



Using the Platform in Class

The project **Mapping Global Media Policy** offers opportunities for students, teachers and trainers to enhance the learning process in workshops, trainings and university courses. Its online platform <http://www.globalmediapolicy.net> can be used to illustrate the complexities of global media policy and to identify relevant components and dimensions. Student projects may include data gathering and categorization, as well as the creation of visual maps on particular policy topics, thereby enhancing students' understanding of specific policy fields and their actors, dimensions and interactions.

Examples

The project platform can be used in a university course on media policy in, for example, the following ways:

1. At several points throughout the course, students are asked to create a profile of a policy organization, a policy decision, a policy-related statement by an organization or individual, or another relevant policy aspect. A 'profile' is a full data set that describes various dimensions of, for example, the organization or document, according to a detailed taxonomy.
2. The final papers of the course include the development of several key profiles on the specific topic of each paper and, possibly, a simple visual map.
3. Student groups create a larger number of profiles that relate to a specific policy topic or a policy debate. In this way, they analyze key actors, documents and other components of a specific policy review process, an international policy debate, or the policy environment of a particular type of media in a particular region. They compare the contributions (and interests) of different players in a policy debate, and how these interests are reflected in the final outcome. Further, they create visual representations of, for example, institutional networks, thematic and geographic clusters, semantic spaces and discourses, policy perspectives and interests.
4. Students compare a new law or policy statement, for which they have created a profile, with other laws or statements for which profiles exist on the platform, for example with previous ones, or with those in other parts of the world. This will be a particularly valuable task once more profiles have been added to the platform. Digital tools that assist various forms of analysis will be available on the platform in the future.
5. Profile creation may not only focus on current policy developments but include profiles relating to historical figures, institutional actors, policy documents or processes (for example: foundational documents of national policy laws and regulation; profiles related to historical international debates; etc)
6. The platform can be used as a tool to test and refine the design of an individual or a class project, including its research questions, theoretical framework, approach and methodology. As a research project or a work plan is developed, rethinking research questions in the light of the framework proposed by the platform may provide a different perspective on issues and challenges.

Students will typically create profiles by filling in a spreadsheet which corresponds to the database taxonomy and which will later be imported into the database. Please contact us at policymapping@iamcr.org to obtain the spreadsheet.

We also invite users, teachers and trainers to propose other possible modes of student involvement and to send us feedback on practical experiences. Feel free to contact us at the above-mentioned email address.

Learning Outcomes

The process of creating a profile involves significant reflection about the profile (e.g., the organization, or the document) and its context. Students will have to understand the relation of the profile they create to policy levels (between local and global), to other actors, to other policy debates, etc. Creating a profile is thus much more than data entry. It means to situate the specific profile in a complex policy environment.

By exploring connections between 'their' profiles and others that are on the platform, students can compare; investigate relations, patterns and trends; test assumptions and uncover hidden dimensions. Visual representations through digital mapping tools offer a fresh perspective on data and allow users to process complex information, while raising new issues and further research questions.

Mapping Global Media Policy thereby allows students to enhance their understanding of key actors and issues in media policy, who participates in a policy debate, on which conditions and to what effect, what connections exist between players, the range of different interests, the roles of norms and regulations, the interplay between different levels (local to global), and the connections and influences between all these.

Further Reading

Online platform: Scenarios of use and possibilities to contribute

http://www.globalmediapolicy.net/sites/default/files/Scenarios_of_Use_Aug2010.pdf

Full project description

http://www.globalmediapolicy.net/sites/default/files/Mapping_GMP_Project_Description.pdf