the incumbents had a better chance of being returned to office.

In a blog post for Newsosaur, Alan Mutter reported the following: *"'If voter turnout, a broad choice of candidates and accountability for incumbents are important to democracy, we side with those who lament', the decline of newspapers, said economists Sam Schulhofer-Wohl and Miguel Garrido, who conducted the study."*

Research questions for short papers:

* What other newspapers have closed in the past 10 years? Were similar studies done with similar results? Why does even a modest drop in local voting matter? Do you think the results are temporary or permanent? Why or why not?

* What are newspapers doing, other than cutting staff, to keep their businesses viable? Hint: Start with this post by Newsonomics writer Ken Doctor. Do you think those measures will work? Over the short or long term?

The National Broadband Map

Use the Federal Commission Commission's tool to discover broadband Internet delivery speeds in your community.

Activities at three levels:

Flashlight: Enter your address. Find out how connected your community is. Ask students to answer: How many broadband providers are in your area? How do other communities compare? Are others more or less connected than yours?

Spotlight: Why does this matter? After reviewing the broadband map, ask students to do some additional research. Compare cities that were not part of the railroad and highway systems to those that are not part of the broadband Internet system. What do you gain by being part of the network? What do you lose by being off the grid?

Searchlight: Study how libraries are using the Broadband Technology Opportunities Program. New York and Chicago used the federal funds to put new public computing centers in libraries across the state. Librarians teach digital media literacy in ways people enjoy. Planning a trip is a popular activity. For more, see the full report, "Digital Literacy, Libraries, and Public Policy: Report of the Office for Information Technology Policy's Digital Literacy Task Force." Can you find evidence the libraries in your community are using BTOP funds?

Extra credit: Watch John Oliver's segment on net neutrality for HBO's *Last Week Tonight*. Notice how he encourages "trolls" to comment on the proposal? After his rant, the FCC said its website "experienced technical difficulties" though others used the word "crashed." More than 45,000 comments were posted after the program. By the end of the comment period, a million comments were posted, most in opposition to the plan to allow companies to charge more for content to be delivered in a "fast lane." What implications does net neutrality have for journalists? What stances have news outlets made on net neutrality?

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