

# **Media and Information Literacy: Responsibilities of LIS Professionals**

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# OUTLINE

- Activities of media and information literacy (MIL) in Bangladesh
- The role of LIS professionals in pursuing MIL from formal to non-formal initiatives
- Difficulties to implement MIL



**Image source:** Media and information literacy for children's libraries from 85 regions of Russia – UNESCO IITE. (2019). Retrieved 8 September 2021, from <https://iite.unesco.org/news/media-and-information-literacy-for-childrens-libraries-from-85-regions-of-russia/>

# BANGLADESH



- According to Bangladesh Bureau of Statistics the population (estimated) of the country stood at 166.5 million on 1 July 2019
- Adult literacy rate is the percentage of people ages 15 and above who can both read and write with understanding a short simple statement about their everyday life
- Bangladesh literacy rate for 2019 was 74.68% for people aged 15 and above, a 0.77% increase from 2018

# INTERNET PENETRATION

- The total number of Mobile Phone subscribers has reached 171.854 Million and the total number of Internet Subscribers has reached 112.713 Million at the end of January, 2021. (BTRC,2021).

**DataReportal** reported that Social media users in Bangladesh:

- There were 45 million social media users in Bangladesh in January 2021 and 36 million social media users in January 2020
- The number of social media users in Bangladesh increased by 9 million (+25%) between 2020 and 2021

# **LIFELONG LEARNING IN BANGLADESH**

- Bangladesh has increased astounding advancement in the ongoing past in the fields of horticulture, wellbeing, training, innovation and empowerment of women
- The government of Bangladesh embraced in the National Education Policy 2010 about the significance of lifelong learning
- The premise of lifelong learning is framed by media and information literacy (MIL) which is deemed an effective weapon for all educational level



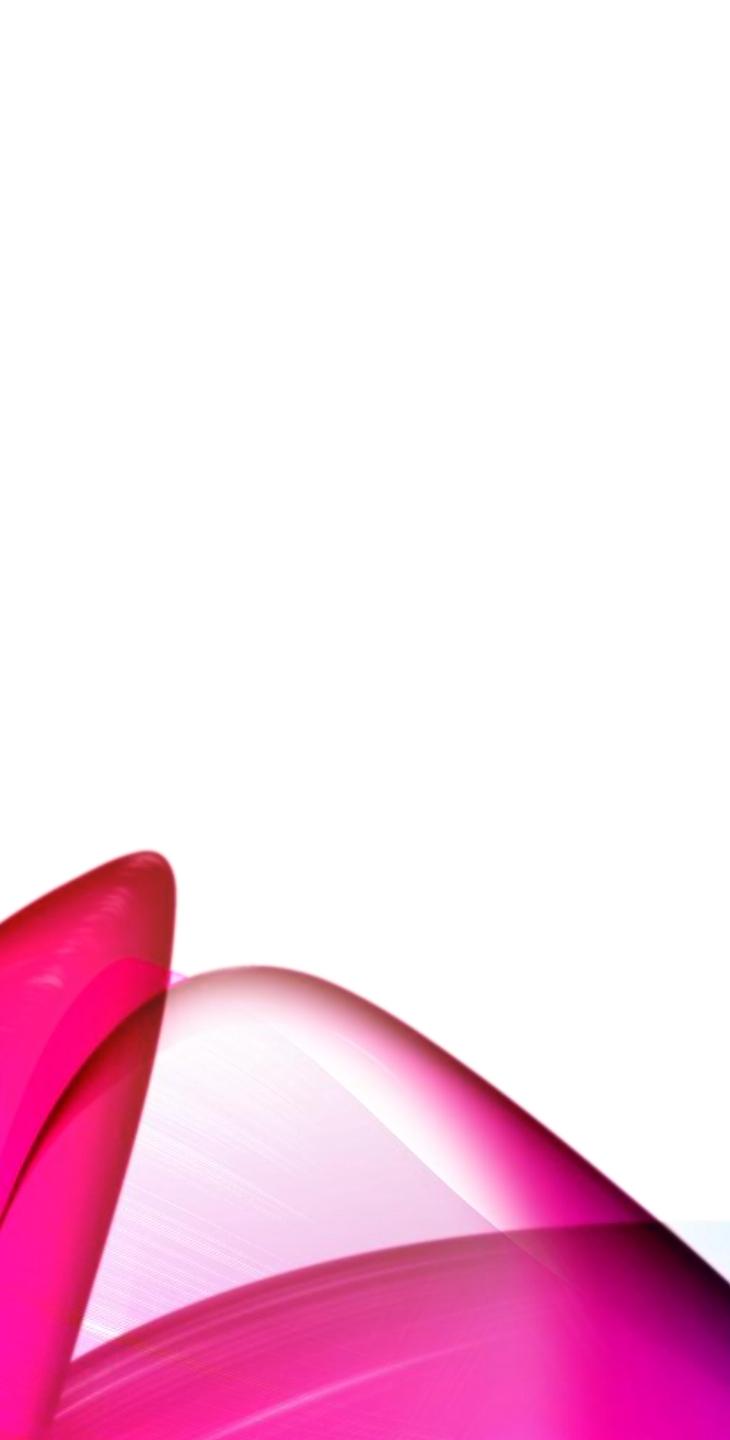
**“We’re not just fighting an epidemic; we’re fighting an *infodemic* that spreads faster and more easily than this virus.”**

Tedros Adhanom Ghebreyesus  
Director-General, World Health  
Organization (WHO)

Image source:  
[https://www.unaids.org/en/resources/presscentre/pressreleaseandstatementarchive/2020/september/20200923\\_infodemic](https://www.unaids.org/en/resources/presscentre/pressreleaseandstatementarchive/2020/september/20200923_infodemic)

A study by the Stanford History Education Group at Stanford University op 7,000 college, middle and high school students found that fewer than 20% of middle school students were even able to distinguish between “sponsored content” and a real news story—let alone assess underlying bias.

*<https://www.forbes.com/sites/ryanholmes/2018/04/10/how-libraries-are-reinventing-themselves-to-fight-fake-news/#6bbb4815fd16>*



A study by International Governance Innovation (CIGI) in 2018-19 found that 86% of those surveyed admitted of being deceived by misinformation or fake news online. The biggest source of misinformation, according to the survey, was Facebook.

<https://phys.org/news/2019-06-percent-internet-users-duped-fake.html>

# Think before clicking, think before sharing



False information, mistrust, panic...  
so many things are being spread  
around COVID-19!



**milclicks**  
MEDIA AND INFORMATION LITERACY

# WHAT IS THE SOLUTION?

Become media and  
information literate  
person




Photo by [Mari Helin](#) on [Unsplash](#)


# South Asia Center For Media In Development

Promoting information and gender literacy in media in Bangladesh

**A survey conducted by SACMID in 2018 found that most secondary school students use mobile phones and have access to social media and about 55 percent of them use Facebook as their medium for getting news. This survey recommended to integrate media literacy in the school curriculum.**

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- **LIBRARIES OF THE 21ST CENTURY ARE WELL KNOWN FOR A SOCIAL ENGAGEMENT, PLACE FOR COLLABORATION, PLACE FOR CIVIC ENGAGEMENT, A PLACE FOR RESEARCH AND CREATIVITY AND A PLACE TO INTEGRATE PHYSICAL AND VIRTUAL INFORMATION ENVIRONMENT (SANDHU 2015).**

**LIS professionals  
and MIL**

- 
- LIS professionals are working as a change agent to create new ideas, build relationships, and deliver sustained community engagement
  - Acting as a facilitator, educator, advocate and consultant

**LIS professionals and  
MIL (cont'd)**



# Responsibilities

- **Access to research, information and data**
- **Public access to ICT supports**
- **Skills and resources to help the population achieve universal literacy**



# Initiatives

- Many initiatives regarding MIL are being implemented by LIS professionals in Bangladesh

## **IL AND MIL INITIATIVES IN BANGLADESH**

- In Bangladesh, LIS professionals are trying to develop MIL amongst their patrons. Various types of workshops, seminars, and training programs on information literacy (IL), health information literacy (HIL), media and information literacy (MIL) have been organized since the last few years such as:
- International Workshop on Information Literacy, organized by Independent University, Bangladesh (IUB), from 22-26 June 2009, sponsored by International Federation of Library Associations and Institutions (IFLA).

# IL AND MIL INITIATIVES IN BANGLADESH (CONT'D)

A two-day training course on Information Literacy and UN Literacy jointly organized by the Centre for Information Studies, Bangladesh (CIS, B) and United Nations Information Centre (UNIC), Dhaka, for the students of Haji Md Ekhlash Uddin Bhuiyan School at Ekhlashnagar in Rupganj, Narayanganj (south of Dhaka) in 2010.

Workshop on Information Literacy, organized by East West University, Bangladesh from 5-6 January 2010, sponsored by International network for the availability of scientific publications (INASP).

Centre for Information Studies Bangladesh (CIS, B) conducted another training program on Information Literacy from 23-24 January 2010 at Ratanpur Abdullah High School, Nabinagar, Brahmanbaria.

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# IL AND MIL INITIATIVES IN BANGLADESH (CONT'D)

A Seminar on media and information literacy was jointly organized by East West University and University of Rajshahi, Bangladesh on 13 December 2010 at Rajshahi.

13 Dec. 2010

International Workshop on Health Information Literacy (1st Phase), organized by East West University from 27-30 July 2011, sponsored by IFLA.

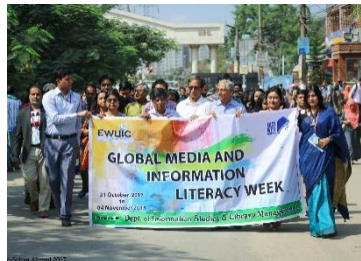
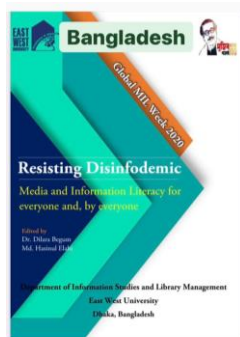
27-30 July 2011

International Workshop on Health Information Literacy (2nd Phase), organized by East West University from 12-13 February 2012, sponsored by IFLA.

12-13 Feb. 2012

International Workshop on Health Information Literacy (3rd Phase), organized by East West University on 20 July 2012, sponsored by IFLA.

20 July 2012




## INITIATIVES

DEPT. OF INFORMATION STUDIES AND LIBRARY MANAGEMENT, EAST WEST UNIVERSITY



**AWARENESS, COLLABORATION AND NETWORKING**

# EVALUATING NEWS SOURCES AT A TIME OF COVID-19




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## Evaluating News Sources at a Time of COVID-19



**Tags:**  
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Other

EWU Library has incorporated diversified tips from different platforms to help citizens for identifying disinformation, misinformation in the contemporary era of fake news, especially during the time of COVID-19. Misinformation and Disinformation are different things.

- **Misinformation** = Incorrect or misleading information **inadvertently sent** in order to influence public opinion or obscure the truth.
- **Disinformation** = False information **deliberately and often covertly spread** in order to influence public opinion or obscure the truth.
- **Both** contribute to fake news, spread like wildfire across social platforms, pose a risk to brands and their audiences. ([Yonder-ai.com](#), 2020)

**This is not an exhaustive list, it will be updating regularly.** Please explore the following information and become information literate during this pandemic situation. If you have any queries in this regard, please let us know. Stay safe and connected!

**IFLA** (the International Federation of Library Associations and Institutions) has created infographic on "[How to Spot Fake News at the Time of COVID-19](#)". Besides, IFLA has also created the following "[How to Spot Fake News](#)" infographic based on FactCheck.org's [How to Spot Fake News](#) report:



MEDIA AND INFORMATION LITERACY AND LITERACY PROGRAMS ORGANIZED BY **BANGLADESH INSTITUTE FOR INFORMATION LITERACY AND SUSTAINABLE DEVELOPMENT (BIILSD)** AND PATRONIZED BY DEPARTMENT OF INFORMATION STUDIES AND LIBRARY MANAGEMENT, EWU

# ACTIVITIES OF UNITED NATIONS INFORMATION CENTER, DHAKA ON INFORMATION LITERACY



United Nations  
Information Centre  
**Dhaka**  
Service to: Bangladesh

## Training Workshop on UN Literacy (Post-2015 Development Agenda) and Information Literacy



Dhaka, 23 January 2014: UNIC Dhaka and the Centre for Information Studies, Bangladesh (CIS,B) jointly organized a two-day long Training Workshop on UN Literacy (Post-2015 Development Agenda) and Information Literacy during 22-23 January 2014 at Savar

Girls High School. Thirty students from 3 different schools of Savar Upazila took part in the training programme. UNIC Officer-in-Charge Kazi Ali Reza inaugurated the training workshop as chief guest while the Headmaster of the School presided over the function. The Upazila Secondary Education Officer was the special guest. Prof Mezba-ul-Islam of Dhaka University and Minhajuddin Ahmed, Director, CIS,B, UNIC OIC Kazi Ali Reza, UNIC KMO M. Moniruzzaman and AKM Nurul Alam Apu worked as resource persons. Rotarian Sigfried Janzing and Archivist Florus Geraedts from Netherlands and social activist Salahuddin Khan Nayem also took part as special guests in the workshop. Certificates were distributed among the participants by Savar Upazila Nirbahi Officer in the concluding day.



Ms Rahela Khanom, Head Mistress of Savar Girls High



## ACTIVITIES OF CENTRE FOR INFORMATION STUDIES, BANGLADESH (CIS,B)

সেন্টার ফর ইনফরমেশন স্টাডিজ, বাংলাদেশ (সিস,বি)

### Centre for Information Studies, Bangladesh (CIS,B)

সেন্টার ফর ইনফরমেশন স্টাডিজ, বাংলাদেশ (সিস,বি)

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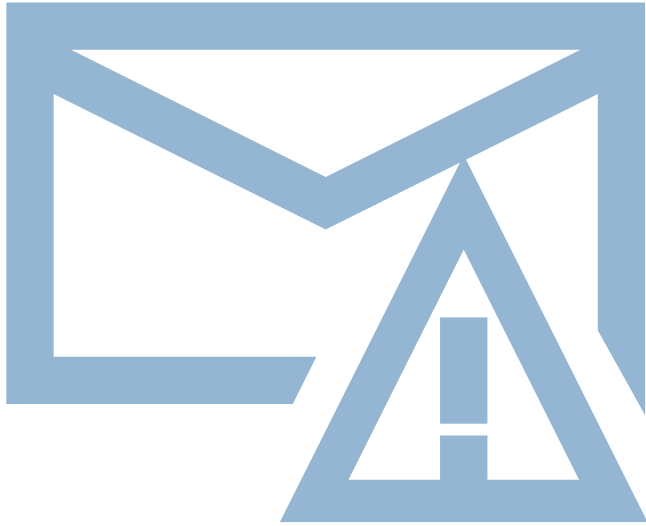
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#### Information Literacy and Advocacy: narrowing knowledge gap at ULAB - 6 July 2013

BALID Institute of Information Management (BIIM), a sister concern of Bangladesh Association of Librarians, Information Scientists and Documentalists (BALID) organized a lecture series on Information Literacy and Advocacy: narrowing knowledge gap in collaboration with University of Liberal Arts Bangladesh (ULAB) during 6 July 2013. Professor Jahirul Haque, Pro Vice Chancellor of ULAB inaugurated the lecture session as chief guest where Mr. Mahmud Hassan, Deputy Secretary, Ministry of Communication, GoB and Mr. Kazi Ali Reza, Officer-in-Charge, UNIC Dhaka spoke as special guest. Mr. Mirza Mohd. Rezaul Islam, Chairman, BALID & BIIM chair the session. Mr. Kazi Ali Reza, OIC, UNIC Dhaka, Minhaj Uddin Ahmed, Director (Technical), Centre for Information Studies, Bangladesh (CIS,B), Prof. PhD M. Mezbah-ul-Islam, ISLM, DU, M. Moniruzzaman, KMO, UNIC Dhaka were the resource person at the session. Dr. Md. Nazim Uddin, Senior Manager, ICDDR,B Library and Information Service Section moderated the program.



# **LIS PROFESSIONALS' DILEMMA**



**• Do we really believe ourselves when we say: librarians are facilitator, educator, advocate and consultant?**

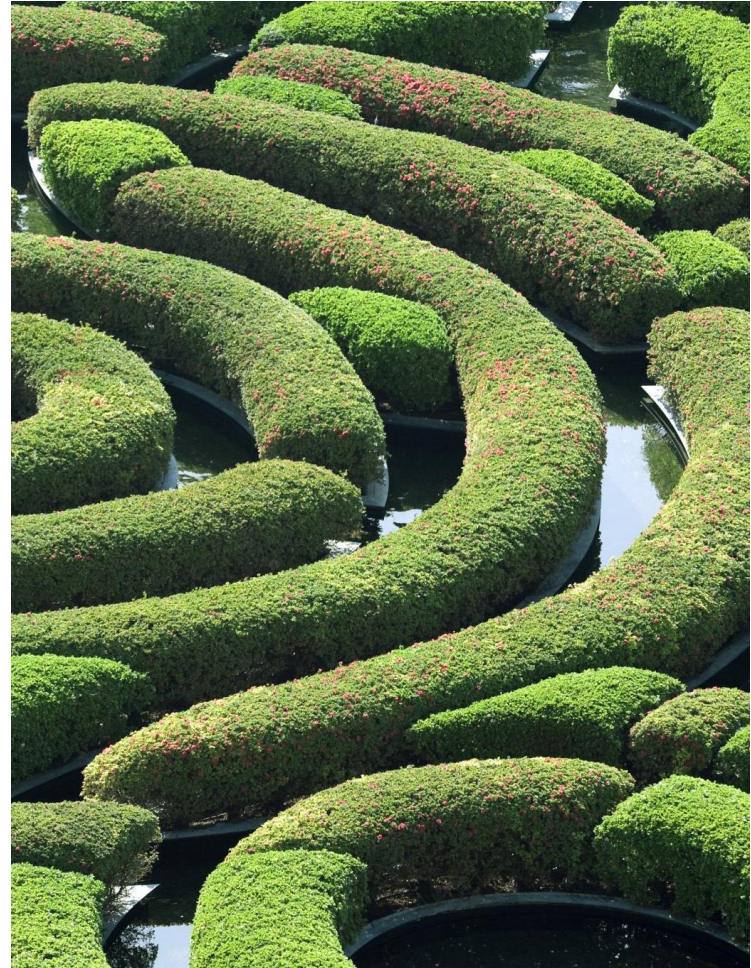
A decorative wavy line at the top of the slide, transitioning from magenta on the left to blue on the right.

**The world wants  
us to provide  
leadership**

But do we  
ourselves want?

# DIFFICULTIES

- Allocate adequate funds for carrying out media and information literacy training programs, seminars, workshops at national as well as international level.
- All academic institutions including schools, colleges and universities should include MIL in their regular curriculum library and information science, and journalism and mass communication departments should conduct these courses so that students can attain in-depth knowledge on media and information literacy
- Need leaders for designing infrastructure of MIL for the universities



# **DIFFICULTIES (CONT'D)**

- The proper knowledge dissemination methods should be strengthened, and more new and evolving technologies should be applied in the sector
- Standard curricula of MIL considering different levels of citizens should be developed that can be followed nationally in academic institutions and libraries

# PRACTICES OF 21ST CENTURY SKILLS



ACCORDING TO THE GLOSSARY OF EDUCATION REFORM (2016) THE “21ST CENTURY SKILLS” CONCEPT ENCOMPASSES A WIDE-RANGING AND AMORPHOUS BODY OF KNOWLEDGE AND SKILLS THAT IS NOT EASY TO DEFINE AND THAT HAS NOT BEEN OFFICIALLY CODIFIED OR CATEGORIZED”.

SAAVEDRA & OPFER, (2012) POSITS THAT THERE IS NO SINGLE SET OF “21ST-CENTURY SKILLS” AND HUNDREDS HAVE BEEN SUGGESTED.

# PRACTICES OF 21ST CENTURY SKILLS (CONT'D)



Life skills

agility, flexibility, and adaptability

Workforce skills

collaboration, leadership initiative, and responsibility

Applied skills

accessing and analyzing information, effective communication, and determining alternative solutions to problems

Interpersonal skills

cooperation and teamwork

"If a student is not  
fluent in multiple forms  
of media, I would venture  
to say that they won't  
necessarily be considered  
literate."

- Nichole Pinkard  
Founder, Digital Youth Network

edutopia.org

# THANK YOU..