

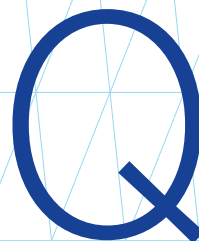
CAMDEN TOWN

Oberstufe



KONZEPT UND TEILVORABDRUCK

*Berlin, Brandenburg,
Mecklenburg-Vorpommern*



Qualifikationsphase

Liebe Englischlehrerin, lieber Englischlehrer,

mit dem vorliegenden Teilvorabdruck möchten wir Ihnen die Neubearbeitung unserer Lehrwerksreihe **Camden Town Oberstufe** für die Qualifikationsphase für die Bundesländer Berlin, Brandenburg und Mecklenburg-Vorpommern vorstellen.

Mit unserem neu bearbeiteten Band werden die Schülerinnen und Schüler Schritt für Schritt auf das Englisch-Abitur vorbereitet. Die Materialien für die Einführungsphase liegen bereits vor. Die wichtigsten Kompetenzen dafür werden in umfangreichen *Workshops* trainiert.

Auf den *Texts*-Seiten wird das Kapitelthema über Materialien und Aufgaben aus allen Kompetenzbereichen inhaltlich entfaltet. Die *Advanced texts*-Seiten richten sich speziell an das Anforderungsniveau eines Leistungskurses bzw. eines Kurses mit erhöhtem Anforderungsniveau.

Camden Town Oberstufe bietet zudem ein umfassendes Differenzierungskonzept, bestehend aus neigungsdifferenzierenden *Choose*-Aufgaben, anspruchsvolleren *Challenge*-Aufgaben sowie umfangreichem Support in der *Diff section*. Außerdem überzeugt das Lehrwerk mit einem besonderen Augenmerk auf der Spracharbeit.

Das **Workbook** dient der selbstständigen Wiederholung und Vertiefung des Erlernten und ist eng mit dem Schulbuch verzahnt.

Die **Materialien für Lehrkräfte** bieten umfassende Hinweise zur Unterrichtsgestaltung.

Ebenfalls sind **Klausuren** erhältlich. Zu jedem der *Themes* des Textbooks bieten die Klausurvorschläge ein umfangreiches Materialpaket mit mehreren Klausurmodulen, die flexibel miteinander kombinierbar sind.

Sie arbeiten lieber digital? Kein Problem, *Camden Town Oberstufe* wird natürlich auch als BiBox erscheinen!



Camden Town Oberstufe

Schritt für Schritt Kompetenzen und Skills trainieren



Die Neubearbeitung für die Oberstufe

Camden Town Oberstufe besticht nicht nur durch ein durchdachtes Konzept und aktuelle abwechslungsreiche Materialien, sondern auch durch einen bewusst schlanken Produktkranz, der dennoch alles für einen erfolgreichen Unterricht bietet.

Unser Angebot für Lehrkräfte

In diesem Teilvorabdruck finden Sie die **Konzeption**, sowie **Auszüge aus den ersten Seiten des Textbooks** für die Qualifikationsphase für die Bundesländer Berlin, Brandenburg und Mecklenburg-Vorpommern. Abschließend finden Sie Informationen zur BiBox – dem digitalen Unterrichtssystem.

Produkte für die Qualifikationsphase

- **Textbook**
ISBN 978-3-14-180725-7
- **Materialien für Lehrkräfte**
ISBN 978-3-14-180726-4
- **Klausuren**
ISBN 978-3-14-180727-1
- **BiBox – Das digitale Unterrichtssystem***
Einzellizenz für Lehrer/-innen (Dauerlizenz)
ISBN 978-3-14-180728-8

* Alle BiBox-Lizenzen finden Sie unter bibox.schule.de

Mehr Informationen unter www.westermann.de/cto-2024-be-bb-mv

15 Media and the digital age

Webcode
You can download a word list for the Intro and the WordPool here:
WES-180701-001

Intro
1. Think about the different types of media you use every day. How do you use them? Do you use them to get information, to entertain yourself, or to communicate with others? Write down your answers.

Preview
1. Read the titles of different types of texts you will deal with in this chapter and speculate on how the main right is connected to the topic. Write down your ideas.

Part A: Cultural and social identities

15.1 Global time spent with media in 2024

Country	Time spent with media (hours per day)
USA	~10.5
Germany	~8.5
UK	~8.0
France	~7.5
Japan	~6.5
India	~5.5
South Korea	~5.0
China	~4.5
Canada	~4.0
Australia	~3.5
Brazil	~3.0
South Africa	~2.5
India	~2.0
Germany	~1.5
USA	~1.0

15.2 The rise of different types of texts you will deal with in this chapter

15.3 What are you looking for?

15.4 Preview

Der **WordPool** führt inhaltlich in das Kapitelthema ein. Außerdem kannst du dich hier schon einmal mit dem Wortschatz vertraut machen.

WordPool

The United Kingdom - disunited?

BRITISH IDENTITY
British identity is a complex topic. It has evolved over time and is shaped by various factors. The British people have a strong sense of national identity, but this has been challenged in recent years. The Brexit vote in 2016 has led to a re-evaluation of what it means to be British. The British people are proud of their history and culture, but they also want to be part of a global world. The British identity is a mix of tradition and modernity. It is a mix of the old and the new. It is a mix of the past and the future. The British identity is a mix of the best of both worlds.

THE MANY FACES OF BRITAIN
The British people are a mix of different cultures and backgrounds. They are a mix of people from different parts of the world. They are a mix of people who have different beliefs and values. They are a mix of people who are different from each other. The British people are a mix of people who are proud of their country and their culture. They are a mix of people who are proud of their history and their traditions. They are a mix of people who are proud of their achievements and their successes. The British people are a mix of people who are proud of who they are.

MOVING AND POLITICAL SYSTEM
The British people have a long history of moving and migration. They have moved to different parts of the world and have built a new life for themselves. They have moved to different countries and have become citizens of those countries. They have moved to different parts of the world and have become a part of those parts of the world. The British people have a long history of political system. They have a long history of democracy and of freedom. They have a long history of a political system that is based on the rule of law. They have a long history of a political system that is based on the principles of justice and fairness. The British people have a long history of a political system that is based on the values of liberty and equality.

Auf den **Facts**-Seiten findest du Daten, Fakten und historische Hintergründe, die für das Verständnis der folgenden Materialien wichtig sind.

Part A: Cultural and social identities

6 The American Constitution

The American Constitution is a document that has shaped the United States. It is a document that has been the foundation of the American government. It is a document that has been the source of many of the freedoms and rights that Americans enjoy. The American Constitution is a document that has been the subject of much debate and discussion. It is a document that has been the focus of many of the most important events in American history. The American Constitution is a document that has been the source of many of the most important achievements of the United States. It is a document that has been the source of many of the most important values of the United States. The American Constitution is a document that has been the source of many of the most important principles of the United States. It is a document that has been the source of many of the most important ideas of the United States. The American Constitution is a document that has been the source of many of the most important dreams of the United States. It is a document that has been the source of many of the most important hopes of the United States. The American Constitution is a document that has been the source of many of the most important aspirations of the United States. It is a document that has been the source of many of the most important goals of the United States. The American Constitution is a document that has been the source of many of the most important ambitions of the United States. It is a document that has been the source of many of the most important challenges of the United States. The American Constitution is a document that has been the source of many of the most important opportunities of the United States. It is a document that has been the source of many of the most important possibilities of the United States. The American Constitution is a document that has been the source of many of the most important potentials of the United States. It is a document that has been the source of many of the most important dreams of the United States. It is a document that has been the source of many of the most important hopes of the United States. It is a document that has been the source of many of the most important aspirations of the United States. It is a document that has been the source of many of the most important goals of the United States. It is a document that has been the source of many of the most important ambitions of the United States. It is a document that has been the source of many of the most important challenges of the United States. It is a document that has been the source of many of the most important opportunities of the United States. It is a document that has been the source of many of the most important possibilities of the United States. It is a document that has been the source of many of the most important potentials of the United States.

Legislative branch
Executive branch
Judicial branch

Mit der **Intro**-Doppelseite steigst du in das Thema ein. Was dich erwartet, erfährst du in der **Preview-Box**.

Auf manchen Seiten findest du **Webcodes**, die dich zu zusätzlichen Materialien führen. Dabei handelt es sich u.a. um Audios, Videos und Vokabellisten. Gib dazu einfach den Code auf www.westermann.de/webcode ins Suchfeld ein.

Workshop: Practice

Part B: Digital innovations?

4 Creative writing tasks

COMPREHENSION
1. Read the text and answer the questions.
2. Write a short paragraph about the main idea of the text.
3. Write a short paragraph about the main idea of the text.

CREATIVE WRITING
1. Write a short paragraph about the main idea of the text.
2. Write a short paragraph about the main idea of the text.

PRE-READING
1. Read the text and answer the questions.
2. Write a short paragraph about the main idea of the text.
3. Write a short paragraph about the main idea of the text.

INTERIOR MONOLOGUE
1. Write a short paragraph about the main idea of the text.
2. Write a short paragraph about the main idea of the text.

PERSONAL LETTER OR EMAIL
1. Write a short paragraph about the main idea of the text.
2. Write a short paragraph about the main idea of the text.

GOING ZERO
1. Write a short paragraph about the main idea of the text.
2. Write a short paragraph about the main idea of the text.

Grüne Unterlegungen weisen dich auf Differenzierungsangebote hin. **SUPPORT** macht dich auf unterstützten Aufgaben in der **Diff section** aufmerksam. Andere Kennzeichnungen sind etwas anspruchsvollere **CHALLENGE**-Aufgaben, **CHOOSE**-Aufgaben, bei denen du aus mehreren Optionen auswählen kannst, sowie zusätzliche **EXTRA**-Aufgaben.

Part B: Aims, ambitions and obstacles

1 SUPPORT

1 → SUPPORT D...
Imagine you were...
what you could...
to you would...

visual elements
EXTRA Compare...
Khan includes...
the ones you...
in her graphic...
you would include...
in your. **Across cultures**
the mirror itself...
considering w...

Deine interkulturelle Kompetenz trainierst du mit dem Element **Across cultures**. Aufgaben zur Sprachbewusstheit sind mit **Language awareness** gekennzeichnet.

Am Ende des Buches erwartet dich ein umfangreicher Nachschlageanhang, der alle wichtigen **Skills** zusammenfasst.

Part A: Cultural and social identities

6 The Biden-Harris Inauguration

The Biden-Harris Inauguration was a historic event. It was the first time that a Black woman and a white man were sworn in as President and Vice President of the United States. The inauguration was a celebration of diversity and of the American dream. It was a celebration of the values of liberty and equality. It was a celebration of the principles of justice and fairness. The Biden-Harris Inauguration was a celebration of the best of America. It was a celebration of the best of the world. The Biden-Harris Inauguration was a celebration of the best of humanity. It was a celebration of the best of all that is good and beautiful in the world. The Biden-Harris Inauguration was a celebration of the best of the American people. It was a celebration of the best of the American spirit. The Biden-Harris Inauguration was a celebration of the best of the American dream. It was a celebration of the best of the American future. The Biden-Harris Inauguration was a celebration of the best of the American hope. It was a celebration of the best of the American aspiration. The Biden-Harris Inauguration was a celebration of the best of the American goal. It was a celebration of the best of the American ambition. The Biden-Harris Inauguration was a celebration of the best of the American challenge. It was a celebration of the best of the American opportunity. The Biden-Harris Inauguration was a celebration of the best of the American possibility. It was a celebration of the best of the American potential. The Biden-Harris Inauguration was a celebration of the best of the American dream. It was a celebration of the best of the American hope. It was a celebration of the best of the American aspiration. It was a celebration of the best of the American goal. It was a celebration of the best of the American ambition. It was a celebration of the best of the American challenge. It was a celebration of the best of the American opportunity. It was a celebration of the best of the American possibility. It was a celebration of the best of the American potential.

Language awareness
on U.S. democracy.

marks by

Die **Texts**-Seiten enthalten unterschiedliche Materialien und abwechslungsreiche Aufgaben aus allen Kompetenzbereichen.

Advanced texts

Part B: India

5 Women in India

PRE-READING
1. Read the text and answer the questions.
2. Write a short paragraph about the main idea of the text.
3. Write a short paragraph about the main idea of the text.

GOING ZERO
1. Write a short paragraph about the main idea of the text.
2. Write a short paragraph about the main idea of the text.

Part C: Social media

2 Unveiling the digital mask: Consequences of social media

PRE-READING
1. Read the text and answer the questions.
2. Write a short paragraph about the main idea of the text.
3. Write a short paragraph about the main idea of the text.

CHOOSE
Choose one of the hear them talk...
Write the mess...

Part C: Cultural and social identities

6 The American Constitution

The American Constitution is a document that has shaped the United States. It is a document that has been the foundation of the American government. It is a document that has been the source of many of the freedoms and rights that Americans enjoy. The American Constitution is a document that has been the subject of much debate and discussion. It is a document that has been the focus of many of the most important events in American history. The American Constitution is a document that has been the source of many of the most important achievements of the United States. It is a document that has been the source of many of the most important values of the United States. The American Constitution is a document that has been the source of many of the most important principles of the United States. It is a document that has been the source of many of the most important ideas of the United States. The American Constitution is a document that has been the source of many of the most important dreams of the United States. It is a document that has been the source of many of the most important hopes of the United States. The American Constitution is a document that has been the source of many of the most important aspirations of the United States. It is a document that has been the source of many of the most important goals of the United States. The American Constitution is a document that has been the source of many of the most important ambitions of the United States. It is a document that has been the source of many of the most important challenges of the United States. The American Constitution is a document that has been the source of many of the most important opportunities of the United States. It is a document that has been the source of many of the most important possibilities of the United States. The American Constitution is a document that has been the source of many of the most important potentials of the United States. It is a document that has been the source of many of the most important dreams of the United States. It is a document that has been the source of many of the most important hopes of the United States. It is a document that has been the source of many of the most important aspirations of the United States. It is a document that has been the source of many of the most important goals of the United States. It is a document that has been the source of many of the most important ambitions of the United States. It is a document that has been the source of many of the most important challenges of the United States. It is a document that has been the source of many of the most important opportunities of the United States. It is a document that has been the source of many of the most important possibilities of the United States. It is a document that has been the source of many of the most important potentials of the United States.

Skills section
S11 How to work on a play

Structure
1. Read the text and answer the questions.
2. Write a short paragraph about the main idea of the text.
3. Write a short paragraph about the main idea of the text.

Skills section

S6 How to write

Structure
1. Read the text and answer the questions.
2. Write a short paragraph about the main idea of the text.
3. Write a short paragraph about the main idea of the text.

EXTRA
Choose one of the hear them talk...
Write the mess...

Mit diesen Themen gut durch die Qualifikationsphase kommen

- Theme 1:** Growing up
- Theme 2:** Changing roles of man and woman
- Theme 3:** Aims and ambitions
- Theme 4:** Public and private morality
- Theme 5:** Nations between tradition and change (UK)
- Theme 6:** Nations between tradition and change (US)
- Theme 7:** Overcoming prejudice (UK)
- Theme 8:** Overcoming prejudice (US)
- Theme 9:** Cultural identities in the arts
- Theme 10:** Postcolonialism
- Theme 11:** Saving the planet
- Theme 12:** Visions of the future
- Theme 13:** Globalization
- Theme 14:** World of work
- Theme 15:** The Media
- Theme 16:** Urban, suburban and rural life

TEXTQUELLEN

- 336-337: Samantha Floreani: "Is artificial intelligence a threat to journalism or will the technology destroy itself?" © Guardian News & Media Ltd 2023.
- 341-342: Chris Stokel-Walker: "A new era of lies: Mark Zuckerberg has just ushered in an extinction-level event for truth on social media." © Guardian News & Media Ltd 2025.
- 343: Lechler, Pascal: Initiative "Use The News": 2024 soll das Jahr der Nachricht werden. Stuttgart: Südwestrundfunk. 26.10.2023. <https://www.swr.de/swraktuell/radio/initiative-use-the-news-2024-soll-das-jahr-der-nachricht-werden-100.html>
- 345-346: Gia Clarke: "Podcasts are a big contributor to the misinformation epidemic, with dangerous consequences". 20.01.2025. <https://depauliaonline.com/73921/opinions/opinion-podcasts-are-a-big-contributor-to-the-misinformation-epidemic-with-dangerous-consequences>.
- 346-347: "The Guardian view on local journalism's decline: bad news for democracy." © Guardian News & Media Ltd 2023.
- 349-350: Wilmot, Wynslow: "Fostering Media Literacy in the Age of Artificial Intelligence." Dublin: The University Times. 14.10.2023. <https://universitytimes.ie/2023/10/fostering-media-literacy-in-the-age-of-artificialintelligence>.
- 353-355: Tik Root: "What happens when a school bans smartphones? A complete transformation." © Guardian News & Media Ltd 2024.
- 356-358; 361-362: Enni, Sarah: Tell me everything. New York: Scholastik Press. 2019.
- 359-360: Jess Phillips, Jamie Bartlett: "Should anonymous social media accounts be banned?" © Guardian News & Media Ltd 2018.
- 363: Allen, Lily/Kurstin, Greg: The Fear © EMI April Music Inc./Kurstin Music/Universal Music Publishing Ltd./EMI Music Publishing Germany GmbH & Co. KG, Hamburg/Universal Music Publ. GmbH, Berlin

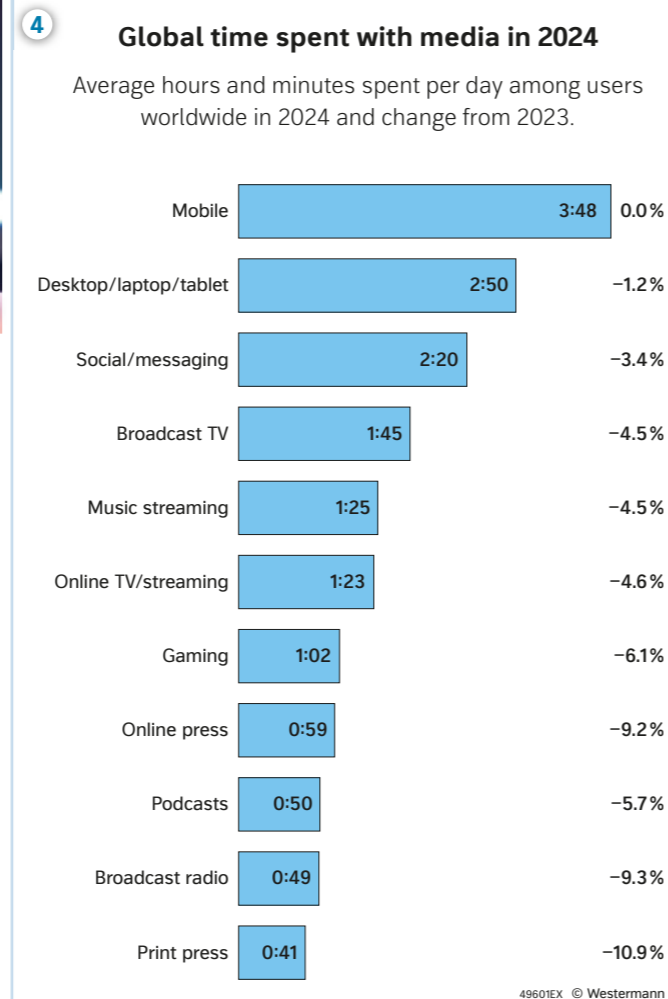
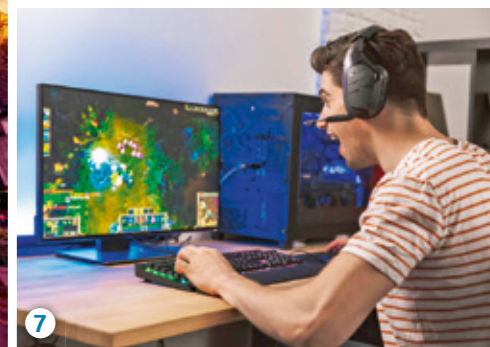
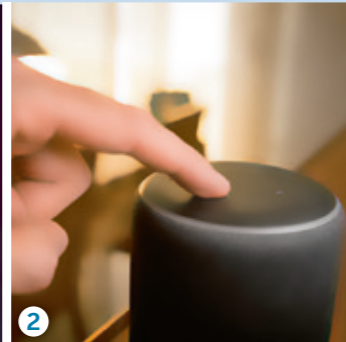
BILDQUELLEN

- [332.1: iStockphoto.com, Calgary: demaerre [332.2: Alamy Stock Photo, Abingdon/Oxfordshire: Sanchez, Ivan Marc [332.3: iStockphoto.com, Calgary: urbazon [332.5: Shutterstock.com, New York: Pavone, Sean [332.6: iStockphoto.com, Calgary: andres [332.7: Alamy Stock Photo, Abingdon/Oxfordshire: Drobot, Vadym [334.1: Shutterstock.com, New York: Proxima Studio [338.1: CartoonStock.com, Bath: Darkow, John [342.1: CartoonStock.com, Bath: Koterba, Jeffrey [342.2: CartoonStock.com, Bath: Parsons, Guy [344.1: stock.adobe.com, Dublin: Fälchle, Jürgen [347.1: Alamy Stock Photo, Abingdon/Oxfordshire: Packard, Suzie [351.1: LaMontagne, Patrick, Canmore [359.1: Alamy Stock Photo, Abingdon/Oxfordshire: Forward-Hayter, Jennifer [360.1: Alamy Stock Photo, Abingdon/Oxfordshire: Dyson, Rich [363.1: Alamy Stock Photo, Abingdon/Oxfordshire: Curtis, Kev [364.1: CartoonStock.com, Bath: Van Dam, Arend [365.1: CartoonStock.com, Bath: Whamond, Dave [365.2: CartoonStock.com, Bath: Wolverton, Monte



15

Media and the digital age



Note: ages 16-64; Source: GWI Consumer Insights Platform, August 2024

Webcode

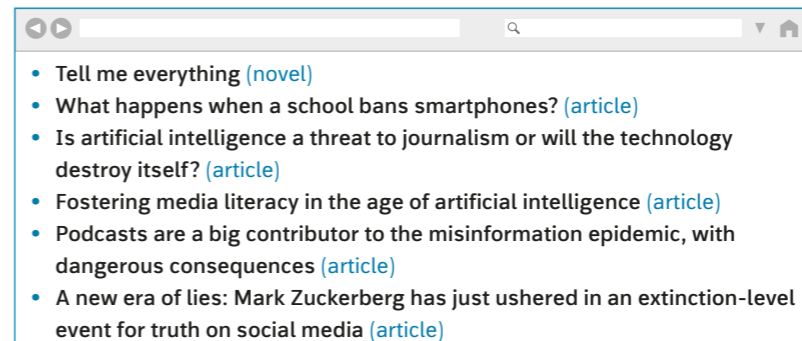
You can download a word list for the Intro and WordPool here: WES-180725-025

- 1** a) **Think** Think about a regular day in your life. Note down which types of media you come across. The pictures on this page can give you ideas.
- b) **Pair** Present your notes to your partner. Talk about
 - how often you encounter the different types of media,
 - which ones you actively use and which ones you are rather passively exposed to,
 - which purposes you use different types of media for.
- c) In your pair, describe the set of statistics and compare it to your own results from b).
- d) **Share** In class, discuss the pros and cons of different types of media.
- e) Speculate on how the use of different types of media might change in the near future.

2

Read the titles of different types of texts you will deal with in this chapter and speculate on how the texts might be connected to the topic "the media". Take notes to review once you have dealt with the respective subchapters. For example, talk about

- which areas of the media the texts might refer to,
- what kind of media change might be referenced, and
- whether the material will show a (positive or negative) bias towards certain media trends.



Preview

Part A of this Theme deals with the rising influence of artificial intelligence on the media landscape.

Part B focusses on how different media formats have changed in recent years. In the **Workshop** you will learn how to work on *Text-Bild-Kombinationen*.

Part C specifically concentrates on the role of social media.

THE CHANGING MEDIA LANDSCAPE

In this age of rapid advancement in technology and changing social standards, the media remain at the frontline of these continuous changes. From the proliferation of social media platforms to the use of artificial intelligence within journalism, and with the surge of reality television at the same time as local journalism is plummeting, the media environment of today poses a multifaceted weave of innovation, controversy, and opportunity.

ANONYMITY AND SOCIAL MEDIA

Social media sites have influenced the process of communication, and it is now possible to relate, share, and interact even at a global level. One of the characteristics of social media is the prevalence of anonymity as users engage themselves on the platforms without necessarily revealing their identity. However, part of the concerns associated with this lies in questions of accountability, cyberbullying, and the spreading of misinformation, although some users experience freedoms regarding the protection of their privacy because of that same anonymity.

CHANGES IN EDUCATION

The evolving media landscape has prompted significant changes in education, with a growing emphasis on media literacy and digital citizenship. Educators recognize the need for students to have the skills to critically assess and navigate the vast range of media content appearing online. It now includes education on identifying bias, evaluating sources, the mechanics of algorithms, and discerning between fact and opinion.

AI underpins educational practice as it stands today. It is changing not only the process but also the very practices of how students learn and teachers teach. AI tools and platforms offer a learning experience, adaptive assessments, and a computer-based intelligent tutoring system tailored to everyone's needs. This technology is used to create custom teaching material, searches, lesson plans, and even helps boost writing skills among students. AI sifts through enormous educational content to customize learning materials and recommend lesson plans.

In addition, it offers real-time writing feedback, thereby enhancing the writing skills of students. However, several issues raise a challenge: data privacy and algorithmic bias can be a



concern if not properly managed, and access to AI tools should be equitable to avoid increasing educational inequities.

JOURNALISM AND AI

Automated algorithms are now employed in digesting large volumes of information that can help journalists uncover stories and trends otherwise hidden. Today, AI-led tools are used in the business of fact-checking, content creation, and even in personalized news services. AI introduces exciting efficiency and innovation avenues but also raises questions about transparency, bias, and the eventual role of human journalists in a newsroom.

DEEPAKES AND TRUST IN MEDIA

Deepfake technology, which can produce almost life-like – if not totally realistic – but fabricated audio-visual and pictorial content, has seriously challenged the trust in media. It can deceive the audience. This is a great concern since these stories from the digital age are misleading and generate a false story or change the meanings of what public figures are saying. Therefore, there is a growing concern about improving misinformation and how to rebuild trust in the media authenticity.

SOCIAL MEDIA AS NEWS SOURCES

Social media not only quickly reaches mass audiences, it is also being used as a medium by mainstream news agencies as well as platforms for citizen journalism. Similarly, podcasts are an alternative form of critical analysis and storytelling by serving niche audiences with a variety of opinions on notable events. Nonetheless, the spread of unchecked misinformation as well as the lack of editorial standards, creates significant challenges for people seeking reliable media.

THE DECLINE OF LOCAL JOURNALISM

The decline of local journalism is a huge loss to communities around the world. As traditional newspapers lose the competition in the digital landscape and fail financially, local news houses have closed shop or shrunk in coverage. The impact of this development is felt in accountability, civic life, and in increasing information inequities that leave communities unserved or misinformed.

1

Read the text and find the words to match the following definitions.

1. to give support, strength, or a basic structure to something
2. extremely big or large
3. to be able to see, recognize, understand, or decide something
4. to read or hear new information and take the necessary time to understand it
5. the quality of being real or true
6. interesting to, aimed at, or affecting only a small number of people
7. the fact of being responsible for what you do and able to give a satisfactory reason for it, or the degree to which this happens
8. the action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment

2

Match the verbs on the left with the nouns on the right. Read the text again if you need help with the collocations.

- | | | | |
|----------------|--------------|----------------|--------------------------|
| 1 to raise | 5 to rebuild | A stories | E journalistic integrity |
| 2 to combat | 6 to uphold | B transparency | F misinformation |
| 3 to captivate | 7 to promote | C concern | G trust |
| 4 to uncover | | D audiences | |

3

Look at the words highlighted in blue and use a dictionary to find adjectives, verbs and/or nouns as well as potential collocations belonging to the same word family. Note them down in a grid.

verb	noun	adjective	collocations
	advancement		
	prevalence		
to prompt			
to tailor to			
		automated	
		fabricated	
to deceive			
	accountability		

Webcode

You can download the grid here: WES-180725-026

4

Fill the gaps (1-6) with the connectives from the box.

- A Print newspapers are struggling to maintain readership, **1** online news sources are seeing exponential growth.
- B Trust in traditional media institutions has waned, **2** audiences are turning to independent sources for information.
- C **3** while technology has empowered individuals to create and share content, it has also enabled the spread of misinformation and propaganda.
- D **4** regulators intervene to address the systemic issues underlying the media landscape, the spread of disinformation and polarization will continue unchecked.
- E **5** solely relying on traditional distribution channels, media organizations are increasingly embracing digital platforms to reach wider audiences.
- F Media organizations are investing more in digital platforms instead of traditional print publications **6** the shifting consumer preferences and the rise of online content consumption.

apart from | however | because of |
whereas | unless | so

The AI revolution in the media landscape – friend or foe?

PRE-READING

1

Look at the list of ways journalists use AI tools.

- Think** Rank the ways journalists use AI tools from most useful to most harmful for journalism in general.
- Pair** Compare your ranking to a partner's. Talk about similarities and differences.
- Share** In class, talk about the positive and negative effects of using AI tools in journalism.

10 ways journalists use AI tools in the newsroom

- Using AI to automatically produce articles or news stories
- Creating images based on AI
- Using AI voice generators or AI based transcripts
- Using AI as a tool to collect and save information
- Providing personalized news for individual consumers
- Using AI as a fact-checking tool
- Summarizing articles with the help of AI
- Using chatbots (e.g. as a means of communicating with consumers)
- Generating news quizzes for the consumer's entertainment
- Using AI to filter, monitor and manage user-generated comments

2

Look at the title of the article below and state your initial reaction to the question.

3 Comprehension

Read the article below. Outline the consequences of using artificial intelligence in journalism and the possible limitations to its use.

SAMANTHA FLOREANI

The Guardian, 5 August 2023

Is artificial intelligence a threat to journalism or will the technology destroy itself?

Before we start, I want to let you know that a human wrote this article. The same can't be said for many articles from News Corp, which is reportedly using generative AI to produce 3,000 Australian news stories per week. It isn't alone. Media corporations around the world are increasingly using AI to generate content.

By now, I hope it's common knowledge that large language models such as GPT-4 do not produce facts; rather, they predict language. We can think of ChatGPT as an "automated mansplaining¹ machine" – often wrong, but always confident. Even with assurances of human oversight, we should be concerned

when material generated this way is repackaged as journalism. Aside from the issues of inaccuracy and misinformation, it also makes for truly awful reading.

Content farms are nothing new; media outlets were publishing trash long before the arrival of ChatGPT. What has changed is the speed, scale and spread of this chaff². For better or worse, News Corp has huge reach across Australia so its use of AI warrants³ attention. The generation of this material appears to be limited to local "service information" churned out en masse, such as stories about where to find the cheapest fuel or traffic updates. Yet

Annotations

- mansplaining** = to explain something to a woman in a condescending way that assumes she has no knowledge about the topic
- chaff** = waste, garbage
- to **warrant** = to guarantee, to ensure

Annotations

- ouroboros** = an Ancient symbol depicting a dragon eating its own tail
- inbred** = durch Inzucht erzeugt
- autophagous** = self-devouring, eating itself

we shouldn't be too reassured because it does signal where things might be headed. In January, tech news outlet CNET was caught publishing articles generated by AI that were riddled with errors. Since then, many readers have been bracing themselves for an onslaught of AI-generated reporting. Meanwhile, CNET workers and Hollywood writers alike are unionising and striking in protest of (among other things) AI-generated writing, and they are calling for better protections and accountability regarding the use of AI. So, is it time for Australian journalists to join the call for AI regulation?

The use of generative AI is part of a broader shift of mainstream media organisations towards acting like digital platforms that are data-hungry, algorithmically optimised, and desperate to monetise our attention. Media corporations' opposition to crucial reforms to the Privacy Act, which would help impede this behaviour and better protect us online, makes this strategy abundantly clear. The longstanding problem of dwindling profits in traditional media in the digital economy has led some outlets to adopt digital platforms' surveillance capitalism business model. After all, if you can't beat 'em, join 'em. Adding AI generated content into the mix will make things worse, not better.

What happens when the web becomes dominated by so much AI generated content that new models are trained not on human-made material, but on AI outputs? Will we be left with some kind of cursed digital ouroboros⁴ eating its own tail? It's what Jathan Sadowski has dubbed Habsburg AI, referring to an infamously

inbred⁵ European royal dynasty. Habsburg AI is a system that is so heavily trained on the outputs of other generative AIs that it becomes an inbred mutant, replete with exaggerated, grotesque features.

As it turns out, research suggests that large language models, like the one that powers ChatGPT, quickly collapse when the data they are trained on is created by other AIs instead of original material from humans. Other research found that without fresh data, an autophagous⁶ loop is created, doomed to a progressive decline in the quality of content. One researcher said "we're about to fill the internet with blah". Media organisations using AI to generate a huge amount of content are accelerating the problem. But maybe this is cause for a dark optimism; rampant AI generated content could seed its own destruction.

AI in the media doesn't have to be bad news. There are other AI applications that could benefit the public. For example, it can improve accessibility by helping with tasks such as transcribing audio content, generating image descriptions, or facilitating text-to-speech delivery. These are genuinely exciting applications. Hitching a struggling media industry to the wagon of generative AI and surveillance capitalism won't serve Australia's interests in the long run. People in regional areas deserve better, genuine, local reporting, and Australian journalists deserve protection from the encroachment of AI on their jobs. Australia needs a strong, sustainable and diverse media to hold those in power to account and keep people informed – rather than a system that replicates the woes exported from Silicon Valley.

ANALYSIS

4

Analyse how Samantha Floreani presents the consequences of using AI tools in journalism. Consider her use of rhetorical strategies and language.

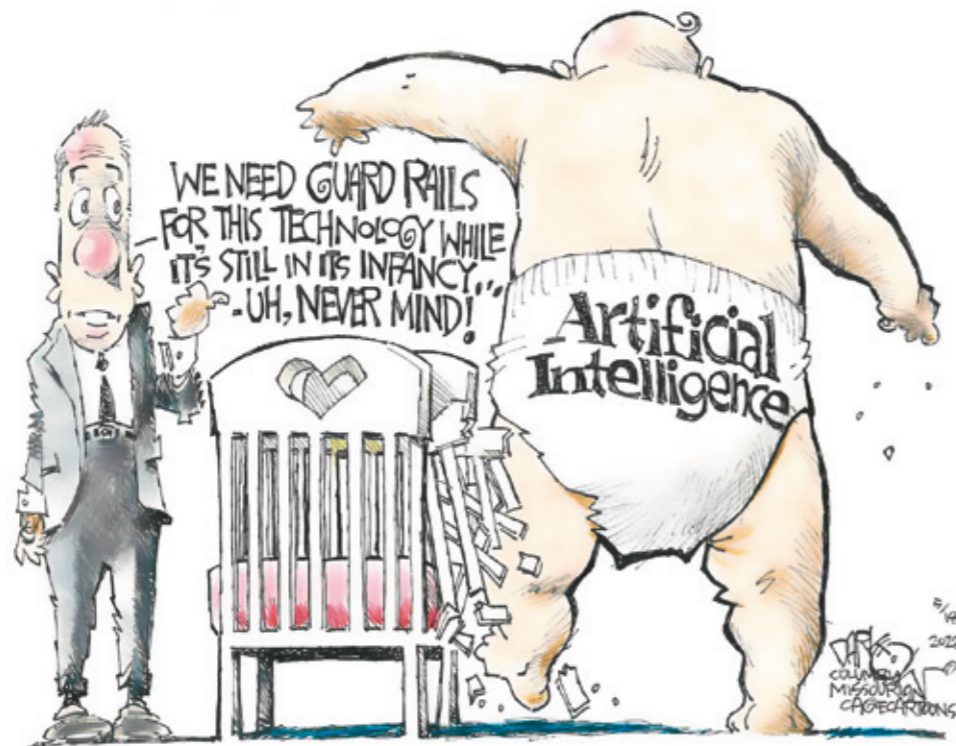
COMMENT

5 CHOOSE → SUPPORT D1, p. 404

Discuss the consequences of using artificial intelligence in journalism for you as a reader.

OR

Using the message of the cartoon as a starting point, comment on the consequences of artificial intelligence on the media and the ways in which individuals can deal with it.



John Darkow, "Guardrails for AI"

6

Artificial intelligence (AI) is rapidly evolving, so ongoing research is required to stay up to date. While working on the theme, do some research online to get an idea of the latest developments in AI.

- Compare your results in class.
- Compare your findings to the state of research presented in this theme.

Social media and podcasts as a news source – a dangerous trend towards disinformation?

PRE-LISTENING

1

- Think** Make a list of sources you use to find out about breaking news.
- Pair** Compare your list to a partner's and talk about features of a good source for breaking news.
- Share** In class, talk about to what extent social media is a suitable source to inform oneself about breaking news.

COMPREHENSION

2 Listening 1

- You will hear five statements taken from a podcast about teenagers' social media use. Choose from the list (A-G) which title best applies to which statement (1-5). For each statement there is only one correct answer: There are two more titles than you need.

Webcode

You can listen to the recording here:
WES-180725-027

	Description
A	"20-somethings saying no to TikTok: A growing trend?"
B	"Entertainment over engagement: Understanding teen social media use"
C	"Snapchat's appeal to Gen Z: Privacy and storytelling trends"
D	"Tablets, YouTube, and parenting: The modern toolkit for keeping kids entertained"
E	"Social media trends: Impact of economics and pandemic on teen usage"
F	"Social media as a news source for teens – a dangerous trend?"
G	"More informative than entertaining – the main purpose of social media?"

Statement	1	2	3	4	5
Title					

- Now listen to the recording again.

3 Listening 2

- You will hear a report about social media as a news source. While listening, answer the questions below. You need not write complete sentences. Unless otherwise specified, name one aspect.
 - How many people around the world use the Internet, according to the Global Digital report?
 - How many photos are uploaded to Instagram every minute?
 - What is a concern regarding information shared on social media?
 - Why it is important to be cautious when using social media as a news source?
 - What do social media platforms do to find out more about their peers?

Webcode

You can listen to the report here:
WES-180725-028

- Listen again and complete your notes.

4 Listening 3

Webcode

You can listen to the report here:
WES-180725-029

- a) Listen to the report about social media as a source for breaking news. While listening, choose the correct answer (a, b, or c). There is only one correct answer.
- During breaking news moments, social media platforms are designed to ...
 - deliver information slower than traditional media.
 - attract attention more than delivering nuanced takes.
 - prioritize accurate reporting over sensationalism.
 - Consuming breaking news on social media is difficult because of ...
 - the information is often very detailed.
 - the speed of information and the design of social media platforms.
 - social media platforms often just provide a small amount of news content.
 - Social media platforms make it difficult to distinguish the most important stories because ...
 - they prioritize user-generated content.
 - everything looks equal on the small screen.
 - they lack editorial oversight.
 - Misinformation differs from disinformation in that ...
 - misinformation is always harmful.
 - misinformation is deliberate, while disinformation is inadvertent.
 - disinformation involves a deliberate attempt to deceive.
- b) Now listen to the recording again.

5 Pre-reading

- Think** Think about to what extent social media platforms have a responsibility to police what is true and what is false. Note down your initial thoughts.
- Pair** Based on your initial ideas, note down reasons for your points of view on social media's responsibility to police truth and fake.
- Share** In class, talk about social media's responsibility in fact-checking.

6 Comprehension → SUPPORT D2, p. 405

Read the text, then outline Meta's policy change about factchecking as well as the consequences of Zuckerberg's decision.

CHRIS STOKEL-WALKER

The Guardian, 7 January 2025

A new era of lies: Mark Zuckerberg has just ushered in¹ an extinction²-level event for truth on social media

Social media has always acted as something of a funhouse mirror³ to society as a whole. The algorithms and amplifications of an always-online existence have helped accentuate the worst parts of our lives, while tucking in⁴ and hiding the best. It's part of why we're so polarised today, with two tribes shouting past one another on social media into a gaping⁵ chasm⁶ of hopelessness.

Which is what makes a declaration by one titan of big tech this week so worrying. Abandon hope all ye⁷ who enter: less than two weeks before Donald Trump returns to the White House for a second crack⁸ at the U.S. presidency, Meta, the parent company of Facebook, WhatsApp, Instagram and Threads, has made major changes to content moderation, and in doing so appears to align itself with⁹ the views of the incoming president. In a bizarre video message posted to his personal Facebook page on Tuesday, Meta's CEO, Mark Zuckerberg, announced the platform is getting rid of its third-party factcheckers, starting in the U.S. In their place? Mob¹⁰ rule.

Zuckerberg has said that the platform, which has more than 3 billion people worldwide logging on to its apps every day, will be adopting an Elon Musk-style community notes format for policing what is and isn't acceptable speech on its platforms. Starting in the U.S., the company will be dramatically shifting the Overton window¹¹ towards whoever can shout the loudest.

The Meta CEO all but admitted that the move was politically motivated. "It's time to get back to our roots around free expression," he said, confessing that "restrictions on topics like immigration and gender [...] are out of touch with mainstream discourse". [...]

To be clear: all businesspeople make shrewd moves to accommodate the political weather. And there are few more violent

storms than Hurricane Trump approaching the U.S. But few people's decisions matter more than Mark Zuckerberg's.

The Meta CEO has found himself, in the past 21 years, a central part of our society. Initially, he oversaw a website that was used by college students. Now it's used by billions of us from all walks of life. What in the early 2000s was a quaint¹² online pursuit for fun has become the "de facto public town square", to borrow Elon Musk's words. Where Meta goes, the world has just decided to take a drastic, dramatic handbrake turn to the right.

Don't believe me. Believe the watchdogs¹³. "Meta's announcement today is a retreat from any sane and safe approach to content moderation," said the Real Facebook Oversight Board, an independent, self-appointed arbiter of Meta's moves, in a statement.

Why they say that is because if there's one thing we've learned from being so polarised over the past decade or more by social media, it's that those who are the angriest win arguments. Outrage and lies can spread on social media, and have only been kept partly in check by platforms' ability to intervene when things get out of hand. [...]

Social networks have always struggled to moderate speech on their platforms. The one thing they're certain of doing, whichever way they've come down on an argument, is annoying 50% of the population. Those platforms haven't helped themselves with chronic underinvestment in favour of growing their business at all costs. The platforms have long said effective moderation is an unsolvable issue of scale¹⁴, but it's a problem they created with an untrammelled¹⁵ pursuit of scale at all costs.

Certainly, policing online discourse is difficult, and certainly, content moderation at the level companies such as Meta have

Annotations

- usher in** = to introduce, to start something
- extinction** = complete disappearance
- funhouse mirror** = a distorted mirror that presents a twisted image
- tuck in** = to cover sth.
- gaping** = wide opened
- chasm** = deep gap
- ye** = old form of 'you'
- crack** = here: attempt, opportunity
- align oneself with sth.** = to support sth. or agree with sth.
- mob** = unruly or violent crowd
- Overton window** = the range of ideas considered acceptable in public discourse, named after American political analyst Joseph Overton (1960-2003)
- quaint** = old-fashioned, unusual
- watchdog** = monitor or guardian
- issue of scale** = a problem related to size or scope
- untrammelled** = unrestricted, free

Annotations

- ¹⁶ to **forswear** = to deny under oath
- ¹⁷ to **bend the knee to sb.** = to show submission or obedience
- ¹⁸ **ramification** = consequence, result
- ¹⁹ to **buckle in** = to prepare for sth. difficult
- ²⁰ **vitriolic** = harsh, cruel

⁹⁵ been trying to operate has not worked. But forswearing¹⁶ it entirely in favour of community notes is not the answer. [...]. In many ways, you can't blame Zuckerberg for bending the knee to¹⁷ Donald Trump. ¹⁰⁰ The problem is his decision has huge ramifications¹⁸. This is an extinction-level event for the idea of objective truth on social media – an

organism that was already on life support, ¹⁰⁵ but was clinging on in part because Meta was willing to fund independent factchecking organisations in order to try to maintain some element of truthfulness, free from political bias. Night is day. Up is down. Meta is X. Mark Zuckerberg is Elon Musk. Buckle in¹⁹ for a turbulent, vitriolic²⁰ and fact-free four years online.

ANALYSIS

7 Analyse how the author conveys his attitude towards Meta's policy change. Focus on his use of rhetorical strategies and language.

COMMENT

8 CHOOSE → SUPPORT D3, p. 405
Choose one of the tasks below.
Comment on trustworthiness of social media and the consequences social media users must face due to lack of factchecking.

OR
Imagine you are an intern at the youth magazine "Youth News", which wants to publish a collection of articles on the topic of social media as a news source, including the article by Katie Bishop. Choose a cartoon to complement the article. Write an email to the editor assessing which cartoon complements the article best.



1 Guy Parsons, "Social media explained"



2 Jeffrey Koterba, "Fake news and other lies"

MEDIATION

9 Your English class is taking part in an international youth project about the news consumption of teenagers in different countries. As a part of the project the participants write articles about topics related to teenagers' news consumption, which are published on the organization's homepage. On the basis of the interview below with the director of one of Germany's public broadcasting corporations, write an internet article about the goals of the initiative "Use The News" for young adults and the responsibilities of news outlets in today's media landscape.

🔍 🏠

Initiative "Use the News": Zu den Zielen

SWR.de, 26.10.2023

SWR Aktuell: Was wollen Sie denn grundsätzlich mit der Initiative „Use The News“ erreichen?

Kai Gniffke: Wir wollen Bewusstsein für den Wert von Qualitätsnachrichten schaffen. Das sind Nachrichten, die nach bestimmten ethischen Standards und handwerklichen Standards entstanden sind. Diese Standards werden kontrolliert und beaufsichtigt.

Zu den Qualitätsmedien mit Qualitätsnachrichten gehören zum Beispiel auch unsere Kollegen von der Tageszeitung dazu – genauso wie Radio- und Fernsehveranstalter. Das wollen wir anderen Anbietern gegenüberstellen, die nicht nach diesen Standards arbeiten. Bei denen ist die Quellenangabe nicht ganz so wichtig und bei denen kann auch gerne mal ein Gerücht in die Welt gesetzt werden. Dafür wollen wir das Bewusstsein schaffen. [...]

SWR Aktuell: Wie sollen junge Menschen in dieses Projekt eingebunden werden?

Gniffke: Wir werden in Hamburg einen Newsdesk etablieren, an dem insbesondere junge Kolleginnen und Kollegen aus den verschiedenen Medienhäusern zusammenarbeiten und junge Nachrichtenangebote machen. Das heißt: sie sollen Nachrichten machen, wie sie glauben, dass es für ihre Generation passend ist. Sie sollen genau darauf achten: Was erwarten junge Menschen? Was interessiert sie? Was nutzt ihnen möglicherweise auch? Sie sollen neue Formen von Nachrichten ausprobieren. Das muss nicht das große neue Ding im Netz werden. Aber wir wollen Erfahrungen sammeln und vor allen Dingen wollen wir zusammenarbeiten: die Printhäuser, die Radiohäuser, die Fernsehanbieter, die vielen Online-Angebote. Wir wollen einfach voneinander lernen. Das ist der Sinn dieses Newsdesks.

SWR Aktuell: Das Projekt ist ja nicht völlig neu. Wie wurde es bislang von jungen Menschen angenommen?

Gniffke: Bislang haben wir eher Grundlagenforschung betrieben. Wir haben zwei Studien in Auftrag gegeben, bei denen wir mehr über Nachrichtennutzung von jungen Menschen erfahren wollten. Die Erkenntnisse waren sehr ernüchternd. Es wird kaum ein Unterschied zwischen Influencern und Nachrichtenredaktionen gemacht – jedenfalls was die Nutzung betrifft. Insofern haben wir wichtige Erkenntnisse gewonnen und die wollen wir jetzt im Jahr der Nachricht umsetzen und in neue Angebote fließen lassen. Ziel ist es, den Nachrichtenkonsum bei jungen Menschen anzuregen und sie vor allen Dingen zu sensibilisieren, wer das ist, der mir eine Nachricht anbietet.

SWR Aktuell: Es geht um Nachrichtennutzung. Viele Menschen ertragen die Nachrichten nicht mehr, weil sie so negativ sind. Sie schalten bewusst ab oder gar nicht mehr an. Welche Rolle spielen in Zukunft positive Nachrichten?

Gniffke: Die Bewertung was positiv und negativ ist, sollten wir dem Publikum überlassen. Das haben wir nicht auszuschließen – nach dem Motto: Jetzt mache ich mal etwas Positives. Denn was für den einen positiv erscheint, ist für den anderen ein Granatenfehler. Deshalb ist es wichtig, dass wir den Menschen die Welt so versuchen zu vermitteln, wie sie ist – so objektiv und so unparteiisch, wie wir das vermögen. Ich habe alles Verständnis dieser Welt dafür, dass man sagt: Ich kann es jetzt alles nicht mehr hören. Aber das hilft doch nichts. Das Bewusstsein, das wir erzeugen, verschließt nicht die Augen vor der Realität, sondern versucht sie besser zu verstehen. Da haben wir Medienanbieter eine große Verantwortung. Wir können die Dinge noch besser klären. Wir können sie verständlicher machen. Wir können versuchen, Zusammenhänge zu erklären. Vor allen Dingen müssen wir mit allem, was wir haben, mit dem Vertrauen, das wir genießen, dafür stehen, dass wir Fälschung und Wirklichkeit auseinanderhalten. Denn das wird die große Frage der Zukunft sein: Gelingt es Menschen künftig noch Fälschung und Wirklichkeit auseinanderzuhalten oder schwindet jegliches Vertrauen und damit im Prinzip auch die Basis für jegliches soziales Zusammenleben. Das wird eine große Zukunftsfrage sein.

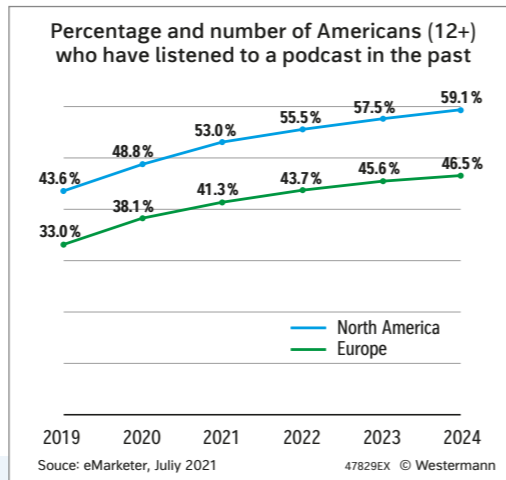
Podcasts – the new medium of (mis)information?

PRE-READING

1

a) Study the statistic on the right and outline what it reveals about the podcast usage in the U.S. and Europe.

b) Use the following questions to conduct a class survey on the podcast usage in your class.



1 Have you ever listened to a podcast?

yes no

1a If no, why have you never listened to a podcast so far?

no interest don't know any podcasts prefer other media

1b If yes, how often do you listen to podcasts?

daily weekly monthly

2 Which topics are you interested in when listening to podcasts?

entertainment sports information/news education
 others:

3 Do you trust the information provided in the podcasts you listen to?

yes mostly depends on rather sceptical no

c) Use the results of your class survey to discuss the podcast usage in your class.

d) **Pair work** Read the definition of “podcast” on the following page and think of reasons for the increasing popularity of podcasts. Rank your ideas. → SUPPORT D4, p. 406

A **podcast** is a digital audio file made available online that users can download to a computer or mobile device. Most of the podcasts are available on popular music streaming platforms or particular podcast apps. Consequently, many users have access to multiple podcasts thanks to their subscription to streaming platforms whereas other podcasts are free to download. The name podcast derives from a combination of iPod and broadcast as Apple's iPod was the most popular device for listening to podcasts in the early 2000s. A podcast usually features a series of episodes with one or more recurring hosts engaged in a discussion about a particular topic or current event, often also including varying guests. Podcasts cover a variety of different topics ranging from science, politics, sports, culture to any other form of entertainment. Many newspapers, radio and television networks but also famous celebrities such as TV hosts or actors produce podcasts nowadays.

COMPREHENSION

2

a) Read the article. Match the subheadings to the different sections of the article (A–G):

- Example: Joe Rogan's impact
- Podcast listeners do not always double-check
- Everyone can make a podcast
- Stay critical and think for yourself
- Podcasts are more popular than news
- Podcasts are not real journalism
- Misinformation is widespread

b) Outline the dangers of podcasts and the responsibilities of podcast consumption.

Podcasts are a big contributor to the misinformation epidemic, with dangerous consequences

by Gia Clarke, depauliaonline.com, 20 January 2025

A Absolutely anyone can create a podcast – it doesn't matter what social background people come from or whether or not they have a journalism degree. As long as people have a microphone and a consistent uploading schedule, they have the chance to garner a lot of influence in the media landscape. [...]

B According to a 2023 Brookings¹ study, nearly 70% of podcasters in the Brookings dataset shared an “unsubstantiated² or false claim” in at least one out of their 20 episodes. These podcasts that shared misinformation often leaned³ conservative.

C One of the most listened-to podcasts in the United States is “The Joe Rogan Experience.” While Rogan's background is in comedy, he somehow feels he has the authority to speak on politics and current events. Adam Triplett, a retail worker in Wicker Park, is an avid podcast listener. As someone who loves podcasts, he acknowledges that some people, like Rogan, have too much influence over people when discussing politics and current events as these topics have nothing to do with comedy. “He gets like 30 million listens per episode and that seems to be so much more than what news broadcasters get today,” Triplett said. “He has so much power in a way, and he's not super responsible about it.” According to Bloomberg⁴, as of March, Rogan's podcast following is exponentially higher than the others mentioned in the top five list. With 14.5 million followers, he has way more listeners than the *New York Times* podcast, which only has about 2.6 million followers. His large influence would be fine if Rogan was just doing comedy, but because he uses his podcast to discuss political and social issues, his predominantly white, young male listeners are a lot more susceptible⁵ to misinformation through his podcast, as he is not a qualified expert or journalist trained to be fair or unbiased. According to the BBC, Rogan has claimed on his podcast that vaccines can alter your genes and that the health risks of the Covid vaccine are greater than Covid itself. Both of these claims are not true. Chris Bury, a DePaul⁶ professor who specializes in political reporting, wants people to realize that podcasters are entertainers, not journalists. “Everybody who listens to these podcasts has got to have in the back of their mind that these folks are out to make money,” Bury, also a former political correspondent for ABC News, said. “They are not out to educate you or inform you accurately.” [...] Stephanie Posey, another regular podcast listener, said when she listens to podcasts she finds herself taking what podcasters say at face value. “I don't know if that's necessarily a good or bad thing, but I'm not doing extra research,” Posey, a sophomore⁷ animation student at DePaul, said. According to the Pew Research Center, “In 2023, 31% of those 12 and older said they have listened to a podcast in the last week, up from 26% in 2022.” Given the statistics of the most popular podcasts in the U.S., a lot

Annotations

¹ **Brookings** = an American think tank from Washington D.C., with a focus on research in economics and politics

² **unsubstantiated** = unsupported, unproven

³ to **lean** = to have a tendency or preference

⁴ **Bloomberg** = a large American media company

⁵ **susceptible** = easily influenced or affected by sth.

⁶ DePaul University, a private university in Chicago, Illinois

⁷ **sophomore** = a student in the second year of college in the U.S.

of people are not listening to news podcasts, but are instead opting for right wing and pop culture podcasts.

75 “Consumers in this era of disinformation on podcasts and social media really have to do their homework,” Bury said. “They have to look at news sites that have a reputation for accuracy.”

80 The next time you listen to a podcast, I encourage you to know and think critically about the person behind the microphone.

I encourage you to question whether or not the information you’re getting can be trusted.

85 Because while it may be “just an entertainment podcast,” the impact of entertainment can be dangerous and divisive, if not deadly.

ANALYSIS

3

Analyse how Gia Clarke presents her criticism of podcasts. Focus on structure, communicative strategies and language.

COMMENT

4 CHOOSE

Write a letter to the editor in which you comment on Gia Clarke’s view of podcasts.

OR

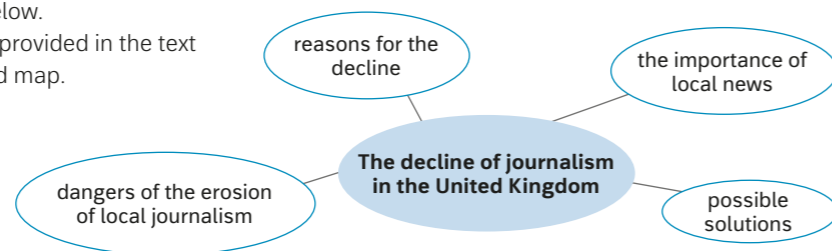
Joe Rogan says “the beautiful thing about podcasting is it’s just talking.” Discuss his view on podcasting as presented in this quotation. Refer to information on Joe Rogan given in the text.

Advanced texts Changes in the media landscape – the end of trustworthy journalism?

1

Read the editorial below.

Use the information provided in the text to complete the mind map.



The Guardian view on local journalism’s decline: bad news for democracy

There are probably fewer local newspapers in Britain now than at any time since the 18th century. More people get local news and information – or misinformation – from social media. A long-term decline has accelerated: more than 320 local titles closed between 2009 and 2019 as advertising revenues fell by about 70%. [...] At least as serious as these disappearances

10 is the hollowing out¹ of titles that have seen staffing², resources and pagination³ slashed, and coverage thus diminished. It is harder to quantify when court reporting is replaced by write-ups of press releases, or generic [...] stories topped-and-tailed⁴ with a little local colour, but it is obvious to readers. Publications are less and less likely to be

The Guardian, 5 March 2023

Annotations

¹ to **hollow out** = to remove the inside of sth, to make an empty space

² **staffing** = people employed by a particular company or organization

³ **pagination** = the numbers or marks used to indicate the sequence of pages, here: the number of pages

⁴ **topped-and-tailed** = without the top and bottom end, here: just right, ready to be published

owned by proprietors with a stake⁵ in their communities, and more and more by big conglomerates⁶ prioritising the extraction of cash. More than two-thirds of UK titles are held by the three largest publishers, leaving about 400 independents.

25 Now production costs are rocketing and businesses are cutting back further on advertising. While individual reporters and organisations still do remarkable work, they do it against the odds⁷.

30 This is a global problem. Newspapers in the US are closing at the rate of two a week. Local newspapers were never perfect [...] [b]ut the social costs of losing coverage genuinely rooted in communities is profound, and “news deserts” – without a reliable source of local news – tend to be places deprived in other ways.

Local news organisations encourage people to use businesses, go to theatres or join campaigning groups. They inform people about rights and services. They promote accountability⁸ and democratic oversight – even more important when power is devolved. But they also sustain communities in less tangible ways. They make people feel part of society. They allow them to assess what they read in the context of their own experience, and encourage them to see news as a source of

50 practical and helpful information, rather than a matter of theoretical discussion and

emotional reaction. Margaret Sullivan, the US media critic warns that their erosion is a danger to democracy itself. It allows disinformation and emotive political rhetoric detached from fact to flourish.

There is plenty of evidence that people value local news and its many benefits. There is less evidence that they will pay enough to make it sustainable. Some hope can be found in newer independents such as the *Bristol Cable* [and] Manchester’s *The Mill* [...]. Run on a shoestring⁹, they provide a valuable service, but to relatively niche audiences. January’s report on the sustainability of local journalism from the Commons¹⁰ digital, culture, media and sport select committee offered helpful suggestions. The local democracy reporting service – under which the BBC funds journalists at other regional organisations – has proved more effective than anticipated in pursuing public interest reporting, but could be expanded and given more bite.

75 The government’s new tech regulator, the Digital Markets Unit, should make sure that small publishers are fairly paid by the big digital platforms. And the pilot news information fund set up after the 2019 Cairncross review¹¹ of the sustainability of journalism should be much expanded and made permanent. There is no single easy fix. But public funding is a crucial part of the mix.



Annotations

⁵ **stake** = interest

⁶ **conglomerate** = a big, widely diversified corporation

⁷ **against the odds** = despite low chances, very unlikely

⁸ **accountability** = willingness to accept responsibility for sth

⁹ to **run on shoestring** = to do sth with a very small budget

¹⁰ House of Commons, the lower house of the parliaments of the UK.

¹¹ The Cairncross review examined the overall state of the news media market in Britain and, among other aspects, the threats to the financial sustainability of publishers.

ANALYSIS

4

Analyse how the author’s criticism towards the decline of local journalism is conveyed.

COMMENT

5 → SUPPORT D5, p. 406

Comment on the impact of the declining local journalism and the possibilities of compensating it.

Step by step *Text-Bild-Kombination* in evaluation

Preview

Attention

In your *Abitur* exam, both exercise 2 (analysis) and 3 (evaluation) might refer to an additional material, for example a picture or photo. This Workshop concentrates on how to work with an additional material in the evaluation exercise. You will have to proceed differently depending on the exercise you are working on:

- **An additional material in exercise 2, for example a photo published with the article:**
You are going to refer the additional material to the text you are analysing, for example by examining how it supports or refutes the message of the text.
- **An additional material in exercise 3, for example statistics or a cartoon:**
The additional material serves as a starting point to a comment or discussion you are going to write. It might add an argument, but you are not supposed to establish a connection with the text you have dealt with in the analysis part of your exam.

PRE-READING

1 Pair work

- a) In recent years, AI applications have become more and more accomplished with chat bots like ChatGPT causing ripples in educational institutions. With your partner, talk about your personal experience with AI at school. Amongst others, consider the following questions:
- What is the difference between cheating and using AI?
 - What happens to student voice?
 - What does this mean for information literacy?
 - What does the future of education look like in a world of AI?
- b) The questions were taken from a video called "How Will Schools Respond to the AI Revolution?" by Dr. John Spencer, a former middle school teacher and current college professor. Before you watch the video, match the vocabulary from Spencer's video to the correct definition.

- | | |
|-------------------------|--|
| 1 low-tech/lo-fi | A tending to move or develop in different directions |
| 2 synaptic connections | B learners' personal thoughts, ideas and feelings |
| 3 hands-on | C contrary to what one would expect or consider common sense |
| 4 (to) synthesize sth. | D the close observation or monitoring of someone or something |
| 5 misconception | E doing something actively instead of just talking about it |
| 6 surveillance | F a person responsible for the selection, organization, and care of a collection, typically in a museum or library |
| 7 counterintuitive | G the ability to know how to find, understand, and use facts in different situations |
| 8 divergent | H basic, not involving modern technology |
| 9 curator | I (to) combine sth. |
| 10 student voice | J a mistaken belief or interpretation resulting from an incorrect assumption |
| 11 information literacy | K junctions between nerve cells |

- c) Watch Spencer's video and use what you learn to compare his approach with your own ideas from a).
- d) **EXTRA** Watch again and take notes on the three ways to deal with "the AI Revolution":
- techno-futurism
 - "lock it and block it" approach
 - vintage innovation

Webcode

You can watch the video here:
WES-180725-030

Preview

In an evaluation task, it is sometimes not enough to solely focus on, for example, commenting on, discussing or assessing a question/problem. You must be prepared to additionally include or refer to another piece of material such as a statement, a cartoon, statistics in your text. In this workshop, you will learn how to effectively work on this specific type of comment.

Info

In a typical exam, you will deal with a fictional or non-fictional text in the first two exercises, first showing your understanding of the text (comprehension task) and then analysing specific elements depending on the kind of text and what the task is asking for (analysis task). On this basis, you will then work on the comment (evaluation task).

COMPREHENSION

2

- a) You are going to read the article "Fostering media literacy in the age of Artificial Intelligence", published in *The University Times*, Ireland's largest student newspaper. Author Wynslow Wilmot is a student at Trinity College in Dublin. With a partner, talk about what you think the term "media literacy" means.
- b) Read the article and finish the sentences using your own words.

The term "media literacy" describes the ability to **1**. *To give an example, if a media literature student had to* **2** *at school, they would* **3**.

- c) In two sentences, outline Wilmot's criticism of the way his university has handled the advance of AI and what he wants them to do instead.
- d) Describe the chances and challenges of using AI in education as presented by Wilmot.
- e) The article presents the way various schools and universities approach the use of AI by their students. Compare their approaches to how your school has been dealing with the topic.

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Fostering media literacy in the age of Artificial Intelligence

*by Wynslow Wilmot, universitytimes.ie,
14 October 2023*

With the rise of Artificial Intelligence (AI) in the past years, universities have taken a number of different stances on regulation of the tool. As a student at Trinity¹, I have been continuously told that using generative AI on assignments is unacceptable, without any further discussion upon the ethics of using or abusing AI tools such as ChatGPT. Professors have essentially shoved any conversation having to do with it under the rug², leaving no room for education on its potential uses. This made me wonder if there were ways to use this tool ethically and effectively, and if these could be taught to students. If credible sources are beginning

to use AI, how will students be able to notice this and distinguish accurate information from inaccurate information? This led me to posit³ whether the AI understood its own flaws and limitations in presenting information. Maybe it even had suggestions on how to bypass those flaws and make use of its strengths. So, I sat down and interviewed ChatGPT. The need to educate students in media literacy, particularly as the prevalence of AI rises, is at an all-time high. Media literacy refers to the ability to critically analyse information and stories presented within mass media to determine accuracy and credibility. This now includes ChatGPT and other generative artificial intelligence platforms. As the popularity of these platforms continues to grow, reputable⁴ sources have begun to

Annotations

- ¹ **Trinity** = Trinity College Dublin, Ireland's oldest university
- ² to **shove sth under the rug** = to hide a problem or try to keep it secret
- ³ to **posit** = to suggest, to demand
- ⁴ **reputable** = reliable

utilise them. In May of this year, Amnesty International made use of AI generated images, posting to their social media photos depicting a woman at a protest. Educators need to update their approach to teaching media literacy to include artificial intelligence.

Even ChatGPT argues the importance of this: "AI is fundamentally transforming how media is created, distributed, and consumed. Students need to grasp these changes to navigate the evolving media environment effectively." If students are not being taught about AI, they are being left behind. Whether you like it or not, this technology is becoming increasingly ubiquitous⁵ across all industries. By taking the stance that usage of AI is off the table, as well as failing to educate on ethical and responsible ways to use it, Trinity is severely handicapping students.

There are ways to utilise this tool without risking plagiarism, yet these methods have been completely ignored by professors. How are students expected to discern⁶ fact from fiction if they are simply not taught about the signposts of false information, especially that which comes from artificial intelligence? ChatGPT seemingly agrees: "as AI-generated content becomes more prevalent, students must be equipped to differentiate between content produced by humans and that generated by AI. They should also understand the implications this has on the credibility and reliability of information they encounter." By simply banning the use of artificial intelligence platforms, not only has Trinity made it significantly harder for students to learn how to use this technology properly and ethically, but also to spot when other reputable sources have used it, and to determine whether the information being procured is accurate. Without allowing room for education about AI, Trinity hinders⁷ students' ability to learn valuable skills and tools.

While Artificial Intelligence is being used

more and more as a tool to produce the information that is circulating and shaping our understanding of the world, we must also understand that the way in which it does this could lead to sharing harmful misinformation. ChatGPT gathers information from all corners of the internet, using anything available to it and prioritising the most popular sites. This produces a mess of information, which cannot yet differentiate between fabricated information and reality-based information. While AI is becoming more and more powerful, it still has plenty of flaws. With AI's potential to inadvertently perpetuate bias and be misused to manipulate information, students need the skills to recognize these issues and develop strategies to detect and address them. Ethical considerations, such as the responsible use of AI in journalism and content creation, are also paramount. We must be able to hold these two truths: that AI can be a brilliant tool to make use of, so long as one is educated on how to recognise and discern real from not real as the use of AI becomes more common. Without this education, misinformation will be spread significantly quicker, not just by AI but also by students.

Whilst students using Artificial Intelligence platforms to plagiarise assignments and content is an understandable concern, there are deeper and more important questions to be asked when discussing AI. These questions are less about plagiarism and more about how people are going to discern and identify bias within the media being consumed. How will you be able to tell if the information being shared with you is creating an accurate depiction of what is actually occurring? These worries are reminiscent of when the internet was first becoming commonly used, and we are still grappling with them today. Yet, had educators chosen not to teach pupils about the internet, we would surely be far worse off.

Annotations

- ⁵ **ubiquitous** = omnipresent
⁶ to **discern** = to distinguish
⁷ to **hinder** = to inhibit, to delay

ANALYSIS

3 → SUPPORT D6, p. 406

- a) Explain how and why Wilmot draws a comparison to how schools reacted to the emergence of the internet.
- b) Analyse how Wilmot convinces the readers of his opinion about AI in education. Consider rhetorical strategies and language.

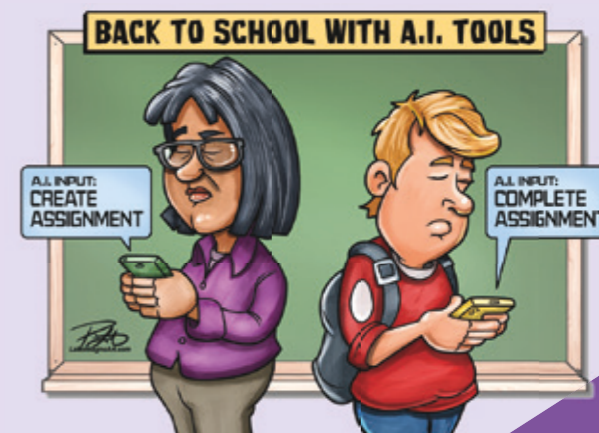
Info

In your analysis, you have shown that you have understood the author's attitude towards a certain topic and how they manage to relay their message to their readers. You are now prepared to present your own opinion in reference to what you have learnt so far as well as the additional material provided in this specific evaluation task. In order to write this kind of comment, it helps to

- work out the main message of the additional material provided in the task.
- find the connection between the overall topic (that you have dealt with in the comprehension and analysis task) and the new material (provided in the evaluation task).
- remember how to properly argue your point(s) in a comment in terms of argumentative structure and language.

AI leads to possibilities of a decrease in critical-thinking and problem-solving skills. School is meant for students to learn and to think for themselves rather than rely on outside sources. Other forms of intelligence that are not the student's own can be adverse in the long run.

1. Taking the quotation as a starting point, comment on the way young people should be educated in order to be prepared for their future lives.
2. Taking the message of the cartoon as a starting point, discuss the chances and challenges of the use of AI at school.



Patrick LaMontagne, "Back to school with A.I. tools"

c) Understanding the additional material

Pair work Each one of you chooses one of the two tasks.

- d) Read the quotation or look at the cartoon and choose the message(s) you deem correct. Explain your choice(s) to your partner.

- Using AI in the classroom is likely to have negative effects on students' abilities, for example to think independently, according to the quotation.
- The quotation suggests that students use AI for school work without questioning its results at all.
- The quotation conveys the message that AI should not be used in schools since the information it provides are often wrong.
- The quotation mainly says that students should not accept any help with school assignments.

- The cartoon represents the viewpoint that AI tends to get the spelling of words wrong.
- The message of the cartoon revolves around students mainly using AI to cheat at school.
- The cartoon serves as a commentary on students putting too much trust in the accuracy of schoolwork produced by AI.
- The cartoon communicates that teachers will always know if students have had AI write their homework.

e) Present your results to each other and take notes.

Info

While the text that you have analysed and the new material in the evaluation task will always deal with the same underlying topic, the connection between the two materials can differ. They might for example

- share the same view on the topic they are about,
- add (different) aspects to the topic,
- have different views on the topic.

f) **Writing your comment**

- Copy the two tasks onto two different posters and hang them onto opposite walls of your classroom. With a pen in your hand, walk around the room silently, stopping at the posters to
 - note down arguments, examples and other thoughts you could use in your comment,
 - read your classmates' notes and let them inspire you to come up with even more ideas,
 - ask questions about your classmates' ideas (for example by adding a question mark),
 - answer open questions indicated by others.
- Decide which task you want to write your comment about. Take your time to reread the suggestions on the poster and plan out the structure of your comment in a flow chart. Each point or argument should be represented by one element of your chart. Make sure to put them in an order suitable for an argumentative text.

g) Use a pen in another colour and add words or phrases to each element of your flow chart, planning out how you are going to properly connect your arguments. → SUPPORT D7, p. 407

h) Write the comment.

i) **Editing your comment**

- **Group work:** In groups of 3, choose one of the aspects below as well as a different colour each. You are now an expert for the respective question while proofreading your group members' texts as well as your own. Use your colour to note down positive feedback as well as tips for improvement in the margin on the text you are reading, focussing solely on your questions.

structure	language	content
Does the general structure of the text make sense? Are the arguments/points presented in a convincing order?	Are the different points linked by suitable words and phrases helping the reader to understand the text better?	Has the message of the additional material been incorporated into the comment? Has the message been combined with the writer's opinion on the topic (e.g. by supporting or refuting it)?

- Read the feedback on your text and ask questions if anything does not become quite clear. Write an edited version including potential improvements.
- Read out a few of your comments in class.

→ S6: How to write an argumentative text, p. 452

Practice Text-Bild-Kombination in evaluation

PRE-READING

1

Imagine you wake up tomorrow morning and there are no mobile devices anymore.

- a) Write a short first-person narration describing your day, specifically focussing on the changes a lack of smartphones and similar devices will cause. Include information on
- time spent at school,
 - how you fill your free time,
 - social relationships/interactions, and
 - other areas of life which are usually influenced by your use of mobile devices.
- b) Read out a few of your stories in class.
- c) Talk about which foreseeable changes in your everyday life would affect you the most.

TIK ROOT

The Guardian, 18 January 2024

What happens when a school bans smartphones? A complete transformation

- A When the weather is nice, the Buxton boarding school moves lunch outside. Students, faculty and guests grab their food from the kitchen, and eat together under a white tent that overlooks western Massachusetts' Berkshire mountains. As the close of the school year neared last June, talk turned to final assignments (the English class was finishing *Moby-Dick*) and end-of-year fun (there was a trip planned to a local lake). It was, in most ways, a typical teenage afternoon – except that no one was on their phones. Buxton was wrapping up the first year of a simple yet novel experiment: banning cellphones on campus. Or, rather, smartphones.
- B Instead, the school gave everyone on campus – including staff – a Light Phone, that is, a “dumb” phone with limited functionality. The devices can make calls, send texts (slowly) and can't load modern applications; instead coming with deliberately cumbersome¹ versions of music and mapping apps. They are about the size of a deck of cards, with black and white screens. As one student put it: “It's like the demon baby of an iPad and a Kindle.” Most everyone agrees, however, that the school is better off without these hell

devices. (And yes, that includes students.) There are fewer interruptions during class, more meaningful interactions around campus, and less time spent on screens. “It's a problem we've found a pretty good way to address,” Scott Hunter, who teaches English and music, said of smartphones. Bea Sas, a senior at Buxton, added: “I think people are a lot more social.” For many teachers, their students' phone use is exasperating. “It's every class, every period,” said Mark McLaughlin, a math teacher at Neah-Kah-Nie high school in Oregon. “The worst part of my job is being the cellphone police.” [...] When a middle school in Canada surveyed staff, 75% of respondents thought that cellphones were negatively affecting their students' physical and mental health. Nearly two-thirds believed the devices were adversely affecting academic performances as well. “It's a big issue,” said Arnold Glass, a professor of psychology at Rutgers University who has researched the impact of cellphones on student performance. “They lose anywhere between a half and whole letter grade if they are allowed to consult their phones in class.” Ian Trombulak, a guidance counselor at Lamoille Union high school in northern

Annotations
¹ cumbersome = inconvenient, troublesome

Vermont, is also facing a flood of cellphones at his school. “I have kids who during the day get a Snapchat or text and it ruins their entire day,” he said. Another issue he’s seeing is that students use cellphones to coordinate mass trips to the bathroom so they can hang out during class. “It feels like it distracts from the learning that happens on the academic level.”

When I mentioned the Buxton experiment to Trombulak, he was intrigued². One thing it could address, he noted, was the argument from students that they need phones to communicate with their parents. [...]

Buxton saw a [...] progression through the stages of panic, grief and ultimately some level of acceptance. “When it was announced I practically had a breakdown,” said then senior Max Weeks. And while he’s still not a fan of what he says was a “unilateral” decision to switch to the Light Phone, he said, overall, the experience “hasn’t been as bad as I expected”.

It’s an open secret that students still sneak phones into their rooms on campus, with some testing the limits more than others. “People get pretty ballsy³,” said Yamailla Marks, also a Buxton senior, and get caught. Generally, though, it’s hard to spot a smartphone on campus.

That includes staff. The head of the school, Peter Beck, says he gave up his iPhone for a Light Phone and installed an old GPS system in his car for when he needs to go out into the world. He’s thrilled with how the first year has gone. [...]

“People are engaging in the lounges. They are lingering after class to chat,” said Beck, who estimates that he’s now having more conversations than ever at the school. “All these face-to-face interactions, the frequency has gone through the roof.” [...]

Buxton isn’t alone in trying to curb⁴ the use of smartphones in schools. As of 2020, the National Center for Education Statistics reported more than three-quarters of schools in the US had moved to restrict the non-academic use of the devices. France banned smartphone use in schools in 2018. But whether the private schools’ Light Phone approach could – or should – be applied to public schools wrestling with

how to handle cellphones is up for debate. As a parent, Mark’s mother, Nina Marks, has been thrilled by the Buxton experiment.

The school picked, and largely won, a fight that she hadn’t been able to with her daughter. But as a teacher, she’s hesitant. “Children and adolescents have supercomputers in their pockets ... It’s a constant battle to deal with,” she said, agreeing with other educators. But, she adds, having to police cellphones has created friction with her students in the past and can single out students in ways that can be problematic. She likes her current school’s policy, which is to let each teacher decide how to handle phones in their classrooms.

Marks isn’t alone in being skeptical of outright bans. A staff survey at a school district in Illinois found that 70% of the 295 respondents thought students should be allowed to have their phones at school. “We aren’t teaching them accountability and responsibility by storing it for the day,” wrote one anonymous commenter.

Trombulak also sees phones as a potential teaching moment for students. “They’re struggling with the phone, but they didn’t invent the phone. They didn’t buy the phone,” he said. “If school is a place you’re supposed to learn how to do things, then safe technology use needs to become more part of the curriculum.”

Providing dumb phones could be part of the way forward, Nina Marks admits, but she wonders if funds at already strapped public schools could be put to better use. “If you think of people as addicts, you have to replace that with something else,” she said.

“If there was extra money to go around, rather than buying every kid another device, I would give every kid a journal and some really nice paint markers.” [...]

When the chatter waned⁵ [as lunch wound down at Buxton], staff and students started making daily announcements. Seniors should meet in the library to go over their graduation speeches. A reminder that prom was just a few days away, followed by a reprimand⁶ for whoever stole sparklers⁷ from the chemistry lab and a note that the biology class was changing locations. Then, over the speakers, “Can I Call You

Annotations

² **intrigued** = fascinated

³ **ballsy** = bold, reckless

⁴ to **curb** = to reduce

⁵ to **wane** = to cease

⁶ **reprimand** = Tadel, Ruffel

⁷ **sparklers** = a hand-held firework popular at fireworks displays or New Year’s Eve

Annotations

⁸ to **croon** = *summen*

⁹ **replete with** = *voll gestopft mit*

Rose?” by Thee Sacred Souls started to croon⁸. And, on a walkway replete with⁹ flowers, a proposal to prom unfurled – they said yes. “The best promposal ever,” cheered

one member of the crowd. Another added: “That was soooo good.”

¹⁷⁵ No one caught the moment on camera.

COMPREHENSION

2

- a) Read the article “What happens when a school bans smartphones? A complete transformation” by Tik Root. Write down subheadings for the paragraphs marked with A to E.
- b) Outline the arguments in favour of and against banning smartphones at school as presented by Root.

ANALYSIS

3 → SUPPORT D8, p. 407

Examine how Root conveys his view of banning smartphones at school. Consider rhetorical strategies and language.

EVALUATION

4 **Comment**

Choose one of the following tasks.

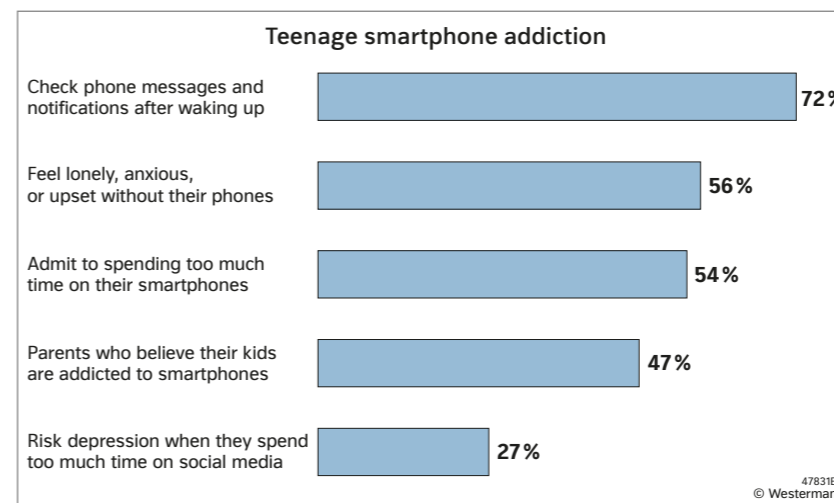
Some tactics for harnessing the benefits of smartphones in school while also reducing the drawbacks include establishing clear usage guidelines, implementing parental or other controls, and outlining acceptable usage during class hours.

April Godwin, IT specialist

Taking the quotation as a starting point, comment on different ways for schools to handle smartphones becoming more and more essential in their students’ lives.

OR

Taking the statistics below as a starting point, discuss the pros and cons of banning smartphones at school.



Webcode

You can download
a word list for
Part C here:
WES-180701-031

Anonymity on social media – liberating or dangerous?

PRE-READING

1

Pair work Talk about your social media personality. It might help to answer (some of) the following questions:

- What social media platforms do you use? If you don't use any, explain why.
- How many followers have you got and how many of them do you know in real life?
- What kind of content do you present on social media (e.g. hobbies, school, friends and family, personal views, ...)? Do you mainly repost other people's content or post your own?
- Which information about yourself do you disclose for everyone or a selected group of friends/followers (e.g. name, personal information, photos, place of residence)?
- Which information would you never disclose? Why not?

COMPREHENSION

2

Read the extract from Sarah Enni's novel *Tell me everything*, narrated by Ivy, a student at Belfry High, and outline the characteristics of the art-sharing app VEIL.

Tell me everything (2019)

by Sarah Enni

Extract 1 (pp. 11-12)

It's been two weeks since Harold¹ left. It's 10:00 a.m. and I'm sweating through my old *Dora the Explorer* sleeping bag and watching *Invasion of the Body Snatchers*.

It's official: Boredom has set in. I'd be fully off my rocker² if it weren't for VEIL, an art sharing app I found out about the night Harold left. Users can post videos, images, words, gifs, whatever – without having to reveal their identities. But VEIL has taken the anonymous thing to another level: If you put up a selfie, its algorithm will blur your face; if you put up a text post, it'll black out proper nouns. It also only shows posts by users within five miles of your current location. Turns out, people will post really personal stuff when they know their name

won't be attached. I've read some confessions, posted in the middle of the night, that would make a *Real Housewife*³ blush.

Then, every Sunday at midnight: poof. All the posts are gone. The feed gets completely repopulated starting Monday morning, and there's no way to save or share anything.

The mandatory impermanence frustrates me sometimes, but I get it, in a "we're all just specks of dust in a vast and endless void" kind of way. Thing is, it's still possible to figure out if multiple posts are from the same person. At least I think I've been able to identify a few pictures with notably similar composition (and *telltale*⁴ filter choices) as being from the same source. And some posts like the ones where a poet uses limerick structure again and again, and the person who's providing daily updates on Sudden Cove's only black squirrel – are meant to form a pattern. [...]

3

In class, speculate on the author's decision to create a fictional app like VEIL.

4 Pair work

Talk to your partner:

- Would you download and use VEIL?
- Would you post on VEIL yourself? Why (not)?
- What is your opinion on the way VEIL works? What are pros and cons of its concept of anonymity in your opinion?

5

- a) Ivy has spent more and more time on VEIL, even starting to take and print photos of posts she especially loves. She is shocked when she reads a homophobic post on the app, naming and insulting a student from Belfry High who has recently come out as gay. In class, talk about your own experience with online hate speech. How have you reacted/would you react to such posts?
- b) When she comes home, her parents are waiting for her. Read the conversation between Ivy and her parents. Then outline the different stances Ivy and her parents have regarding the homophobic post on VEIL.

Extract 2 (pp. 102-109)

The first sign of trouble when I walk in the front door is that parents are both staring, heads cocked¹ at unnatural angles, at their phones. They squint at the screens like they're grading a particularly terrible term paper. As one, they look up at me over their reading glasses, frowning identically. My heart sinks. I know I'm in trouble, but I'm not sure why. Dad quickly clears that up.

"So. What is VEIL?"

Both parents flip their phones around, showing me the purple feed. The color usually fills me with an expansive feeling of possibility. Now it feels like a secret that's been exposed. It's like I walked in on my parents reading my diary. [...]

"How did you hear about VEIL?"

"The school called."

That makes me sit straight up.

"They wanted to alert all the parents about their position on the recent homophobic incident that took place on VEIL," Mom says. "I said I'd never heard of it, and was told to 'speak honestly with my student about homophobia and the dangers of social media.'"

Ha. I have a pang² of sympathy for the administrator who tried to tell my mother how to talk to her kid.

Mom continues: "I checked out the app. And it looked strangely familiar." She picks up a stack of pictures resting on the couch between her and dad. They're a few of the ones I took of my favorite posts.

"What the hell?" I blurt out.

Dad holds up a hand. "These pictures were scattered on the floor of your room. Some of them were in the hallway. Community space." He shrugs. "We were concerned." I cross my arms.

Mom shows me her phone again. "So, what is this VEIL, exactly? What are you posting to it? Did you see this homophobic post? Do you know who wrote it?"

"Let's take these one at a time," Dad says.

"Explain VEIL to us."

I pout³. "You can download the app but can't bother to google it?"

Sass⁴ is the wrong choice. Both parents' expressions immediately darken to a look I call "Professor Face." There's no laugh lines or eye twinkles now. Only sternly furrowed foreheads and an implied threat of a failing grade. I cough and drop my eyes. "It's an app where people can post things anonymously."

"What do you post there?" Mom asks.

"Nothing."

Dad narrows his eyes. "You expect us to believe that?" He shakes one of my pictures in the air. "Your room is papered with dozens, hundreds of pictures you've taken. You never leave the house without a camera dangling from your neck. Why would you have the app and never post to it?"

I shrug.

"Why?" Mom echoes.

"I don't know" I stare at my knees. [...] "I haven't wanted to."

Mom doesn't look like she believes me, but the interrogation moves on. "Fine. But just so we're clear, I want you to realize that nothing you put on the internet is truly anonymous. Ever. Got it?"

I nod, snippets of *Burmkezer*⁵ interviews floating through my mind. But my sense of self-preservation tells me now isn't the time to contradict my parents with the word of an idealistic tech billionaire.

"This homophobic post," Dad says, taking over questioning again. "Was it as bad as the school made it seem?"

I think of all the posts that went up in response – all the poems, pictures, [and rumors at school about] VEILgate. "Yeah," I admit. "It's bad."

They exchange a meaningful glance. "And no, I obviously have no idea who wrote it." Dad raises an eyebrow. "What would you do if you did?"

Annotations

- ¹ **cocked** = bent
- ² **pang** = plötzlicher Anfall
- ³ to **pout** = to show displeasure by thrusting out the lips
- ⁴ **sass** = cheekiness
- ⁵ the founder of VEIL

Annotations

- ¹ Ivy's best friend
- ² to **be off one's rocker** = (infml.) einen an der Waffel haben
- ³ *Real Housewives*, an American reality TV franchise
- ⁴ **telltale** = verräterisch

90 Hmm. Tarring and feathering feels too close to the truth for me to throw it out there as a joke. “Well, for starters, I’d never talk to them again. And I’d report it to VEIL.”

“Not to the school?” Mom asks. “Not to us?”

“You want me to tell you every time someone says something terrible on the internet?”

95 [...] Both Mom and Dad crack a smile. Dad nods. “Well, you’ve got us there.” Mom shakes her head. “This is like freshman orientation all over again.”

100 “Okay.” Dad perches⁶ at the edge of the couch. “Now we get to the part where you ask us questions. And we tell you what we’re planning to do.”

Alarm bells ring in the back of my mind.

105 “Um. I guess I’ll start with: What are you planning to do?”

“Well, the school is holding a special PTA⁷ meeting to discuss their approach to action,” Mom says. “And we got a call from another parent who is considering filing a lawsuit to get VEIL to reveal the identity of the person who posted it so they can be dealt with appropriately.”

110 “What?! They can’t do that – the app is anonymous. That’s the whole point!”

Dad interjects. “Ivy, that post was hate speech. That might be debatable as a First Amendment right, but it definitely doesn’t abide by the Belfry High code of conduct.”

120 “How did Belfry even get involved in this? It all happened on an app – VEIL people are dealing with it in their own way.”

“VEIL’s method of dealing with it is not dealing with it, at all. The company isn’t going to do anything unless something forces its hand.” [...]

125 “You don’t understand,” I say. “VEIL is all about freedom of expression. If they told everyone who posted that, what’s to keep them from revealing who posted every single thing on the site?”

“Would that be so bad?” Mom asks. “From what I can tell, most of what’s posted there is benign⁸. Some of it’s quite good, actually.

135 Why don’t people want to be associated with their work?”

I drop my head into my hands, thoughts racing too fast to wrangle into coherent sentences. People like Mom and Dad and Harold can’t relate to the fear that what they create might

140 be taken the wrong way, misunderstood, or

Annotations

⁶ to perch = to crouch⁷ Parent-Teacher association⁸ benign = harmless⁹ altruistic = having or showing an unselfish concern for the welfare of others

worst of all, ignored. Who’s going to hate on a scientific study, or protest the formation of an altruistic⁹ student group? They don’t understand what it means to create something

145 that represents a weird, maybe even ugly, part of yourself, and then put it into the world. What if everyone hates it? Or worse, what if no one else relates to it, and you get confirmation that you’re the only one who

150 feels that way? Staying anonymous is like getting permission to do the scariest thing. But if VEIL revealed the identity of a user – even one those reassurances wouldn’t mean

155 as much anymore.

“That just isn’t the point!” is all I can come up with on the spot.

“Why don’t you help us understand?” Dad asks.

160 Have you ever wondered what it would be like to have a psychotherapist as a parent? Well, it cannot possibly be worse than professor parents who are coached by psychotherapists every school year on “How to Relate to the

165 Youth.” [...]

“What if I didn’t tell you about this app because I didn’t want you to have to understand?”

Mom sets her phone down on the table. “Okay. I think we’ve said enough on this for now. Thank you for answering our questions, Ivy. We’ll talk more about it after the PTA meeting this week.”

I seize the chance to cut and run, grabbing

175 my bag and taking the steps two at a time. Crappily, the piles of photos spread across the floor of my room remind me that even this place isn’t entirely safe. [...]

Door shut, pictures put away, and music set to ear-bleeding levels, I throw myself on the bed. As awful as the VEIL troll’s post was to begin with, it’s been compounded times a million by opening my online community up to attack

185 from all sides. [M]y parents and the PTA think they’re doing the right thing, trying to help people. But it feels like I had access to a super-special tree house and now people I love are sawing down the tree – all the while telling me it’s for my own good. [...]

190 I’m *pissed*.

It’s like they can’t see the hypocrisy in judging something they’ve barely bothered to understand. [...]

ANALYSIS

6

Analyse the relationship between Ivy and her parents. Consider narrative techniques and language.

7

Ivy’s story is set in California, USA, but the question who is responsible for the content that is posted online is an international phenomenon. In fact, the liability of online platforms when their users have posted something illegal has sparked worldwide discussions. In the UK, for example, the online edition of *The Guardian* has published a letter exchange between Labour MP Jess Phillips and tech author Jamie Bartlett about the question whether anonymous social media accounts should be banned.

a) **Pair work** Read their letters to each other. Copy the grid. Each of you fills in one of the columns before you share your findings with each other.

arguments in favour of online anonymity	arguments against online anonymity
...	...

Dear Jess,

It is true that hiding behind a screen allows – sometimes maybe encourages – people to say and do things they wouldn’t in person. And the increase in nasty, offensive, and in certain cases clearly illegal, behaviour online is a big problem which the tech platforms haven’t tackled enough. I’m sure we both agree on that.

5 But stripping everyone of the ability to be anonymous online is not the answer. First, imagine what would be required to make it work: I suppose people would hand over passports or ID cards to [social media platforms] to prove who they are? The more you think about the practicalities, the worse this idea gets. Surely we’ve learned [...] about the many dangers of big companies knowing everything about us all the time. Are you sure you

10 want more of that?

Even if we could make this happen without building a Chinese-style digital surveillance system, we still shouldn’t. Stripping trolls of their anonymity might lessen marginally the nastiness, although I’m not convinced: cyber-disinhibition is also caused by the lack of face-to-face, immediate contact, which this idea wouldn’t change. But let’s say it did – and

15 we’re now two hypotheticals in, but for the sake of this exchange I’ll carry on – even then it still wouldn’t be worth it because anonymity has so many good uses too. What about the undercover journalist who joins Facebook groups to expose wrongdoing? Or the teenager who chats in a self-help forum, or the gay person from a religious community who needs to talk, but fears being found out? I’m sure you can imagine a thousand other cases. Do you

20 wish these people out in the open too? I assume not. So how will you guard against it?

Then there’s the broader health of political debate. Our modern panopticon is creating a soft but constant self-censorship. It might not feel like that when people are screaming abuse online – but for every troll there are lurkers who watch but don’t post, for fear of the angry mob; the data collectors, the nosy employers or the hordes of professional offence-

25 takers who shark around the net waiting to be upset. Without the freedom to explore, to imagine, to discuss ideas openly and boldly – things that are often easier when you’re not under the gaze of everyone – our politics will become duller and yet more stilted. This is the very last thing we need.

→ S13: Checklist: Analysis – non-fictional texts, p. 467





Dear Jamie,

[...] I don't want any big state actor using my identity against me, or big corporates using it to sell me another widget that will sit in the drawer with the takeaway menus. Oh, it's too late. Already bot accounts sent to incite hatred against me for the sake of nothing but chaos
5 are at work as I write this on a laptop I bought because the woman using it on Instagram really spoke to me. [...]

Anonymity and stock-image *anime* avatars have spread hatred against the gay kid you hope to protect. The citizen journalist you fight for might very well be noble, but I've read lies about myself written by so-called truth-telling bloggers that have spread and then been
10 presented to me by completely innocent bystanders as fact. I have no recourse. Eventually the myths become the truth, because "our Auntie Liz saw it on Facebook".

It might be easy to brush away the febrile atmosphere online as a nasty byproduct of free expression: it's less easy when it happens to you. When someone [...] fantasised about my children hanging by their necks I sought legal recompense: alas, they lead to a server in
15 Colombia, a dead end.

I want, just as you do, the freedom of expression and exploration that our online world offers. If I had one wish it would be this. But I cannot be free, I cannot explore ideas any more, because what I get back silences me. It makes me think twice before entering and it censors my voice. It is no longer worth the grief for people (especially women) like me to
20 interact; it's just too tiring. I am not alone; young women tell me all the time that they won't speak up because they will have their heads digitally lopped off. [...]

I am not for one second suggesting that everyone has to appear as who they are online. Have a pseudonym, keep your *anime* avatar or hammer and sickle for all the reasons you have outlined, but someone should be able to trace who you are. You should have to be
25 verifiable by someone.

- b) **Language awareness** Jess Phillips and Jamie Bartlett are committed to having a respectful discussion although they disagree with each other. Reread their exchange and note down words and phrases that can help you to argue your points in a debate politely.
- c) **Pair work** Talk about which of the arguments Ivy and her parents would agree with respectively. Give evidence from the text.
- d) Having come back from the PTA meeting, Ivy's parents resume the conversation about the chances and dangers of an app like VEIL with their daughter. Use the arguments and the language from task 7 to write the dialogue.
- e) "I think anonymity is authenticity; it allows you to share in a completely unvarnished, unfiltered, raw way and I think that's something that's extremely valuable"
(Christopher Poole, founder of 4chan, an anonymous Internet forum)

Taking Poole's statement as a starting point, discuss the chances and challenges of the anonymity social media platforms like VEIL provide for their users.

FURTHER ACTIVITIES

8

- a) Read the extract from Section 230 of the Communications Decency Act 1996, a U.S. federal law, and choose the correct answer.

"No provider or user of an interactive computer service shall be treated as the publisher or speaker of any information provided by another information content provider."

The extract means that

- websites or online services are legally responsible for all content posted by users.
- websites or online services are not considered the creators of content posted by users.
- websites or online services can control and moderate user content without any legal restrictions.

b) **CHOOSE**

- You spend an exchange year in the US and take part in an online project which encourages young people to get involved in politics and post their views on current issues on the project website for their local representatives to see and react to. Write a short statement for the comment section of the website, arguing for or against Section 230. For inspiration, consider Ivy's and her parents' arguments.

OR

- Imagine you are part of Ivy's world and have used VEIL, too. You have received the following email written by Rake Burmkezer, founder of VEIL, following the scandal around the app at Belfry High. Write an email back to him commenting on his decision and reasoning.

Extract 3 (pp. 140-141)

ooo T B

To: msionmalcolm@geemail.com
From: tha_burm@veil.yolo
Subject: Important Message for Our Sudden Cove Users

Dear VEIL user,

Hey there. If you're getting this message, it's because you live in the Sudden Cove, California, area and you may be impacted by a decision we of VEIL have been forced to make.

5 As you may be aware, on September 26, a member of the VEIL community put up a text post that many found to be offensive. Here at VEIL, we take reports of offensive content very seriously. But as users know, we take our commitment to anonymity, privacy, and the right to freedom of speech seriously as well. Our customer satisfaction and legal departments have been working hand in hand on this issue to weigh our options, always
10 thinking first of what would best serve our users.

However, while we conducted a thorough internal debate, outside forces were at work. VEIL has been confronted with several legal actions from users, parents or guardians of underage users, and institutions like local high schools.

Our main concern has been the protection of our users. Anonymity is embedded into every
15 part of the VEIL user experience, and we know that many of you would not be using VEIL without that steadfast commitment to privacy. However, the pending legal actions have given us much to think about where it concerns our younger users.

Though VEIL's core tenet is the freedom of expression, the idea that any of our younger users would be distressed or caused emotional or psychological damage due to something
20 they read, saw, watched, or witnessed on our platform is unacceptable.

In an effort to work with the affected community – your community – the VEIL team has decided to cooperate with the users, parents, and institutions who seek to address the root causes of harmful speech in their own ways.

I wanted to write this letter personally to explain our reasoning. And I want to take this
25 chance to reiterate VEIL's commitment to the privacy of its users. This represents an extraordinary circumstance, and we hope that the preventative measures that VEIL and this community take together can keep similar incidents from happening in the future.

I hope you can understand, and that you will join us in recommitting to making the VEIL community an open and welcoming place, for all users, for many years to come.

30 One love,

Rake Burmkezer and the VEIL team

9 EXTRA

One of the VEIL users regularly posts about his life on the app, using the same poetic form each time.

F or some
I t's a prison,
R eturning after
S ummer truly
T orture. But not me. School's a

D aily escape,
A place to be safe, when
Y ou can't expect to

B e understood at home.
A t school, some
C an be themselves and
K now home's a world away. p.57

G AY!
A ll it takes to make
Y ou know you're not welcome.

G rievance, or silent majority?
A nyone's guess. It just makes
Y ou realize it may never feel safe to say

G ay
A s a way of saying
Y ourself. p.110

Maybe
O ne day
R eality will reflect outside
E verything I feel within.

T elling the truth seems
H erculean. How?
I
N ever expected such a little word:
G ay! Could
S care me so much.

C ourage is
H ard to find.
A nd those I thought might be able to help are
N ot who I thought, or hoped, they would be.
G rowing up; no one promised it'd be
E asy, but nobody told me it would be this hard.

pp. 214-215

B est friends, or friends of any stripe –
E ager to help, unwilling to learn –
T ake their toll.
R are, it seems, are those who,
A ware of their limits,
Y ield to the rights of others.
A ll I wanted was a little
L oyalty. p.246

- Pair work** Read the posts and talk to a partner about what you learn about the user and his life.
- In class, comment on
 - the user's choice to deal with his feelings in the form of poetry.
 - your personal experience with using art as a means of expressing emotions.
- Examine how the user expresses his feelings. Consider language and style.
- Write your own poem in the style of the VEIL user.
- Group work (4-6)** In groups, pass around your poems, making sure that everyone has read every poem. Talk about which poem is your personal favourite and why.
- Choose one of the poems to be posted on your school's homepage.

9 Project upgrade: Poetry portfolio EXTRA

Over a period of two months, compile your own poems written in the style of the VEIL artist. At the end of the two months, reread your poems and write a short text reflecting on the project and for example answering the following questions:

- Was it easy/hard for you to express your emotions in poems? Did it become easier/harder over time?
- What effect did writing the poems have on you?
- Did you share (some of) the poems with someone else? Why (not)?
- Can you imagine continuing writing poetry relating to your own life and feelings? Why (not)?

In small groups, present elements from your portfolio (a poem or parts of your reflection) to your classmates.

Unveiling the digital mask: Consequences of social media

1

- Language awareness Think** Choose three of the adjectives to describe how you feel about your social media use. Look up the words you do not know first.

ambivalent | anxious | cautious | confused | connected | detached | dissatisfied |
exposed | fulfilled | frustrated | inauthentic | insecure | inspired | intrigued |
isolated | nostalgic | nurtured | overcritical | overjoyed | overwhelmed | real |
unburdened | validation-seeking

- Pair** Present your words to your partner. Talk about possible reasons for these emotions. Consider for example how much time you spend on social media platforms, what you use them for and if there have been specific events influencing your state of mind.
- Share** On the basis of what you have talked about with your partner, assess an individual user's personal responsibility for how they experience social media.

2

Read the chorus from Lily Allen's song "The Fear".

- Say
 - how it might relate to people's experience on social media platforms.
 - how the speaker in the song seems to feel.

I don't know what's right and what's real anymore
I don't know how I'm meant to feel anymore
When do you think it will all become clear
'Cause I'm being taken over by the fear



- In class, speculate on the aspects you expect the verses of the song to cover.

3

Listen to the song.

- Note down keywords on the topics covered in the verses and compare your notes with your speculations in 2b). → SUPPORT D9, p. 408
- Pair work** Exchange and complete your notes. Then use them to outline the main message of the song in one to two sentences.
- Explain
 - how these topics are connected to social media platforms, their content and users.
 - how the speaker's attitude towards social media changes between chorus and verses.

4 CHOOSE

Choose one of the verses. Imagine the speaker in the song is one of your close friends and you hear them talk about their life that way. You send them a message offering advice on what to do. Write the message.

OR

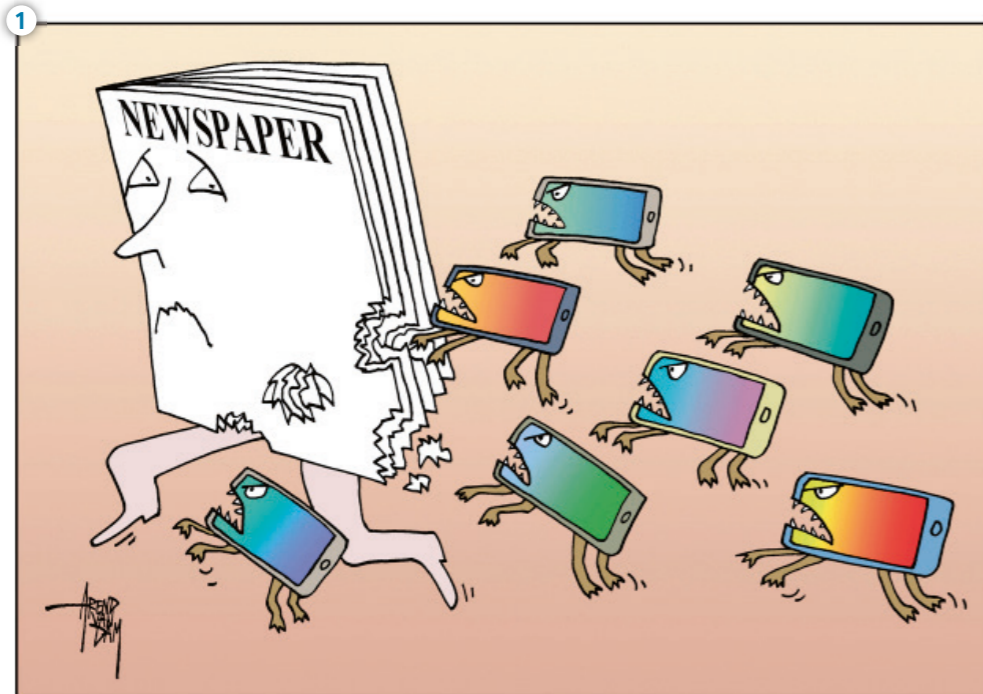
Imagine you were asked to update the 2009 song for a cover version. (Re)write either a verse or the chorus for a more current version of the song.

The media in cartoons

1

→ S18: How to work on cartoons, p. 478

- Pair work** Look at the cartoons and note down one sentence each describing what it conveys about the use of AI in the media.
- Divide the class into six groups and assign one of the cartoons to one of the groups.
 - In your group, analyse the cartoon. Make sure every member of the group takes notes.
 - Form new groups consisting of six experts on the different cartoons and present your findings to each other.
- Reflect on your personal experience with AI. Choose the cartoon which you connect with the most. If necessary, do a quick Internet research to find a new cartoon. In class, explain your choice.



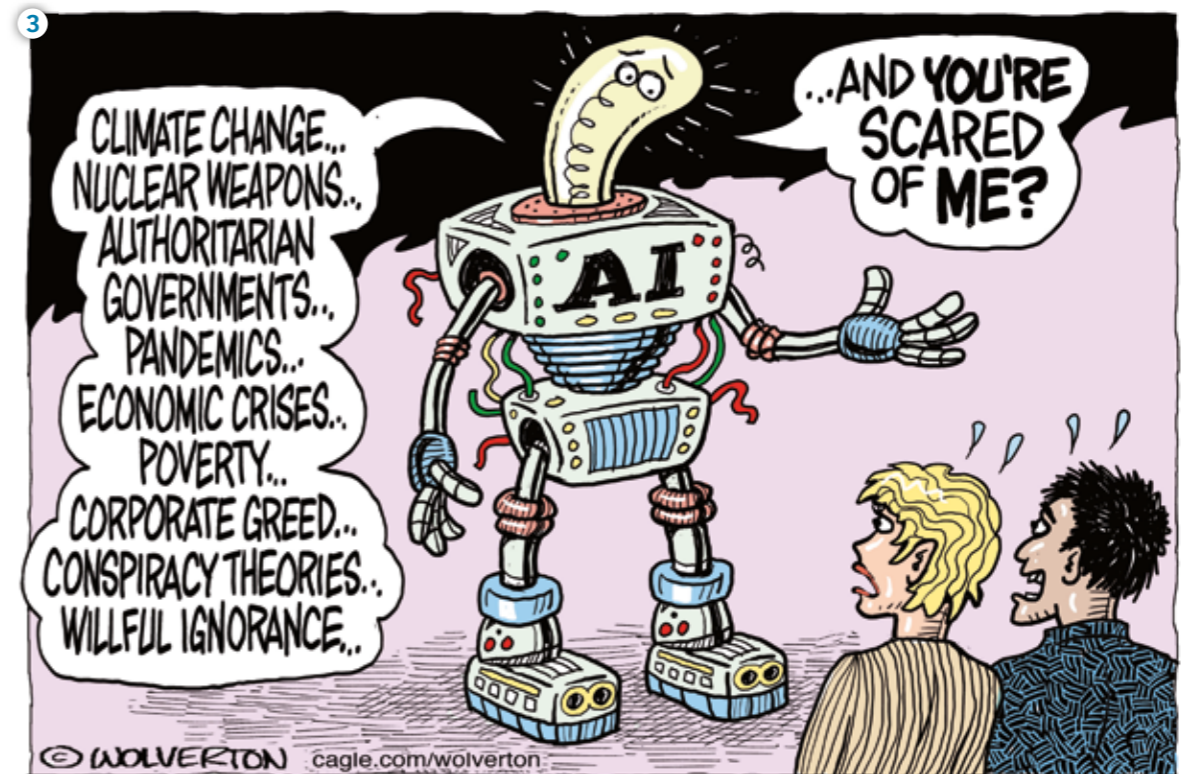
Arend Van Dam, "Threatened newspaper"

2



Dave Whamond, "Add in some artificial intelligence"

3



Monte Wolverton, "AI fear"



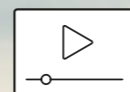
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