

19 November 2018

MSI-JOQ(2018)07rev2

**Questionnaire for the Study on developing skills
to recognise and value quality journalism in the digital environment**

This study will focus on projects which address the goals and categories of skills outlined below.

1. Goal: self-determined understanding of media messages

→ *Decryption skills*

- De-/Reconstruct media messages by reading, listening, comparing etc.

2. Goal: self-determined media valuation and critic

→ *Awareness of value*

- of Freedom of Expression and Media Freedom in general
- of independent media for democratic societies

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→ Analysis Skills

- Recognise different content types such as advertising, editorial, fact and opinion -> assess the motivations of the content producer and the context in which the content is presented
- Evaluate content and services for truthfulness, reliability and value for money/data/attention -> recognise influencing factors¹
- Understand the editorial processes involved in producing different content types
- Understand the regulatory environments which apply to media content and services

3. Goal: self-determined media appropriation and usage, democratic discourses

→ Technical Skills

- Understand and manage devices, operating systems and applications
- Understand and manage how social media services and networks are formed and function
- Recognise how devices, standards, protocols, applications, and intermediary services can influence media choices, patterns of behaviour and diversity of content/views

→ Participation Skills

- Construct messages and media by using text, images, audio, video and code.

¹ Such as stereotyping, bias, unfair portrayal, inappropriate content or context, lack of evidence etc.

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- Engage in private and public mediated discourses by expressing personal opinions and respond to the opinions of others
- Act responsible regarding basic rights and legal and social responsibilities -> recognise, manage and appropriately challenge inappropriate² behaviour across all media.

² Abusive behaviour/content; Inappropriate or potentially harmful content; Negative stereotyping; Unfair portrayal; Bias; Lack of pluralism; Discriminatory content; Propaganda; Hate speech.

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Survey title: MSI-JOQ study on developing skills to recognise and value quality journalism in the digital environment

Page no:	Page title	Question no:	Question	Answer	Logic
1	Introduction	Page description	The objective of this study is to identify and analyse projects and activities which support the development of the skills and knowledge required to recognise and value quality journalism and by extension foster an environment favourable to quality journalism in the digital age.		
1	Introduction	1	What we will do with your data - Declaration of consent With the following questionnaire we would like to ask you a few questions about your project on promoting media and information literacy. We are conducting this survey as part of a	Check boxes (please tick both boxes to proceed) <ul style="list-style-type: none"> • I agree and would like to participate in the survey. • I agree that I will be contacted for the above-mentioned 	If both options are not ticked, direct user to end of survey page

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		<p>study by the Council of Europe MSI-JOQ Committee of experts on quality journalism in the digital age.</p> <p>As part of the survey, we will also request some information about you so that we can contact you if we have further questions and inform you of the results of the investigation and the corresponding final report. We will not transfer or publish your name and contact data to third parties without your consent. We will only publish your other data in pseudonymised form, if at all. Your personal data will only be stored by us as long as it is necessary for the aforementioned purposes.</p> <p>Before you finally send your answers, you have the opportunity to check them again in an overall view and change them if necessary.</p>	<p>purposes via all points of contact I will provide in the survey</p>	
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			<p>Also in the case of a survey, you have the right to information, correction, deletion or restriction of the processing of your personal data as well as to object to the processing and the data portability right to the extent stipulated by law. You can withdraw your consent at any time without affecting the legality of the processing that has taken place up to then. After withdrawing you consent your personal data will be deleted immediately. You can address your concerns to both of the responsible persons listed below. You also have the right of appeal to the competent data protection supervisory authority.</p> <p>To conduct and evaluate this survey, we use services of the SurveyMonkey Europe UC and SurveyMonkey Inc.</p>		
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			<p>With regard to the data processing processes taking place under the responsibility of SurveyMonkey Europe UC and SurveyMonkey Inc., please note:</p> <p>https://www.surveymonkey.com/mp/legal/privacy-policy/</p> <p>Responsible for the above mentioned data processing are:</p> <p>Martina Chapman 11A Ban Milis, Fethard-on-sea Co. Wexford Y34 KW60 Ireland</p> <p>martinachapman@mercuryinsights.com</p>		
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			+44 7736481202 Dr. Markus Oermann Max-Beer-Str. 25 10119 Berlin Germany markus.oermann@web.de +49 30 30882952		
2	Overview of activity or project	2	What is the name of the activity or project?	Single text	
		3	Does the activity or project have a website or social media presence? If yes, please give details.	Single text	
		4	In which country or countries does the project or activity take place?	Single text	
		5	What is the name of the main	Single text	

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			organisation responsible for developing and delivering the activity or project?		
		6	When did the activity or project start?	Date format	
		7	When did the project end?	Date format with 'ongoing' as an additional option	
3	Aims of the activity or project	8	Please briefly describe this activity or project including why it was developed and what the aims and objectives were. Please limit your response to 400 words	Single text box (is it possible to limit the word count to 400 words?)	
		9	Which of the following skills does/did the project or activity help to promote? Please mark all that apply.	<p>Check boxes (Tick all that apply)</p> <ul style="list-style-type: none"> • Understanding the role that independent media plays in a healthy democratic society, e.g. presenting different points of view, promoting informed debate, holding power to account etc. • Understanding media messages by reading, listening, comparing etc. 	If no boxes are ticked, direct user to end of survey

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				<ul style="list-style-type: none"> • Understanding how content is created and edited. • Being able to distinguish between different types of content such as fact, opinion and advertisements. • Understanding of how the presentation of content (style or context) can influence how the content is perceived. • Evaluating content and services for truthfulness, reliability, independence and impartiality. • Recognising influencing factors such as stereotyping, bias, unfair portrayal, inappropriate content or context, lack of evidence etc • Knowledge of how different media is regulated, or not. • Knowledge of who owns 	
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				<p>different media outlets and how content is funded (e.g. private ownership, public funding, advertising, sponsorship)</p> <ul style="list-style-type: none"> • Understanding of how social and search services operate and how technology can influence media choices, patterns of behaviour and diversity of content/views (e.g. use of algorithms). • Confidence about knowing your rights and responsibilities in relation to data and privacy and competence in managing your data and privacy/public exposure while using (social) media services. • Recognising and challenging inappropriate behaviour across all media 	
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				<ul style="list-style-type: none"> • Participating in the public sphere by expressing opinions and responding to the opinions of others. • Creating content using text, images, audio, video and code. • Other skills which help people recognize and value quality journalism (please detail in comment box) 	
		10	Please classify the activity or project by marking all the categories that apply.	<p>Check boxes (Tick all that apply)</p> <ul style="list-style-type: none"> • Research (qualitative or quantitative) • Resources (e.g. any print or audio-visual content such as information leaflets, videos, audio, lesson plans, curriculum modules, websites, TV or radio programmes or items) • Campaigns (e.g. an awareness-raising initiative, perhaps with a call to action) 	

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				<ul style="list-style-type: none"> • Provision of Funding (e.g. via grants, open competition and invitations to tender) • Networking opportunities including events, conferences, seminars, meetings, online and offline forums, newsletters, databases • Policy Development (e.g. consultations, published reports and recommendations) • End-user engagement (e.g. grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact. • Institutional based MIL learning (e.g. from primary through to university level) • 'Other' (please detail in 	
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				comment box)	
		11	Please indicate the annual budget for this activity or project	Multiple Choice <ul style="list-style-type: none"> • €0 – €1,000 • €1,000 - €5,000 • €5,000 - €10,000 • €10,000 - €50,000 • €50,000 - €100,000 • €100,000 - €250,000 • €250,000 - €500,00 • €500,000 - €1,000,000 • Over €1,000,000 	
		12	Please indicate how the activity was funded. E.g. what were the source(s) of funding?	Single text box	
		13	Staff: Please indicate how many people worked on the activity or project	Multiple Choice: <ul style="list-style-type: none"> • 1 – 3 • 3 – 5 • 6 – 10 • 11 – 20 • 20 + 	
		14	Please indicate who the target audience	Check boxes	

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			<p>was for this activity or project. Please select all categories that apply</p>	<ul style="list-style-type: none"> • Age 0 – 3 • Age 4 – 7 • Age 8 – 11 • Age 12 – 15 • Age 16 – 18 • Age 19 – 25 • Age 26 – 40 • Age 41 – 65 • Age 65+ • Third level students • Parents/Guardians • Teachers • Journalists • Socio-economic grouping ABC1 • Socio-economic grouping C2D1 • Socio-economic grouping D2EF • Male • Female • Urban • Rural • 'Other' (please detail in 	
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				comment box)	
		15	Please describe the range of stakeholders involved in this activity, including the name of the stakeholders, their sector and the role played	Single text box (is it possible to limit the word count to 400 words?)	
		16	Has the activity/project already been replicated elsewhere, why, and with what success?	Multiple text boxes	
4	Results and outcomes from the activity or projects	17	On a scale from one to five (one = not at all successful and five = extremely successfully) how successful was the activity or project in achieving its aims?	Matrix / rating scale 1 – not at all successfully 2 – somewhat successfully 3 – mostly successfully 4 – very successfully 5 – extremely successfully	
		18	Was / Is the success of this activity assessed/evaluated in a structured procedure?	Multiple Choice: • Yes • No	
		19	Was it an internal or external assessment (self-evaluation/evaluation by a third party)?	Multiple Choice: • Internal / self-evaluation • External assessment /evaluation by a third party	

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		20	If an external evaluation was undertaken please indicate who did it?	Single text	
		21	Can you briefly describe the methodology?	Single text (limit words to 400)	
		22	Were results of the assessment used to refine or improve the activity or project?	Multiple Choice: <ul style="list-style-type: none"> • Yes • No 	
		23	What results or key findings emerged from this activity or project? How could it be made better, bigger, more impactful?	Single text box	
		24	Do you have any additional comments, ideas, or thoughts about the success of the activity or project that you want to share?	Single text box	
5	Respondent information	25	Please provide us with the following information about yourself in case we need to get in touch to get more information about the activity or project.	Multiple Text boxes <ul style="list-style-type: none"> • Name • Role • Organisation • Email • Point of contact for the activity 	

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				or project (if different from above)	