NEWSARCADE - Seriously, Play the News!

Project Number: 101060250

D3.9 Piloting Data

1. Introduction

The NewsArcade-Seriously Play the News! (no. 101060250), Creative Europe, project represents an innovative initiative aimed at exploring the intersection of news media, education, and interactive storytelling/gamification. Through the development of an innovative Authoring tool and Content Management System (CMS), the project endeavours to empower media companies to engage young audiences in immersive and informative news experiences. Central to the project's success is the iterative process of evaluation and refinement, ensuring that the tools meet the diverse needs and expectations of its users.

This report serves as a comprehensive evaluation of the final round of piloting workshops and scale-up experiments conducted within the framework of the NewsArcade project. By gathering feedback and recommendations from various stakeholder groups, including journalists, young people, museum and cultural heritage professionals and media literacy educators, this evaluation aims to provide valuable insights into the efficacy of the Authoring tool and CMS, as well as to identify areas for improvement and further development.

The report's purpose is multifaceted. Firstly, it aims to provide a record of the experiments outcomes, ensuring that valuable insights and perspectives are not overlooked. It consolidates the diverse range of feedback received from stakeholders, allowing for a holistic understanding of their opinions and concerns to improve and finalize the NewsArcade Authoring tool and story visualisaiton. Secondly, the report serves as a tool for evaluation. It assesses the extent to which the pilot objectives were achieved and examines the impact of the experiments on stakeholder understanding, collaboration, and possible adoption of the tool. The evaluation helps identify the strengths and weaknesses of the project's results, enabling improvements for future activities. Finally, the report facilitates communication and knowledge sharing. It provides a summary of the pilot's outcomes, which can be shared with stakeholders who were unable to participate directly. It also serves as a reference for the NewsArcade partnership, allowing the consortium to review and consider the stakeholders' input when making decisions or designing future project improvements beyond the duration of this funding.

2. Methodological Approach

The methodological approach employed in this evaluation sought to capture a comprehensive understanding of the usability, effectiveness, and potential of the NewsArcade-Seriously Play the News Authoring tool and CMS from both publishing companies and educational settings. To achieve this goal, a series of pilot workshops and scale-up experiments were conducted between May and July 2024, both physically and virtually, engaging various stakeholders from diverse backgrounds and sectors.

The stakeholder engagement strategy employed in this process was pivotal in collecting feedback and recommendations to improve the tool's effectiveness. In particular, the workshops engaged various stakeholders and target groups, each of them bringing unique perspectives and expertise needed at this stage of the project:

- Publishers and journalists as the main target group of the project who will adopt the tool into their everyday journalistic practices.
- Educators (media aliteracy experts, education experts, museum and cultural heritage experts) as the secondary target group of the project to explore the tool's scale-up potential in this sector.
- Young people (aged 18-35) as the end users of NewsArcade - who in this case were the young people aged 18-30 through the workshop at the International People's College and any public's interaction with the published stories.

Collaborating with all consortium partners, especially NISV and SDU as representatives of the educational sector and DIAS, WANIFRA, APIG and SAPESO as representatives of media professionals, the workshops were tailored to the specific needs and objectives of the aforementioned participant groups. Each workshop was tailored to the unique context and goals of its respective sector, employing distinct approaches to maximize engagement and gather meaningful feedback.

Summary of Workshop Objectives and Approach

For Media Professionals[1]
Objective: Evaluate the usability and effectiveness of an Authoring tool and CMS for news content creation.
Approach: Designed by DIAS and SAPESO, workshops focused on practical use of the tool, including gamifying news stories and utilizing CMS functionalities to improve storytelling and engagement. Journalists from WANIFRA, SAPESO, and DIAS provided feedback on the tool's interface and workflow. They experimented with creating stories and using the CMS, then offered feedback.

For the Educational Sector[2]
Objective: Assess the tool's educational potential and its alignment with media literacy education learning objectives and assess the potential of the tool to be integrated in other settings beyond the media sector.
Approach: Designed by NISV and SDU, workshops engaged young people, media literacy experts and museum and heritage professionals. Feedback was collected on the tool's effectiveness in enhancing news literacy.

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[1] To ensure cohesion, DIAS Media Group who leads task T2.3 drafted guidelines and templates for partners to use (see Annexes).

[2] Similarly, NISV as the leaders of T3.3 drafted guidelines and templates for partners to use in their respective workshops (see Annexes).

The methodology employed for conducting the workshops was designed to create an inclusive and participatory environment that encouraged active engagement and collaboration among stakeholders. The following approaches were incorporated:

- Workshop Design: The workshops featured interactive activities, group discussions, and hands-on tool use, structured with both large and small group sessions for focused discussions.
- Facilitation Approach: Facilitators with expertise in journalism and education ensured equal participation and a respectful, inclusive environment, encouraging open dialogue and diverse perspectives.
- Data Collection: Multiple methods were used to collect data during the workshops. Team members assumed the role of observers and took detailed notes on participant reactions, discussions, and key insights. Additionally, a post-workshop evaluation survey was administered to gather more detailed feedback and recommendations from participants. The collected feedback was then analyzed thematically, identifying common trends, challenges, and areas for improvement across workshops.
- Participant Engagement: Participants were actively involved, sharing insights and engaging in interactive exercises and group discussions to foster collaboration.
- Flexibility and Adaptability: The methodology allowed for flexibility and adaptability to accommodate the unique needs and dynamics of the stakeholders in different companies/countries. Facilitators were responsive to the changing dynamics during the workshops and adjusted the agenda or activities as needed to ensure maximum engagement and participation (e.g., online workshops, one-to-one sessions, follow-up sessions, etc.).
- Inclusive Communication: Clear and transparent communication channels were established to ensure that all participants had access to information and understood the purpose and goals of the workshops. Instructions, materials, and presentations were provided in a language and format accessible to all participants.

3. Piloting with Publishers [2nd phase]
A. Overview

The approach for NewsArcade's publisher experiments was meticulously structured, reflecting a comprehensive approach to introducing and testing the platform. The four-stage workshop design - encompassing presentation, CMS overview, hands-on production, and feedback collection - was crafted to provide a holistic experience for participating journalists. This approach resonates with recent findings in media literacy education, which emphasize the importance of experiential learning in developing critical media skills.

Through the Piloting with Publishers (T3.3) the consortium explored how the NewsArcade Authoring tool can be used by media professionals and particularly evaluated the process of gamifying a news story and integrating it into our CMS. This task has been planned in an iterative process to continuously improve the NewsArcade Tool and the second iteration took place between May 2024 and July 2024. Furthermore, the findings will help the consortium identify potential areas of development and refine the tool to its final version.

In the second phase of this task, SAPESO, APIG and DIAS have engaged their journalists to create stories and offer feedback to the almost final version of the tool. The subsequent chapters provide a summary of the key insights gathered from each workshop. Additionally, a focus group was organised in Cyprus by DIAS with young people that experienced the tool as end users and offered their feedback.

- Workshop for journalists in Cyprus (Chapter B)
- Workshop for journalists in France and Belgium (Chapter C)
- Focus Group with young people in Cyprus (Chapter D)

In the final chapter (**E Conclusions**) the main findings are condensed and future steps are listed.

B. Workshops with Journalists in Cyprus

DIAS Media conducted two workshops, the first on June 19th, 2024 with journalists from the Simerini brand, and the second on July 10th, 2024 with SigmaLive journalists. These workshops featured a comprehensive presentation on the method of gamifying news stories, an in-depth walkthrough of the NewsArcade CMS (Content Management System), and a practical session where participants created their own stories to experiment with the gamification process. Following the workshops, journalists were given 2-4 weeks to produce additional stories, after which a final focus group discussion was held to gather their feedback on the tool's potential application in their work.

The following summarizes the key outcomes based on the survey responses (2 journalists) and feedback from the discussion:

- **Effectiveness of Gamification:** When asked if they could effectively create and publish stories with gamification elements after selecting their content, one journalist responded neutrally, while the other gave a very positive response.
- **Ease of the Gamification Process:** Both journalists noted that gamifying content was initially challenging, as it required them to step out of their comfort zones and rethink their journalistic approach in a more educational manner. However, they also observed that the process became easier and more intuitive with familiarity with the NewsArcade method.
- **CMS Usability**: The initial navigation of the CMS was described as neither easy nor difficult, but with guidance and repeated use, it became more manageable. The journalists particularly appreciated the CMS's automated feedback feature, which reduced the need for manual editing. They suggested further automation, particularly in the selection of news values, to streamline the process even more. Additional support materials, such as video tutorials and a step-by-step manual, were found to be highly effective in enhancing their digital skills and enabling efficient CMS navigation. The CMS structure, which mirrors the format of a Newsarcade story, as well as the preview function of each page, were also highlighted as beneficial for visualizing story development and understanding content stages. Finally, they appreciated the CMS's flexible format, which allows for greater creativity in story creation.
- **Suitable Topics for NewsArcade:** Regarding the types of topics best suited for NewsArcade, one journalist felt that any topic could work well if approached correctly, while the other believed that articles offering diverse perspectives on various issues were particularly suitable.

- **Suggestions for Future Tool Enhancements:** The journalists expressed interest in incorporating AI to assist in content creation and adding more automated feedback options within the CMS to reduce the time required for text editing.
- **Potential Applications and Broader Use:** Overall, the journalists recognized the tool's potential for use by media companies in media literacy initiatives. However, they suggested that it might be most effective if managed by a journalist with experience in media literacy education, particularly to engage younger audiences. Additionally, they noted that the tool could be highly effective in educational settings, such as journalism courses at universities or in vocational training for journalists, and could also be integrated with social media platforms to enhance user engagement.

Based on feedback from 17 users who played the Greek stories, we gathered the following results:

- **Interest and Enjoyment:** When asked if this format is more interesting and fun than a regular article, 52.9% of participants said yes, 41.2% said maybe, and 5.9% said no.
- **Depth of Engagement:** In response to whether they felt they studied the story's topic more thoroughly compared to other formats (e.g., reading a regular article, watching a video), 47.1% said maybe, 29.4% said no, and 23.5% said yes.
- **Learning and News Literacy:** Regarding whether gamified news could help them learn what to look for in good journalism and enhance their news literacy, 41.2% responded "to a great extent," 35.3% said "definitely yes," and 23.5% said "not particularly."
- **Recommendation to Others:** Finally, when asked if they would recommend this experience to others, 52.9% said maybe, 29.4% said yes, and 17.6% said no.

C. Workshops with Journalists in France and Belgium

On the 22th of July, the French pilotings were realized with the participation of seven journalists form SAPESO who were engaged in a 2 hour workshops and one with an external media company from Belgium named L'Avenir. The participation of journalists from different organizations added a valuable cross-cultural perspective to the project, aligning with research on the importance of diverse viewpoints in media literacy education. Out of the seven participants in the French piloting, five had never encountered NewsArcade before. WAN-IFRA's journalists were also engaged to create stories and offer their feedback.

The journalists were first introduced to NewsArcade by playing a story, followed by a presentation of the CMS, and were then asked for their professional feedback. Initially, each journalist was tasked with creating their own story using the CMS. One negative feedback was that the process of inserting News Values was confusing and too time-consuming, which was resolved by IN2 in the final version of the tool and News Values are now being automatically integrated into the CMS. At the end of the session, participants were encouraged to find time during the summer to create a story on their own. NewsArcade proved its value by enabling the quick transformation of a current topic into an interactive experience. In less than two hours, SAPESO was able to convert an Olympic Games news into a NewsArcade

experience, leveraging the local angle to engage readers and demonstrating the emotional depth and quality of the newsroom's work, showing the potential of the tool to cover current news.

Summarized Feedback from Journalists & Facilitators' Notes

A. **Experience:**
- **Clarity of Objective**: The game's objective is unclear to players. A clearer explanation is needed at the start to guide players on what they need to do.
- **Display of Results**: The results display is confusing; the purpose of the bars is unclear. If they represent points, players need to see their progress to understand if they are succeeding.
- **Design Issues**: The design needs to be more refined to be integrated into a media company's website. Specifically, the style of writing, font, and color choices were criticized as too simplistic.
- **Language Inconsistencies:** Some commands remain in English within the French version of the game.
- **Repetitive Tasks:** Constantly filling in News Values is time consuming and repetitive for users.

B. **CMS (Content Management System):**
- **Image Uploading**: Uploading pictures is confusing and requires clearer instructions.
- **Content Creation**: Journalists find it easier to work with stories they have written themselves, which is a suggestion we offer to journalists when creating stories.
- **News Value Clarity:** Instructions should clearly state that when choosing a News Value as the game's objective, this value must be one of the two possible in every paragraph.
- **Paragraph Creation:** Writers should draft one version of a paragraph and then rewrite it to either fit the chosen News Value or present the opposite. This approach would make the feedback more relevant.
- **Language Assignment:** Once a language is assigned to an experience, it cannot be changed. Selecting the wrong template forces the user to start over.

C. **Technical Concerns:**
- **Hosting Questions:** Clarification is needed on where NewsArcade is hosted—whether on external servers or if a media company can collect its own traffic and data.

D. **General Feedback:**
- **Target Audience:** NewsArcade shows potential, particularly for websites targeting young readers or as a member-exclusive activity behind a paywall.
- **Design & Gamification**: To attract young adults, both the design and gamification elements need some additional improvements.
- **The adaptability and flexibility** of the tool aligns with recent research emphasizing the need for agile approaches in media education initiatives, particularly in professional settings.

D. Focus Group with Young People in Cyprus

A focus group was held in Cyprus on July 10th, 2024, in collaboration with the youth organization Youth for Exchange and Understanding Cyprus. Six young participants, aged 18, 20, 21, 22, 24, and 34, engaged with the Newsarcade stories and provided their feedback on the tool. Overall, the participants found their experience with the tool to be positive and engaging, indicating its potential for effective youth engagement. They appreciated that the tool "captures current affairs," provides a valuable "learning experience," features an appealing "design," is "adaptable," and offers useful "feedback." Additionally, they described the tool as "fun" and "user-friendly." Finally, most of them (4) mentioned that they would maybe use Newsarcae as a tool to consume news in an interactive format in their everyday life, one answered positively and one negatively. Below you can find their answers in the Mentimeter tool used for feedback:
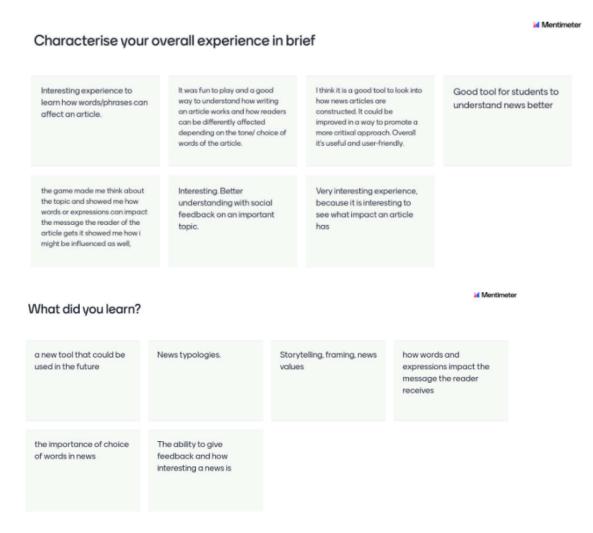
Mentimeter

Characterise your overall experience in brief

Interesting experience to learn how words/phrases can affect an article.	It was fun to play and a good way to understand how writing an article works and how readers can be differently affected depending on the tone/ choice of words of the article.	I think it is a good tool to look into how news articles are constructed. It could be improved in a way to promote a more critixal approach. Overall it's useful and user-friendly.	Good tool for students to understand news better
the game made me think about the topic and showed me how words or expressions can impact the message the reader of the article gets it showed me how i might be influenced as well,	Interesting. Better understanding with social feedback on an important topic.	Very interesting experience, because it is interesting to see what impact an article has	

Mentimeter

What did you learn?

a new tool that could be used in the future	News typologies.	Storytelling, framing, news values	how words and expressions impact the message the reader receives
the importance of choice of words in news	The ability to give feedback and how interesting a news is		

Figure 1: Responses from participants

E. Conclusions from Pilotings and Next Steps

NewsArcade's approach to enhancing media literacy through interactive engagement with news content aligns closely with contemporary media literacy frameworks. The platform's focus on allowing users to explore different perspectives and understand the impact of editorial choices resonates with the core principles of critical media literacy as outlined by different scholars.

The emphasis on news values and their application in story creation addresses a crucial aspect of media literacy: understanding the factors that influence news production. By engaging with these concepts in a hands-on manner, users can develop a more nuanced understanding of how news is constructed and disseminated. This approach aligns with recent research highlighting the importance of production-based learning in developing critical media literacy skills.

The potential of NewsArcade as a tool for journalist training, as suggested by participant feedback, opens up new avenues for professional development in media literacy. This aligns with recent calls for increased media literacy training among journalists themselves, as highlighted in studies by organizations like the UNESCO (2022).

The recommendations for improving NewsArcade, such as streamlining the news value insertion process and encouraging journalists to use their own stories, reflect a user-centered approach to design. These suggestions align with current best practices in educational technology development, which emphasize the importance of user feedback in iterative design processes.

The potential applications of NewsArcade in educational settings, both for journalist training and general media literacy education, are particularly promising. This aligns with recent trends in media literacy education that advocate for the integration of practical, hands-on tools in curriculum development.

The suggestion to develop a more refined, adaptable design for different publishers reflects an understanding of the diverse needs of media organizations. This customization potential could enhance the platform's adoption across various media contexts, aligning with research on the importance of context-specific approaches in media literacy initiatives.

4. Scale-Up Investigations [2nd phase]

A. Overview

Through the Scale-up Investigations (T3.4) the consortium explored how the NewsArcade innovation tool can be extended to sectors and markets beyond its primary target group of news publishers. The Scale-Up Investigations task has been planned in an iterative process to continuously improve the NewsArcade Tool. The Scale-Up Investigation's second iteration took place between May 2024 and June 2024. These investigations aim to identify if the NewsArcade tool could be implemented within several professional contexts. Furthermore, the findings will help the consortium identify potential areas of development.

In the second phase of this task, NISV and SDU have concentrated their investigations on three distinct groups. The subsequent chapters provide a summary of the key insights gathered from three workshops dedicated to each of these sectors:

- Workshop for Gen Z, lead by the University of Southern Denmark (**Chapter B**)
- Workshop for Media literacy experts, lead by Sound & Vision (**Chapter C**)
- Workshop for Museum and Heritage professionals, lead by Sound & Vision (**Chapter D**)

In the final chapter (**F Conclusions**) the main findings are condensed and future steps are listed.

Following the scale-up investigations, NISV developed a lesson plan for "NewsArcade in the Classroom" as a result to ensure it can be effectively used by educators and later adopted by the consortium for the continuation project, which recently received funding under the CREA-Media Literacy Call. The lesson plan is available on our website and is also included as an **annex** in this report."

B. Workshop for Gen Z
International People's College in Elsinore, Denmark - May 26th, 2024

Introduction

To reflect the nature of a joint venture news literacy project across the news media industry and the educational sector, the GenZ workshop was designed as a news lab with real world problem solving objectives.

In the news lab an international crowd of students and teachers collaborated with NewsArcade project partners and global executives from the news media industry. Their task was to crowdsource an updated set of news values for journalists to navigate through in their efforts to engage younger audiences.

For the execution of the news lab an ad hoc partnership was formed involving:

- **NewsArcade consortium, lead by Southern University of Denmark (SDU)**
- The Danish Media Association

- WAN-IFRA (World Association of News Publishers)
- Copenhagen Legacy Lab
- International People's College (IPC)

The news lab was conducted as a 6 hours session on the Sunday ahead of World News Media Congress in Copenhagen, May 27th to 29th as a pre-program activity. Results from the news lab were processed and refined the following day and two days later presented at the congress as a keynote by SDU-lecturer Aslak Gottlieb and a panel discussion with three IPC-students during World Editors Forum.

Participation of the news lab involved:

- 70 folk high school students across 25 nationalities representing GenZ
- 4 teachers
- 10 news executives from 9 countries
- 4 NewsArcade consortium members
- 2 representatives from Copenhagen Legacy Lab

To both prepare and process data collection 1 teacher and 10 students were enrolled ahead of the lab as a team of NewsArcade ambassadors. Prior to the news lab, the team was trained in basic journalistic principles and given the opportunity to test NewsArcade and become familiar with the tool to serve as 'super users' during the news lab.

Testing NewsArcade with all 70 students was integrated as a news literacy activity during the news lab. The overall exercise for all participants was to redefine a set of alternative news values to A) inspire journalists in their daily work, and B) potentially to be integrated in NewsArcade as parameters in the feedback algorithm consisting of predefined news values that can be revised by the actual news publisher using the tool.

That way NewsArcade itself was not only user tested, but also tested as a tool to be integrated in a news literacy activity with both educational objectives and news media editorial objectives. Data was quantitatively collected via the interactive presentation tool Mentimeter and qualitatively in dialogues with students and teachers in smaller groups.

Summary[3]
The workshop explored two major aspects of NewsArcade being used collaboratively with students, educators and journalists (in the shape of news media executives):

1) Educational potential to raise level of news literacy
2) Usability and plasticity of the algorithmic news value concept

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[3] Videos and other documentation is published at www.newsarcade.eu/news-values

Educational aspect

A vast majority of respondents in the first round of scale up investigations earlier in the project all suggested the project to explore potentials of NewsArcade as a tool to be integrated in educational contexts in two brackets:

1) Initial training for journalist students in basic principles when producing news stories
2) Improving news literacy for other students

The news lab focused alone on ad. 2, improving news literacy. A definition in this particular setting was summarized as: *Students engagement and critical skills in news media and journalism[4]*. To explore an *educational potential* the lab was given a didactic design and introduced to students and teachers at IPC as an educational activity.

In the didactic design NewsArcade as a tool was used alongside an online presentation software called Mentimeter[5], allowing participants anonymously to vote and comment in the presenters slides, making the presentation interactive. Also pen and paper as well as posters and markers were used as facilitating tools.
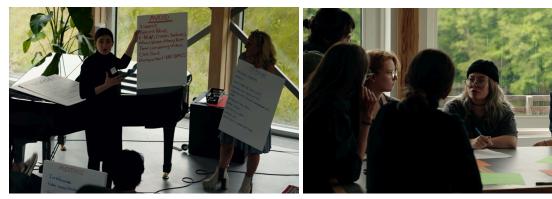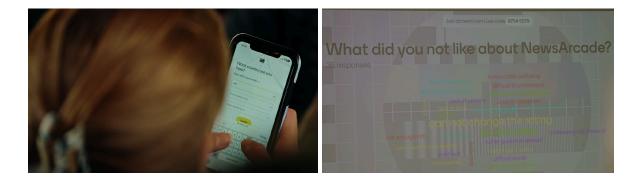

Figure 2 - Impressions from the workshop: posters, pen and paper were used as supplementary learning tools and to collect qualitative data

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[4] This definition being inspired of the German pedagogical term 'Bildung' as
[5] The tool is found at www.mentimeter.com

Figure 3 - Impressions from the workshop: as an interactive presentation tool, Mentimeter was used to both lecture and collect quantitative data[6]

A month before the news lab an initial testing at a common student gathering at IPC indicated that NewsArcade, at least not in the then piloting version, could stand alone as a learning material. At this session the students seemed somewhat bewildered about the objectives and lacked the necessary context and perspective to benefit educationally as NewsArcade users.

Thus NewsArcade in the news lab was integrated in a teaching sequence including a brief introduction to basic journalistic principles as well as an in depth initiation to the concept of news values and its origin reaching back to 1965[7].

The feedback gathered in the lab on the role of NewsArcade, looked upon as a news literacy activity, was collected from enthusiastic consortium members, news industry people, teachers and student ambassadors. Due to this its results were perhaps influenced by positive bias. The results were further positively influenced by its taking place in a 100+ year old Danish folk high school, with participation of skilled and engaged students.

The following major impressions were gathered:

Student perspective
● The game mechanisms in NewsArcade were very illustrative and made the learning objectives of the sequence evident.
● Using NewsArcade in pairs or parallel in the classroom ignited a conversation about journalism and news media
● NewsArcade served as a catalyst making the meeting between news media professionals feel more like a peer to peer situation and stimulated a high degree of ownership to the project
● The concept of news values was not evident in the game experience itself, but when contextualized in the learning sequence it made sense

Teacher perspective
● It was not obvious to the teachers from the beginning just *how* NewsArcade would contribute to the learning sequence
● When seen in action this impression changed to the opposite
● A lesson plan with integration of NewsArcade was requested

News media perspective
● The GenZ discussions were enriched with NewsArcade as the prism of collaboration

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[6] The specific user feedback on concept, UX, and design matters have been given separately to the developing team in NewsArcade and will not be addressed further in this report
[7] By Norwegian Sociologist Ruge & Galtung

- To exchange with the students peer to peer was inspiring (in contrast to a typical lecturing situation i.e. a journalist as a guest in the classroom)
- To work proactively with news values was thought provoking, but not necessarily easily adapted in the newsroom

News value aspect

Designing a news literacy learning sequence around the concept of news values showed success. Traditionally, many news literacy activities are centred around the students producing their own media product, an article i.e.

This learning strategy has proven good evidence for its ability to put students in the role as a journalist and that way inductively gain the insights to become a skilled, engaged and critical media user. The fallback in this strategy is that producing news media content of a decent quality obviously takes the professionalism of a journalist. And in all cases it is a very time consuming exercise for the students.

Working around the concept of news values showed as a shortcut to qualify the conversation about the *why* and *what* more than the *how* news media is produced. News values introduced as the DNA of journalism offered an easy gateway for the students to engage in the news lab exercises.

In the piloted didactic design, the traditional and background of news values were introduced to the students. When asked to nominate and eventually vote for alternative news values to engage GenZ, a certain bias from the introduction was traced. For another pilot, it could be interesting to go the other way round and let the students create news values from scratch first and introduce the traditional values after.

It is not yet possible to know the effect of the news value approach in the news rooms. The Copenhagen Criteria is as a result of the news lab awaiting deployment in newsrooms to show proof of evidence.

C. Workshop for Media Literacy professionals

Sound and Vision - 25th June 2024

Introduction

The Netherlands Institute for Sound & Vision (NISV) is a media archive and museum dedicated to preserving, presenting and researching audiovisuals, broadcasts, and media in the broadest sense. The institute offers news literacy workshops for secondary and higher education and has developed several media literacy resources.

In January and February NISV collected input from librarians and museum professionals. In that meeting they expressed a preference for ready to use educational resources that provide all needed guidance for educational purposes. The consensus was that this tool showed potential, however was not ready for implementation in an educational environment. They noted several opportunities for enhancement: more

flow in the gaming experience, a need for better defined learning objectives, more (visual) appeal for the target audience, more context for deeper insights in the journalistic process. Since February the tool has been improved considerably with special attention given to the flow of the game as well as on the feedback loop of the game.

In the second round of scale up workshops, taking place in June, we sought the advice of Media literacy experts and professionals to gain a broader perspective on the domain of media literacy education. The benefit of this approach is that this panel of experts can identify different education related sectors of interest for the tool and provide input to clarify learning objectives, target audience, and necessary contextual resources to enhance its educational usability. The goal was to present the NewsArcade tool and engage in a conversation with experts to understand how the tool could best be utilised for educational purposes. Rather than seeking feedback on the tool itself, the aim was to explore possibilities for its implementation and its potential to enhance media literacy among young adults.
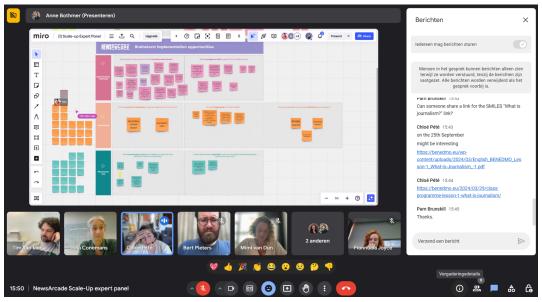

Figure 4 - Online workshop with media literacy experts

The scale up investigation for Media Literacy professionals brought together five professionals from different countries with extensive expertise in developing and evaluating media literacy interventions. The duration of the workshop was 90 minutes (1.5h). The participants played the game in preparation for the meeting.

We discussed the following questions:

- *What is your first impression? (**strengths and weaknesses**)*
- *What potential do you see for this tool in **increasing media literacy**?*
    - *What **knowledge and skills** do you think this tool will enhance?*
    - *In what **scenarios and environments** do you see opportunities to use this tool?*
    - *For which **target audience** is this tool suitable?*
    - *Do you see a possible connection with **initiatives** you are involved in?*

○ What ***accompanying resources*** *are needed to increase the tool's educational value and applicability?*

○ *Is there added value to* ***using CMS*** *for your own stories (and adjusting choice news values, etc)?*

Summary

Before meeting the expert panel, the members were invited to individually test the NewsArcade experiences on both mobile phones and laptops in preparation for the Scale Up workshop. All participants had done so. During the workshop NISV provided context about the tool and the consortium, and guided a discussion to collect feedback and suggestions using both a collective Miro-board and open discussion formats. The following feedback was collected:

Strengths and areas for improvement

The panel highlighted the tool's interactivity, the ability to compare choices with other users, and the appeal of its brief format as key strengths. The tool's minimal time requirement makes it easy to integrate it into existing educational formats such as workshops, adding an enriching interactive element. The experts also identified several areas for improvement to increase the educational value of the tool. These include adding more contextual information to deepen the learning experience and facilitate better knowledge transfer, implementing measures to ensure that users actively engage with the content rather than bypassing the system, making the tool more appealing to younger audiences, and incorporating more elements that encourage reflection.

Potential for increasing media literacy

The expert panel identified several key insights and recommendations for using the tool for media literacy applications. One general observation is that young audiences often lack understanding of how journalists select news topics. This gap in knowledge can lead to feelings of underrepresentation and confusion about the criteria for newsworthiness. The tool offers an opportunity to provide insights into this selection process, however to address this, it is essential to provide clearer explanations of news values and the importance of (for example) 'impactful' journalism.

The panel also recognised potential to demonstrate the variety of choices journalists must make and to offer a behind-the-scenes perspective on the decision-making process. However, they noted that the current game design could potentially misrepresent the complexity of journalistic decisions by focusing too narrowly on individual values and binary choices. The panel debated whether a binary tool can effectively capture the complexity of journalism and its value judgments, while also acknowledging the necessity for the tool to maintain simplicity. Providing students with the ability to compare their choices directly with those of journalists can offer valuable insights. Additionally clearer explanations and side-by-side comparisons will lead to more effectiveness.

Another way to improve the impact of the tool is by making it more engaging and relevant to young people. This could be achieved by involving young audiences in selecting topics for stories and by presenting content in formats they find appealing, such as displaying the information in a layout similar to

Instagram posts. Offering both text-based and video-based options are other improvements to help connect to the target group.

Knowledge and skills

The expert panel noted that the tool offers insight into the journalistic process and can foster critical thinking about media trustworthiness and the differences between journalists and influencers.

The panel recognized its potential to teach media literacy competencies by explaining the importance of various journalistic steps and guiding users through decision-making processes. However, they pointed out that the game format on its own does not effectively promote reflection, as players are often focused on winning rather than understanding the process.

For the tool to reach its full potential, an educational approach with guided reflection and additional explanations is essential. The tool could serve as a conversation starter to discuss objectivity, subjectivity, common fallacies, and journalistic techniques.

By embedding the tool in a broader learning experience, the tool has the potential to enhance media literacy specifically by fostering a deeper understanding of the journalistic process.

Target audience

The expert panel suggested that the tool could best be used as an exercise in secondary schools, emphasising its potential for younger audiences rather than adults. It was strongly recommended that developing tools for educational use should be closely connected to curriculum requirements in different national contexts to maximise adoption and impact.

Connection other initiatives

- **Mobile stories:** offers a production and publishing tool that educates young people in media and information literacy, and improves their skills as producers in the digital media landscape.
  Through our tool and platform, the media can gain insights into what engages young people today and find new talent for their newsrooms. Mobile Stories also runs the "Young Journalist Award" together with Aftonbladet, the largest newspaper in Sweden.

  A potential implementation strategy is to use the NewsArcade tool as an introductory activity. This could serve as the first part of a two-part exercise, where students initially engage with the game to learn about different journalistic values, guided by binary choices. Following this, they could apply what they've learned by creating their own articles, thus reinforcing the concepts through practical application.

- **Closer to News project** ('Dichterbij Nieuws'): aims to unite news literacy and press freedom. Within this project, numerous partners, from libraries to media organisations, collaborate to help citizens become aware of the challenges surrounding press freedom and press safety and to encourage them to actively contribute to positive change.

A potential implementation could be to invite journalists into the classroom. The journalists would prepare a story based on their own publications, use the tool in the classrooms, compare student results to their published story and lead discussions based on the game experiences of pupils. This approach aligns with the goals of the 'Closer to News' project and can be further discussed and integrated into the project's framework.

- **Newsmakers** (Mediawijs): consists of five different modules, which can be used independently or sequentially. Each module includes videos with online assignments for your students and one or more corresponding classroom methodologies.

  A potential implementation could be to use the further improved tool in this module, teaching pupils about news values, framing, and media pluralism.

Accompanying resources

To enhance the effectiveness of the media literacy tool and to foster meaningful dialogue, it is essential to provide guidance. As such, it is important to consider adding various supportive elements and resources. These could include guides and manuals, conversation starters, and thought-provoking questions about journalism. An introductory video explaining the fundamentals of journalism could also be beneficial. Also, more explanation about the news values is needed in order to understand the tool's purpose. This guidance might involve having someone present to facilitate discussions as it is often challenging for educators to provide dialogue around potentially polarising topics. It is also recommended to further explore what kinds of journalism tools are already available and how they can complement the new tool.

Usability of CMS

The panel highlighted that the current NA news values are overly ambiguous, with terms like "impactful" being too vague and open to interpretation. They pointed out that understanding the nuances that make a story more or less impactful requires a high level of media literacy, making the current set of values unsuitable for teaching media literacy at the secondary education level. The media literacy experts suggested using a set of more clearly defined tags to make the challenges more appropriate for the target audience. Instead of allowing teachers to create their own values in the CMS, the panel recommended providing a predefined set of news values specifically designed for educational purposes.

The stories in the tool should be adjusted for local contexts to make it more relevant and effective. This could be considered an argument for allowing access to the CMS. The consensus after some debate however was that it is not recommended to allow teachers or other educators to work in the CMS, because adaptability could possibly be counterproductive, when teachers create poor examples.

A collaboration between developers of media literacy interventions and local journalists could potentially help provide stories that are relevant for the target audience, discussing local context, and easily digestible for educational purposes. Summarising: the CMS should not be used by individual teachers, but only by

journalists, potentially in collaboration with developers of education material. The project needs to provide clear instructions.

D. Workshop for Museum and Heritage Professionals
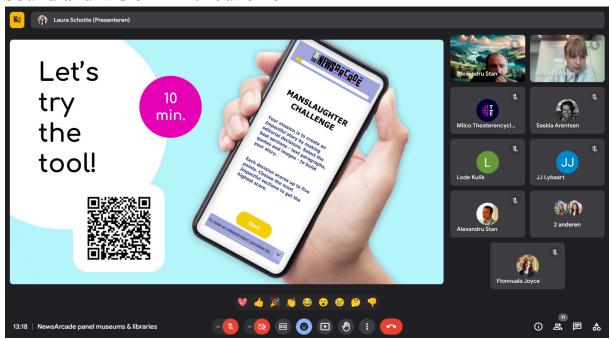
Sound and Vision - 24th June 2024

Figure 5 - Online workshop with museum and heritage professionals

Introduction

The workshop for Museum & Heritage Professionals organised by the Netherlands Institute for Sound & Vision brought together various professionals from the Netherlands. In this workshop with a duration of 60 minutes (1h), we welcomed five participants.

In the first round of scale-up investigations, which took place in January and February, NISV discussed the potential to use the tool for educational purposes within museums, libraries and heritage organisations. The goal of this workshop in the second round was to engage in a conversation with experts to gather how the NewsArcade tool could be used for communication purposes. The aim was not to receive feedback on the tool itself or to explore possibilities for enhancing media literacy, but to determine if NewsArcade could be used by their organisation to engage with their audiences using this new type of story-telling format. The following questions were discussed:

- *In what ways could this tool strengthen the sector's communication?*
- *For what types of stories would this format work well?*
- *What audiences could you reach with this?*
- *Do you think your organisation would like to deploy the tool?*

● *What applications do you identify outside your organisation?*

Summary
After an introduction, the respondents individually tested the English-language ewsArcade experiences on either mobile phones or laptops. A representative from IN2 was present to provide insight into the CMS. Through a discussion led by NISV, the following feedback was collected:

Strengthen the sector's communication
The CMS has the potential to enhance the offerings of museums and heritage institutions. While initial assumptions suggested its primary use on websites, discussions revealed additional innovative applications, such as creating interactive experiences during museum tours and at exhibitions or in workshops.

The panel explored the idea to let visitors select a target audience (e.g. Gen Z, Baby Boomers, the media, local governments etc.), and have them select appropriate texts, images and videos for that specific audience to learn more about a museum object or topic in the NewsArcade tool. This approach would make exhibition creators think about how to convey information to specific groups when creating these choice options in the CMS, and it would add to the experience of museum visitors. The infrastructure of the tool could be used for this approach, however the tag system would no longer be used for 'news values', but rather for target groups.

Type of stories & target audience
The team shared valuable insights about the tool's potential and challenges. They emphasised its ability to show different perspectives and enhance visitor experiences. However, they also expressed concerns about its high complexity and the need for users to already be familiar with the tool in order to navigate it quickly. The tool could improve the storytelling of personal human experiences that are often overlooked by providing different perspectives that users can choose from. The tool was seen as attractive to young adults. Overall, it has great potential, but fitting it into existing engagement strategies and overcoming any adoption barriers will be crucial to maximising its impact.

Applications
The museum and heritage professionals did not immediately see opportunities to integrate the tool into their current activities. However, they expressed interest in exploring its use in exhibitions, where it could add interactivity for visitors. Implementing the tool for this purpose would require an extensive co-creation process to ensure it fits effectively.

In addition to exploring the interactive communications opportunities, the panel strongly supported using the tool in educational settings with curated content tailored for learning purposes. They recommended providing ready-to-use materials for educational workshops, emphasising that these should be carefully designed by media literacy experts to ensure their effectiveness.

F. Conclusions from Scale-up Experiments and Next Steps

As mentioned, the goal of these investigations is to identify if the NewsArcade tool could fit their activities within their professional context. The main findings for each group are:

Workshop for Gen Z

The IPC news lab demonstrated that NewsArcade has strong potential as both a didactic and editorial hub for cross-sectoral news literacy activities, bridging the news media industry and the educational sector. News values were easily grasped by students, teachers, and news media professionals, creating a common ground for collaboration.

For the news industry, investing in news literacy is often seen as a CSR activity or a long-term investment with slow returns. However, in this case, the return on investment was evident the day after, as it provided an alternative set of news values that inspired the editorial team.

From an educational perspective, the news lab offered more than formal learning. It empowered participants to influence how the news media reports current affairs, which was a significant outcome.

Empowering Gen Z is crucial. For users, it boosts engagement. For producers, it's vital for attracting talent and ensuring a profitable Gen Z succession. Newsrooms must attract talent, starting with journalism schools drawing the best candidates. Including younger audiences in positive journalism experiences can expand the pool of interested talent.

In the learning sequence, NewsArcade sparked engagement necessary for integrating real-world problem solving into educational frameworks, making it part of daily lesson plans rather than an occasional diversion from the standard curriculum.

To solidify NewsArcade's role, we need to develop more activities like the news lab in formats that can be easily adapted by academic institutions and news organisations.

Workshop for Media Literacy Professionals

The Media Literacy experts feedback highlighted NewsArcade's ability to interactively engage young adults with news stories and learn about the journalistic process. To enhance its effectiveness, the experts pointed out that **providing more guidance and context is needed.** They suggested sharing **clear explanations of news values**, involving young audiences in content selection, and offering engaging formats that resemble the look and feel of popular social media channels. Additionally, the tool should include **guided reflection**, side-by-side comparisons, and more elements that encourage critical thinking about media trustworthiness and journalistic processes. Integrating the tool into educational settings, with clear learning objectives and curriculum alignment, and leveraging complementary initiatives can further maximise its impact. The tool requires contextual learning resources, such as debate questions, to enhance its effectiveness. A promising approach would be to collaborate with journalists who can use the tool to spark dialogue with young people.

Workshop for Museum & Heritage Professionals

The Museum and Heritage Professionals highlighted the tool's potential to show different perspectives. They recognized the potential to enhance **offerings of museum and heritage institutions beyond website use**. Rather than considering the tool as a separate experience to attract audiences to their online platforms, they saw more potential in the tool for supporting or deepening the experience of on site museum visitors. Reflecting on how it could be integrated, they suggested innovative applications such as interactive experiences during museum tours and exhibitions or workshops, focussed on an object, video or image rather than news stories. The tool was praised for its potential to enhance storytelling through highlighting different personal experiences and perspectives that are often overlooked. However, it needs a focused approach to ensure it is used purposefully. The tool should be carefully integrated into existing engagement strategies.

Next steps

The feedback that has come out of this second phase of scale-up investigations will inform the ongoing development of the tool, enhancing its effectiveness in achieving media literacy objectives.

The IPC news lab demonstrated the NewsArcade tool's potential for sparking conversations on news values, benefiting both the educational sector and news industry by enhancing engagement with Gen Z audiences. In order to further exploit this benefit, more activities like the news lab need to be developed, in formats adaptable for academic institutions and news organisations.

While creating education media literacy resources to support the tool in educational contexts is beyond the project's scope, improvements to the tool and its contextual information can increase its applicability in these settings. Additionally, the consortium will explore collaborations with initiatives that can provide the necessary context and infrastructure for effectively using the tool in educational environments. NewsArcade and additional educational resources will be further developed in the follow-up project *NewsArcade in the classroom*. The input gathered in this scale-up investigation will provide valuable input for the execution of this upcoming project.

The suggestion to use NewsArcade for telling stories about museum collections and archives should be carefully considered. Utilising the tool for storytelling from various perspectives offers a valuable scale-up opportunity. The tag system of the CMS provides the necessary technical infrastructure; however, instead of news values, the tags should represent different perspectives. Implementing this option would require extensive text writing, which falls outside the project's current scope but presents an opportunity for future collaborations and synergies based on the existing technical infrastructure.

5. Conclusion

In conclusion, the workshops conducted with media literacy professionals, museum experts, and media professionals provided crucial insights into the potential of NewsArcade as a tool for enhancing media literacy and storytelling. These sessions allowed participants to engage with the CMS and explore the gamified storytelling process by creating their own NewsArcade experiences.

The recommendations that emerged from these workshops offer practical steps to overcome existing challenges and improve the effectiveness of NewsArcade. These improvements will be carried forward in the next phase of the project, supported by the Creative Europe programme, which aims to introduce a new format for classroom use. By incorporating these recommendations, NewsArcade has evolved into a more user-friendly, customizable, and widely adopted tool, enhancing media literacy and storytelling skills among students and professionals alike. As technology continues to shape the media landscape, tools like NewsArcade have the potential to revolutionize journalism education and practice, fostering a new generation of critical thinkers and storytellers who are well-equipped to navigate the complexities of the digital age.

NewsArcade represents a significant advancement in integrating journalism with media literacy education. Its innovative approach to engaging with news has the potential to make a meaningful contribution to building a more media-literate society. By addressing the identified challenges and implementing suggested improvements, NewsArcade could become an invaluable resource for both news organizations and media consumers.

The project's journey from conception to implementation offers important lessons in the complexities of developing media literacy tools within professional journalistic contexts. As the media landscape continues to evolve rapidly, initiatives like NewsArcade play a vital role in equipping individuals with the skills needed to critically engage with news and information in the digital era.

Annex - "NewsArcade in the Classroom" Lesson Plan

The NewsArcade team, along with a panel of media literacy experts, explored how to best use our tool in education to enhance news literacy. This effort resulted in a draft lesson plan called NewsArcade in the Classroom, designed for secondary and higher education. The idea is to bring journalists directly into the classroom, giving students the chance to interact with them and gain a deeper understanding of how news is made. The NewsArcade tool functions as a conversation starter.

This lesson plan has been created to highlight what adjustments are needed to make the tool even more effective for teaching. It also helps us explore the best ways to integrate the tool into educational settings.

Please note that the NewsArcade in the Classroom lesson format is currently in a draft stage and is not yet fully functional for implementation. While the format serves as an inspiration and outlines the potential of the tool, certain features and functionalities are under development. We advise educators to use this draft as an inspirational guide rather than for immediate classroom use.

The lesson format entails:
- An introduction to NewsArcade in the classroom: 📑 Introduction to NewsArcade in the classroom ENG.pdf
- A slide deck: 🅿 [ENGLISH] - NewsArcade in the classroom - Template Presentation.…
- A manual: 📑 [ENGLISH] - Manual- NewsArcade in the Classroom.pdf

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