

Developing the System (MILCLICKS)

Dr. Rafah S. Alhamdani¹, Dr. Buthainah Fahrhan Abed², Zeina Kutaiba Ahmed³

¹Professor, Informatics Institute for Postgraduate Studies (IIPS), Iraqi Commission for Computers and Informatics (ICCI), Baghdad, Iraq

²Assistant Professor, Informatics Institute for Postgraduate Studies (IIPS), Iraqi Commission for Computers and Informatics (ICCI), Baghdad, Iraq

³Collage of fine arts/university of Baghdad

Abstract: *The Internet is now widely used in all aspects of life. Therefore, UNESCO presents MILCLICKS (Media and Information Literacy, Critical Thinking /Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability) as a new movement that aims to mainstream the development of Media and Information literacy (MIL) skills in interaction, awareness, analysis, critique of information, and technology to participate in peace building, dialogue, dissemination, promote tolerance, diversity, equality, freedom of expression. A new initiative on MIL is started as a shared effort of UNESCO and its partners, also the IIPS is using social networking sites for digital learning, and interaction through information sharing, producing useful content and learning new skills. With the participation of the IIPS to help students to use the Internet and integrate learning, creativity, coexistence and reflection so that students can critical, and use it wisely and safely, in order to meet the requirements, such as learning. This paper presents the design and implementation pages of social networking pages including Facebook, Instagram, Twitter and YouTube, as well as publishing a set of videos to support the core of the initiative.*

Keywords: MIL, Media and information literacy, UNESCO, MILCLICKS, Social media, MILCLICKER

1. Introduction

It is difficult for people to decide what is the reliability of the information, what is right and wrong, and whether the source is correct or confused in the middle of this intensive propagation of technology[1][2]. The Middle East and part of Africa and others, which have suffered poverty, hunger, war, displacement and violence, made it difficult to get information and use it wrongly [3]. New forms of violent extremism that increase the levels of migration and many other effects, led to the people weakening and destroy some parts of their life, such as food, water and medicine. The United Nations, which is a UNESCO organization looked for reasons and existence of new destruction weapons that are represented by "Social Media" or "Internet" and cannot be said to be just the destruction weapons but a new hidden weapon everywhere and in every house in the street even in the plane [4][5][6].

It is also exploited by rebels to reach the young minds because most users were misusing the social networking sites that causes consequences of extremism, terrorism and hate speech because of the lack of awareness of users and anonymity. Young people are being exposed to hate, radical and extremist content online both purposefully and accidentally [4][5]. Social media is a dominant space of such exposure. Young people are convinced that Media and Information Literacy (MIL) could help them to protect themselves as well as to counter hate, radical and extremist content online[4][7]. The major changes in the region, especially after the Arab Spring in 2011 which started in Tunisia and the role of social networking sites and Internet in the revolutions, wars, displacement, extremism and migration in countries such as Iraq, Yemen, Egypt, Syria and others, was the result of using social media incorrectly [8][9][10]. UNESCO contributes to preventing the spread of extremism in all parts of the world through education, media and technology, also on the other hand, enhancing the role of

media in supporting information literacy as a key element in combating hate speech on the Internet and other means [3]. The education Media and Information Literacy (MIL) is a powerful and influential tool in all educational, cultural and social contexts [2][11][12]. It can help to reduce or overcome misinformation, stereotypes and intolerance that are transmitted through some media and in open and widespread online domains[2]. In addition, the Media and Information Literacy (MIL) makes people critically check, use and contribute information and media content wisely and to advocate for the competence to know the rights of the person on the Internet [2][11][13]. A similar interdisciplinary action, the UNESCO MILCLICKS movement was launched in 2016 in cooperation with many partners. The mnemonic MILCLICKS It is a social media movement to stimulate critical minds and wise clicking by people in their day-to-day use of the internet [3][14].

2. The proposed System (MILCLICKS) and Implementation

It stands for Media and Information Literacy and Critical thinking/Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability, in addition it is a social media innovation led by UNESCO [3][14]. The Media and Information Literacy recognizes the primary role of information and media in our community. UNESCO's strategy brings together two fields as a combined set of competencies (knowledge, skills and attitude) necessary for life and work MIL is ability, skill and portability that enable person to access the media[2][11]. Then analyze its content and composition of new media messages thinking about existing media content, and take working with it, as illustrated skills used by user in figure 1.

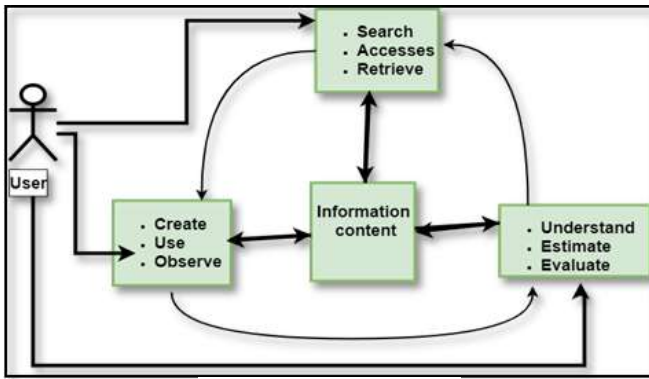


Figure 1: MIL and User

3. How the MILCLICKS Works?

Its purpose is to expose people, and citizens, to MIL competencies in their normal day-to-day use of the Internet as they click to watch, play, listen, search, connect, socialize, create and advocate[14]. MILCLICKS are all supports of what the UNESCO's composite concept of MIL encompasses, it will share knowledge, tips and resources and provide information about "how you know what you know". Through channels on Facebook, Twitter and Instagram, MILCLICKS will help people learn and use MIL skills, where to find credible information, what sources to believe [14].

UNESCO with IIPS (Informatics Institute for Post Graduate Studies) inviting everyone to become part of MILCLICKS innovation and use Social media and Internet for digital learning, and interaction through information sharing, producing useful content and learning new skills. Be wise clickers and thus become MILCLICKER. Normal clicker may work without thinking about others or respecting the rights of the human, which increases the possibility of spreading rumors or inciting hate speech because of the lack of awareness and lack of knowledge of the resulting damage, but the MILCLICKER works with the application of all the conditions of the initiative from Media and Information Literacy MIL and critical thinking/creativity, literacy, intercultural, citizenship, knowledge and sustainability, the comparisons between normal clicker and MILCLICKER as shown the work in figure 2 by using use cases.

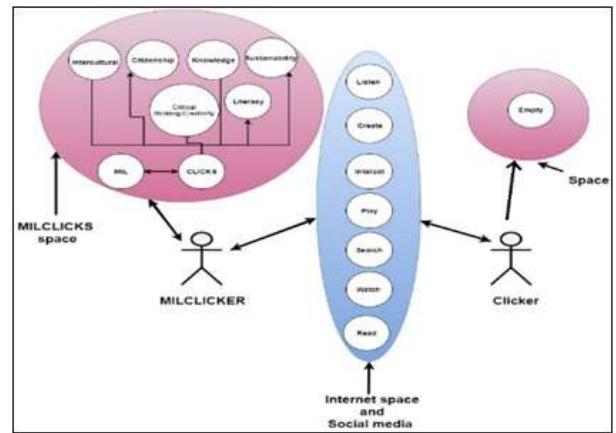


Figure 2: The comparisons between MILCLICKER and normal clicker

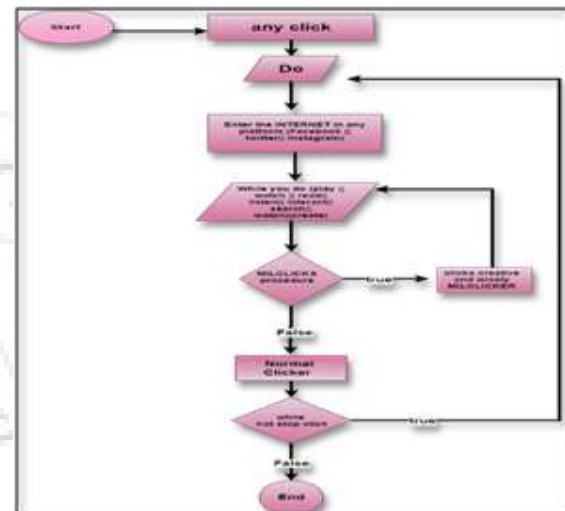


Figure 3: The proposed system (MILCLICKS) diagram

The system scenario is shown in figure 3 and the procedure is illustrated in algorithm 1 (MILCLICKS).

4. How to join UNESCO's #MILCLICKS initiative?

In order to join the initiative and accelerate the MIL process! There are several ways to engage as shown in figure 4. In addition, to shows how anyone can join the MILCLICKS by using algorithm 2 as illustrated in figure 5.

Algorithm 1 MILCLICKS
Input: any clicks in Internet or in Social media
Output: required information
Strategy: click in Internet or any platform to enter social media and Interacting to get required information
Steps:

```

1- Do {
  Enter into (( the internet || any platform (Facebook || twitter| Instagram))
  begin
  While { do the following (play || watch || read|| listen|| interact| search| watch| create)
  If you apply UNESCOinitiative MILCLICKS procedure == ((Media and Information Literacy skills) &&
  (Critical thinking/Creativity &&Literacy &&Intercultural &&Citizenship &&Knowledge &&Sustainability))
  Then you are clicks creative, wisely, against hate speech and believe in all human rights and all Sustainable
  Development goals, moreover, critique of information, peace building, dialogue, promote tolerance, diversity,
  equality and freedom of expression.
  Else try again and change your thought
  }
  } while stop click
2- End;
```

Figure 4: Diagram of How to engage UNESCO's #MILCLICKS

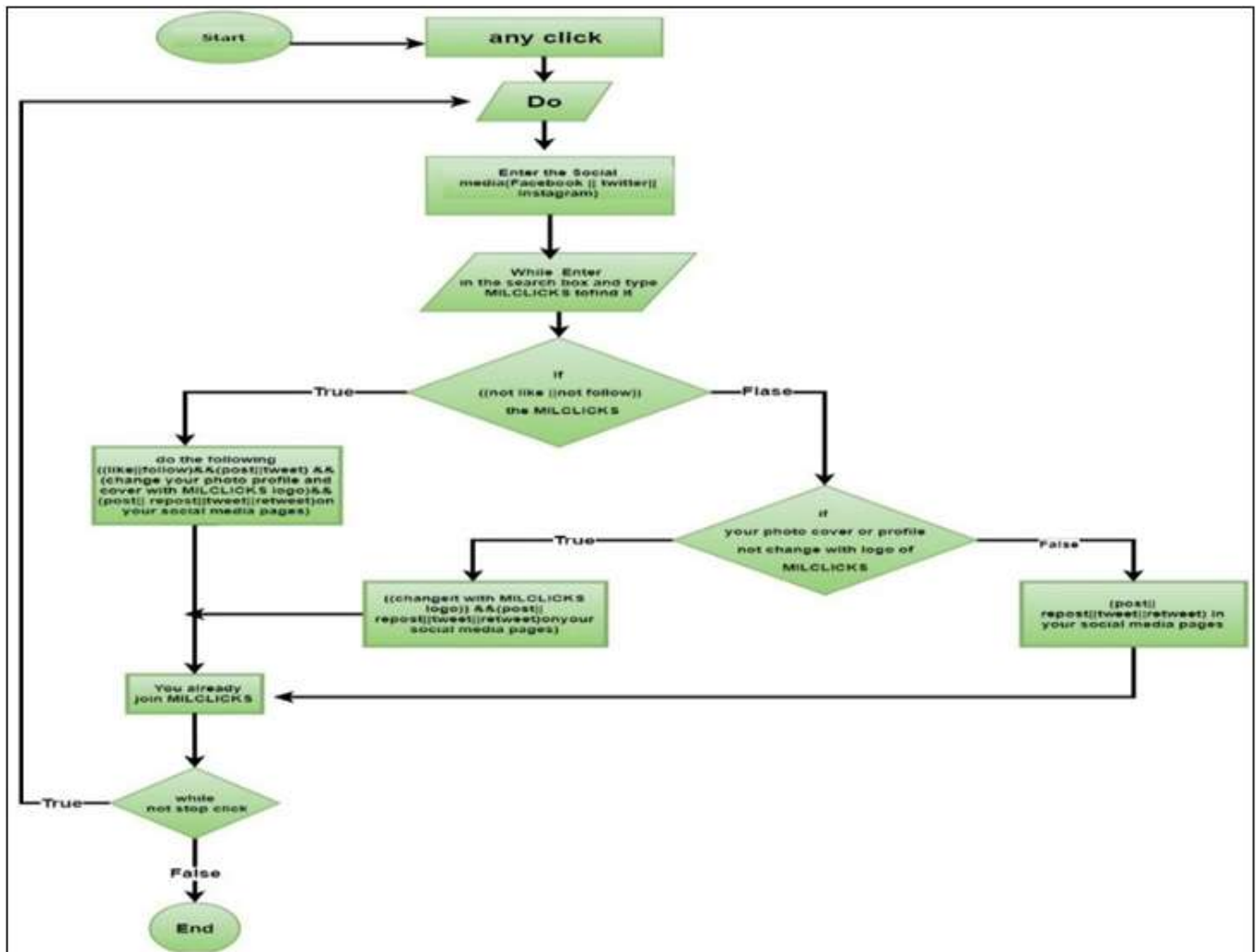


Figure 5: The diagram of how Join to MILCLICKS

5. The Project is implemented through Several Steps

5.1 Phase 1: Design

In this phase, we have developed a complete conception of the idea and sketched the structure and fundamentals of the idea and its name or title and what are the requirements of the idea that must be made and take into account and why this idea and the requirements that we have identified as listed below:

- Software requirements: -
 Operating System: Windows 7,8 or 10. One should use intuitive animation software to create engaging animated videos with a professional look and feel. You can also create and choose animation characters that will spread knowledge among learners. You can choose an electronic character that you will learn by using it and that creating animation will add a new dimension to teaching methods. For many students on the Internet, many animation design programs such as (GoAnimate, Animaker, Powtoon, Wideo and Moovly) were used for this video using these programs to process the representation of their idea to deliver a useful information. Depending on the innovation of the idea, the researcher decides to use any language Arabic or English

and then choose the software according to the language which is going to be applied.

- Hardware requirements: -
 Processor: Pentium(R) Dual-core CPU, Hard Disk: 40GB and RAM: 256 MB or more

5.2 Phase 2: Preparation or Processing

It is the phase where the design requirements are assembled and processed from:

a) Formulation of goals

Determine the goals for the video according to the idea required and whether the idea is compatible with the terms of the initiative of UNESCO MILCLICKS.

b) Preparing the story of the video

The researcher chooses the idea based on the integration of the conditions of the initiative with a point of weakness or lack of awareness in the community of Iraq, especially in the use of the Internet or social media of communication and awareness of the MIL.

c) Determine the activities of the project

The objectives and activities of the idea are to reach (awareness, culture, education, experience, sustainability

and citizenship, intercultural, human rights, against rumor, respect for others, against hate of speech and others).

d) Structure of the Project

We drew up an illustration of the project structure to design it, where we did the following:

- Create an Email where we choose the email service provider and how to sign up to it.
- Social Media
 - According to this initiative, they choose the most popular social media (Facebook, Twitter, Instagram) publishing sites and how to register and create pages.
- Create a YouTube channel.
 - We have created a special channel for the initiative of YouTube and link it with the Informatic Institute for higher studies in order to preserve the copyright of the videos of the initiative and how to register it.
- Register on software program online and create videos.

5.3 Phase 3: Scenario

It is the phase at which all the outlines developed by the designer are translated into detailed procedures and real educational positions on paper taking into account the preparation and processing of the requirements of facilitating the design process in a systematic manner as listed below:

First -We created a special E-mail for the project from GMAIL the email service developed by Google and choose a distinctive name for the email similar to the initiative MILCLICKS and also not to forget the name of Iraq.

Second- Use the email to be registered in social media and the YouTube channel.

Third - choose the address to refer to the initiative and also the image of the pages of the social media of the profile image and the image of the cover we use the logo MILCLICKS which refers to the initiative and its integration with the logo of IIPS.

Fourth- choose a specific software program for implement the story of video depending on chosen language and the story.

5.4 Phase 4: Implementation

It is a phase that is implemented and applied to the scenario in the image recording and creating and also converting the story of idea into multimedia such as video or pictures with some of details as:

a) E-mail

- After enter the website “https://accounts.google.com/SignUp?hl=en-GB”.
- The actual name was registered in Gmail and the name of the MILCLICKS was chosen and the name “IRAQ” as shown in figure 6.
- The result is: Milclicks.iraq@gmail.com.

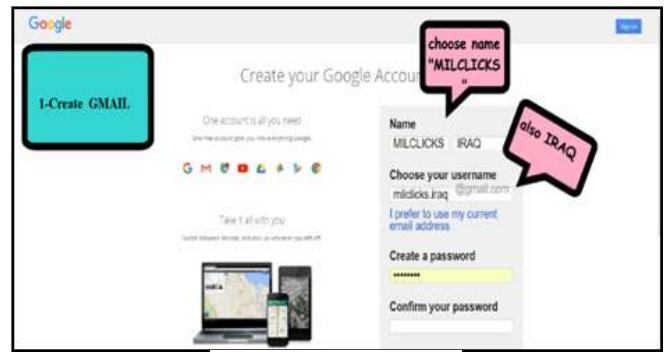


Figure 6: Create Email

b) Register and Create pages in social media as listed below:

- Facebook
 - The researcher enters the website “https://www.facebook.com”.
 - Signs up by using the Email “Milclicks.iraq@gmail.com”.
 - Create a page named “Milclicks-iraq” as shown in figure 7 and figure 8: -



Figure 7: Create page (1)

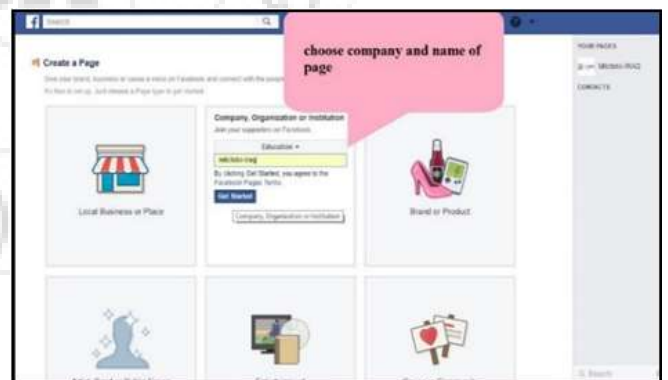


Figure 8: Create page (2)

The result as shown in figure 9 with changing the image of profile and cover with MILCLICKS logo and logo of IIPS.



Figure 9: Facebook page

c) Twitter

- o The researcher enters the website "https://www.twitter.com".
- o Signs up by using the Email "Milclicks.iraq@gmail.com".
- o Creates a page named "Milclicks-iraq" as shown in figure 10:

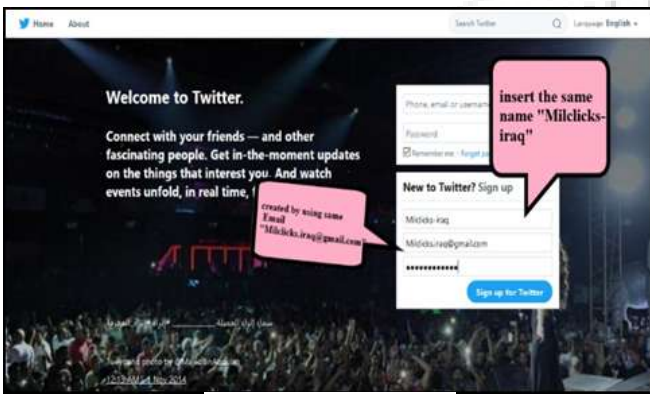


Figure 10: Create page

- o The result as shown in figure 11 with changing the picture of profile and cover with MILCLICKS logo and logo of IIPS.



Figure 11: Twitter page

d) Instagram

- o The researcher enters the website "https://www.instagram.com".
- o Signs up by using the Email "Milclicks.iraq@gmail.com".
- o Creates a page named "Milclicks-iraq" as shown in figure 12:



Figure 12: Create page

- o The result as shown in figure 13 with changing the picture of profile and cover with MILCLICKS logo and logo of IIPS.



Figure 13: Instagram page

e) YouTube

After we enter the website (https://www.youtube.com) to create a special channel for the initiative in YouTube in order to save the copyright of the videos for IIPS of the initiative in the same name as shown in figure 14: -



Figure 14: YouTube page

f) Software program online

It has been implemented using various types of video maker programs (GoAnimate, Animaker, Powtoon, Wideo, Moovly) were used to support the quality of the composition of videos with cartoons carried out through website Online (Internet must be available). And we translate the scenario of the idea and the plot of drama and montage through the characters and animated cartoon with a specific dialogue to convey the idea for various levels Iraqi and global community. The length of a video is between 3 minutes or less therefore the viewer does not feel bored. In Arabic and English will be publishing these videos on the social networking sites that we have created in order to deliver it to the largest number of people of different races around the world via the Internet. let's use video maker program (Animaker) as an example with several steps taking into account that the same steps are going to be followed in the other software mentioned above. The steps are listed below:

- Enter the web site https://www.animaker.com.

- Signup with the same Email: Milclicks.iraq@gmail.com as shown in figure15 and16.



Figure 15: online (1)

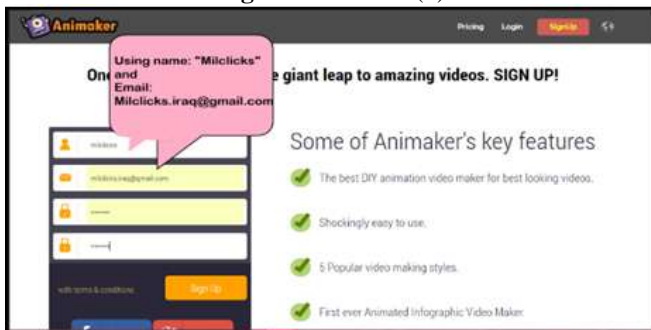


Figure 16: Signup online (2)

- After the login by using same Email then click 'Create video' as shown in figure17.



Figure 17: Create video

The figure 18 show how use the Animaker when created "Drugs" video.



Figure 18: Animaker for drugs

Finally, publish the video in social media after click on preview button in previous image as shown in figure 19.

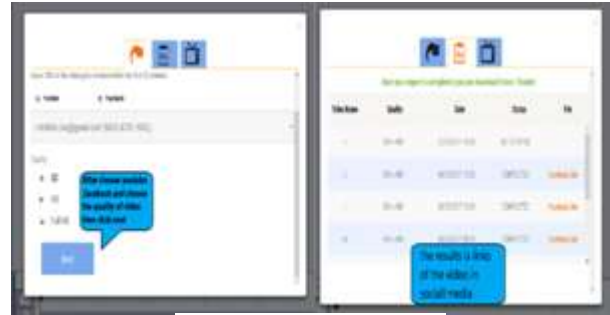


Figure 19: Publish video

a. Using hashtags to categorize by keyword: Using the #MILCLICKS. It makes it easy to search and access information about the topic of MILCLICKS. #MILCLICKS work to gather people who have similarity and in goals and ambitions in one place[14][15].

5.5 Phase 5: Development and Evaluation

This is the phase in which the initial steps and the initial design of the videos are evaluated to find out what is the existing requirements to provide and develop them, add new ideas and watch the video fully to know the extent of success and what the shortcomings to compensate and ensure its work in full with a clear voice and guidance and add the logo of the Institute and make sure that the rights publication only to IIPS. The project implementation as shown in figure 20.

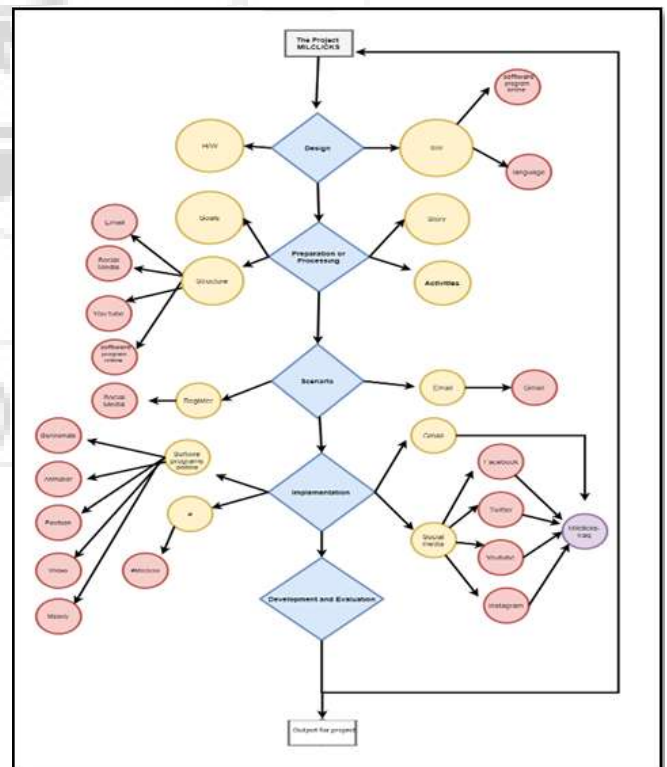


Figure 20: Diagram of how Implemented the Project

6. The Application and Implementation

A number of ideas have been created and implemented through videos to support UNESCO's initiative and their posting in social networking pages (Facebook, Twitter, Instagram) as well as YouTube, there is a problem just with

twitter if the video is longer than two minutes, the platform does not allow to upload this video, so we put the link of Instagram to the same video. The ideas have been varied between ideas in wisely clicks and against rumor in a modern cartoon characters to convey it to the most people. To reduce boredom and be interesting to make the receiver complement the video and also with quiet music to support the idea.

6.1 Links

Here is the idea revolves around the subject of links and the extent of their impact on people, especially the links posted in the social media where there are some bad persons or hackers who take advantage of some events of interest to the Iraqi society such as matches Barcelona with Real Madrid, the results of the ministerial examinations and job submission links, people are attracted to these events so hackers used one of these occasions to publish bombed links, which leads to in several problems when clicking on these links like catching a computer virus or stealing the profiles of one of the social media or posting on it without the knowledge of the owner of this profile. We have produced this video to raise awareness of people not to click links, but to make sure of the source such as results must be taken from the Ministry of Education, and that of employment must be taken from the ministry concerned and the match through official channels and others. For this we must click wisely using creative thinking and thinking of others and that what the MILCLICKS want, video as shown in figure 21 is posted in all our social media that show in links:

Facebook:

<https://www.facebook.com/1696181544024209/videos/1710190809289949/>

Twitter:

<https://twitter.com/MILCLICKSS/status/888836919840432128>

Instagram: https://www.instagram.com/p/BYZCcGwgaF6/?taken-by=milclicks_iraq

YouTube: <https://www.youtube.com/watch?v=RWOLhzQ7iiU>



Figure 21: Links

7. Conclusions

- The quality and validity must be supported for the information which created after each "click" because of the hidden contents that are provided and created by another user.
- UNESCO and IIPS integrate media development and literacy information MIL skills into all our daily interactions.

- The initiative of UNESCO MILCLICKS relying on social networks to share knowledge, tips and resources, giving users an overview of the question "How do you define what you know?". Provide through Facebook, Twitter, Instagram and others, social networking strategy will encourage users to play, learn and use MIL skills, such as how to evaluate information and identify reliable sources.
- UNESCO and IIPS invite all users to join the MILCLICKS and personally engage through social networking messaging and advice, participate in contests, digital learning, interaction, create content and acquire new property skills.
- This project publishes a set of videos on Social media to support the core of the initiative to raising the awareness of Iraqi society concerning the importance of clicking wisely, safely and critically when using Internet.

References

- [1] Frank La Rue. " Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism. Paris: UNESCO, 2016, pp. 7-8.
- [2] Sylvia Braesel, Thorsten Karg: Media and information literacy A practical guidebook for trainers., Germany: DW Akademie, 2017.
- [3] Grizzle Alton. " Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism. Paris: UNESCO, 2016, pp. 11-22.
- [4] Grizzle Alton, and Jose Manuel Perez Tornero. "Media and Information Literacy Against Online Hate, Radical, and Extremist Content." Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism. Paris: UNESCO, 2016: 179.
- [5] Singh, Jagtar. "MILID: An Indispensable Intervention for Countering Radicalization and Violent Extremism." Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism: Paris (2016): 223.
- [6] Introducing UNESCO: <http://en.unesco.org/about-us/introducing-unesco>.
- [7] Grizzle, Alton, and Jagtar Singh. "Five Laws of Media and Information Literacy as Harbingers of Human Rights." Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, Paris: UNESCO, 2016, pp.25
- [8] Christian Fuchs: "Social Media: A Critical Introduction.", London: SAGE Publications Ltd, 1st edition 2014.
- [9] Golbeck, Jennifer. Introduction to Social Media Investigation: A Hands-on Approach: Syngress, 2015.
- [10] Somers, Emma. "News versus Newsfeed: The Impact of Social Media on Global Citizenship Education." A Development Education Review (2017).
- [11] Abu-Fadil, Magda. Opportunities for Media and Information Literacy in the Middle East and North Africa. Edited by Jordi Torrent, and Alton Grizzle. International Clearinghouse on Children, Youth and Media at Nordicom, University of Gothenburg, 2016.
- [12] MIL: <http://en.unesco.org/themes/media-and-information-literacy>

- [13] MIL as Composite Concept:
<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-as-composite-concept/>
- [14] MILCLICKS:<https://en.unesco.org/MILCLICKS>
- [15] twitter:<https://support.twitter.com/articles/215585>

