Diversity and pluralism in Arab media education curricula: an analytical study in light of UNESCO standards

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Supplementary Table:

The full list of learning objectives for managing diversity in the UNESCO curriculum.

Categories of Managing Diversity	The specific learning objectives for managing diversity in the UNESCO curriculum (Grizzle et al. 2021).	N
Human rights	1. Understand and describe the key concepts that are used by content providers including the media and digital communication companies 2. Understand how knowledge of these concepts will help users/citizens to critically interact with the providers 3. Illustrate fact-checking methods and tools 4. Evaluate main information sources 5. Apply the Big 6 stages for information problem-solving. 6. Distinguish the different types of false and misleading content, i.e., disinformation, misinformation, and mal-information including conspiracy theories/myths in terms of characteristics, motivations, etc. 7. Illustrate case examples of common categories of false and misleading content found on different media platforms 8. Illustrate how to conduct fact-checking and related techniques and tools to combat misinformation and disinformation 9. Prepare an action programme/project to address misinformation 10. Describe online privacy concerns and implications in MIL 11. Identify strategies to protect personal information online 12. Differentiate between privacy and data protection 13. Explain why privacy is crucial for people to express themselves freely and benefit from access to information 14. Explore and query these issues in their personal, local, and social contexts 15. Identify the key actors and their roles in privacy protection 16. Understand where they can go and what steps they can take to get redress in the event of infringement on their privacy 17. Understand and know how to advocate media and information literacy to be part of institutional mechanisms to strengthen the privacy of individuals and groups 18. Develop the ability to use educational methods and basic tools to help young people use the Internet with care, to exercise their rights and to make them aware of the related opportunities, challenges and risks 19. Apply this knowledge to enable educators and learners to use the Internet with greater awareness of the environment and businesses underpinning it, as well as with enhanced awareness of own rights and care about the rights of others 20. Define the difference between privacy and security online 21. Describe how by being media and information literate, learners can better understand the social context of Artificial Intelligence and how to critically engage with AI systems	25

	22. Understand the role of technology in prioritizing social and individual rights, and choices 23. Understand the importance of technology and its owners for negotiating rights and choices 24. Describe the media and information literacy competencies needed in making choices. 25. Describe new media environments and the purpose of people's activities, interactions, online presence and ways of self-presentation on digital platforms (repeated p.349 & p.325)	
Pluralism and democratic practice.	1. understand and describe the normative functions of content providers as these relate to right to information and data or access to information and knowledge, freedom of expression, self-expression, and participation in democratic processes, and 2. identify the conditions needed for various content providers to perform those functions 3. Trace the evolution of the concept and practice of the concepts of freedom of expression and press freedom 4. Delineate the normative purpose of journalism and its role in strengthening and pursuing good governance, Artificial Intelligence democracy, and sustainable development 5. Describe the universal principles of freedom of the press, freedom of expression and freedom of information, and their implications for news reporting 6. Appreciate the role of press freedom advocates and media watchdogs in pursuing and protecting press freedom and responsibility 7. Explain the corresponding rights and participation of citizens as an enactment of social and cognitive justice 8. Understand and analyse citizen reporting or the evolving role of citizens or nonprofessional journalists as active participants in generating media content and in the democratic process of public debate 9. Illustrate how disinformation techniques have affected citizens' participation in governance including elections 10. Identify the ways in which audiences can become involved in civic engagement or social action through digital communications companies 11. Understand the role of media and information literate citizen journalists in advocating for open and democratic society and information for public benefit 12. Recommend strategies to maintain an informed citizenship, given the use of emotional appeals in political advertising 13. Understand the role of technology and its controllers in democracy especially as it relates to political institutions, political choices, electoral processes, voting, accountability in governance and transparency in society 14. Describe the differences between traditional and new media and how the latter has enhanced participatory democracy 15. Evaluate how new technologies contribute to democratic institutions and processes in society (and how not) (repeated p.349 & p.325) 16. Plan the creation of alternative media for a community or school context	16
Culture of dialogue, peace, intercultural understanding, and combating	1. Describe how various content providers mediate cultural participation 2. Understand how MIL as critical thinking can contribute to ethical and diverse cultural products, practices, and dialogue 3. How to use content providers such as digital media and tools for cultural exchange and entrepreneurship	13

extremism and hate speech.	4. List the benefits of belonging to a common humanity, with shared values and agency, empathy, solidarity and respect for differences and diversity 5. Analyse how audiences respond to information, print media and digital texts, and explain the determining factors, especially within the context of global citizenship 6. Consider the importance of global citizenship education in the production, consumption and engagement with media 7. Understand the importance of Media and Information Literacy in citizen-driven verifiable information in civic engagements and meaningful intercultural dialogue. 8. Identify signs and symbols used for a variety of purposes in local and global communities 9. Identify the codes and conventions used in a film genre popular in another country 10. Assess the impact of branding on local and global communities and its impact on globalization 11. Identify and describe MIL initiatives being implemented locally and globally 12. Evaluate existing mechanisms and the effectiveness of Internet intermediaries in addressing disinformation and hate 13. Explain the qualities or characteristics that make social media the platforms of choice for disinformation in some context	
Media ethics.	1. Analyse how ethics applies to the practice of journalism and to information professionals at the personal, professional and global levels 2. Identify and discuss ethical and responsible uses of information tools and resources 3. To understand the meaning of intellectual property 4. Understand the importance of thinking critically about, and acting with respect and ethics toward global, regional, national and local issues and recognize the interconnectedness and interdependence of different countries and populations 5. Examine diversity and ethical codes for various content institutions 6. Apply codes and ethics to a variety of media images and texts, assess texts online and offline based on the established codes and ethics 7. Assess the purpose and effectiveness of these codes 8. Recommend suggestions/changes to codes and ethics for various content providers 9. Distinguish between individual obligations and institutional obligations in privacy protection 10. Describe general terms and conditions, codes of conduct and privacy issues with respect to Internet use and surveillance by digital communication companies 11. Examine and assess the purpose and effectiveness of regulations in the advertising industry and the ethical issues involved in following regulations set by different governments 12. Some unethical issues related to copyrights of ‘superbrands’ 13. Understand and describe the basic of Artificial Intelligence governance (ranging from norms through to ethics and then to regulations	13
Promoting equality, empowering women, and combating	1. Assessment of the impact of policy decisions on diversity, equity and inclusion 2. Identification of the characteristics of content providers' representations that contribute to diversity in the media	10

racial discrimination.	3. Assess the impact of representations on the audience and on the subject being portrayed 4. Analyse representations of gender in media and digital platforms and other information systems 5. Assess representations in film, television and print (including books) 6. Analyse gender representation in advertising 7. Analyse a music video, with emphasis being given to representations of gender, race and sexuality 8. Examine representation in 'alternative' music 9. Assess marketing impact on consumers decisions and values such as gender equality and anti-racial discrimination 10. Assess the impact of alternative media on specific communities (including virtual communities), particularly in covering issues and concerns of marginalized audiences and giving them a voice	
		77 *

- 77 + two repeated objectives = 79