eavi
MEDIA LITERACY
for CITIZENSHIP

Beyond Fake News – A Workshop on Media Literacy and Fact Checking

We are now subject to media messages more than at any time in history. As the barriers...

BEYOND 'FAKE NEWS'
A WORKSHOP ON MEDIA LITERACY AND FACT CHECKING

Tuesday 26 September, 2 - 3:30pm
ECAS – 77 Avenue de la Toison d'Or, 1060 Brussels

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MEDIA LITERACY for CITIZENSHIP   European Citizen Action Service

"Those who tell the stories rule society." – Plato

Research
Studies, research and publications

Projects
Our initiatives and projects across

Conferences
Conference and Expert Group

Media Literacy
Promoting Media

Videos

Follow Jack and Stella on their journey to media literacy

Recent Posts

Seminar: Protecting European Democracy in a Post-Truth Society,

EAVI Research on Media Literacy in All Member States

1. Trends and approaches to media literacy in Europe

2. Study on Assessment Criteria for Media Literacy Levels – A comprehensive view of the concept of media literacy and an understanding of how media literacy level in Europe should be assessed

3. Study on "Testing and refining Criteria to assess media literacy levels in all Member States"

4. European Media Literacy Education Study. Study on "Media Education in Schools, Best Practices and Policy Recommendations

5. European Commission Pilot Initiative. Assisting the EC for Assessing Media Literacy Levels

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Study on Assessment Criteria for Media Literacy Levels

A comprehensive view of the concept of media literacy and an understanding of how media literacy levels in Europe should be assessed

Final Report

Project coordinator and editor: Paolo Celot
Scientific coodinator: José Manuel Pérez Tornero

EAVI Consortium
for the European Commission
Directorate General Information Society and Media
Media Literacy Unit

28 EU COUNTRIES

20 LANGUAGES

EUROPEAN COMMISSION

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Paolo Celot – London Google 2019

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INSTITUTE

Testing and Refining Study

Criteria to Assess Media Literacy Levels in Europe

Final Report

Training Objective

The ultimate objective is to *raise awareness about disinformation on social media* and teach which steps are necessary to respond responsibly.

Learning Outcomes

– Participants will acquire a general knowledge and basic skills to deal better with disinformation when they are on social media.

– **Learning Outcome 1** – Understand what is disinformation

– **Learning Outcome 2** – Understand how social media make money and why disinformation and propaganda are vastly present on social media

– **Learning Outcome 3** – Understand how to recognise and react to disinformation

Focus

– 1) Provide general information in order to identify and frame the issue. So to enable an understanding and recognition of disinformation on social media

– 2) Raise awareness about why disinformation is published online to intentionally mislead users

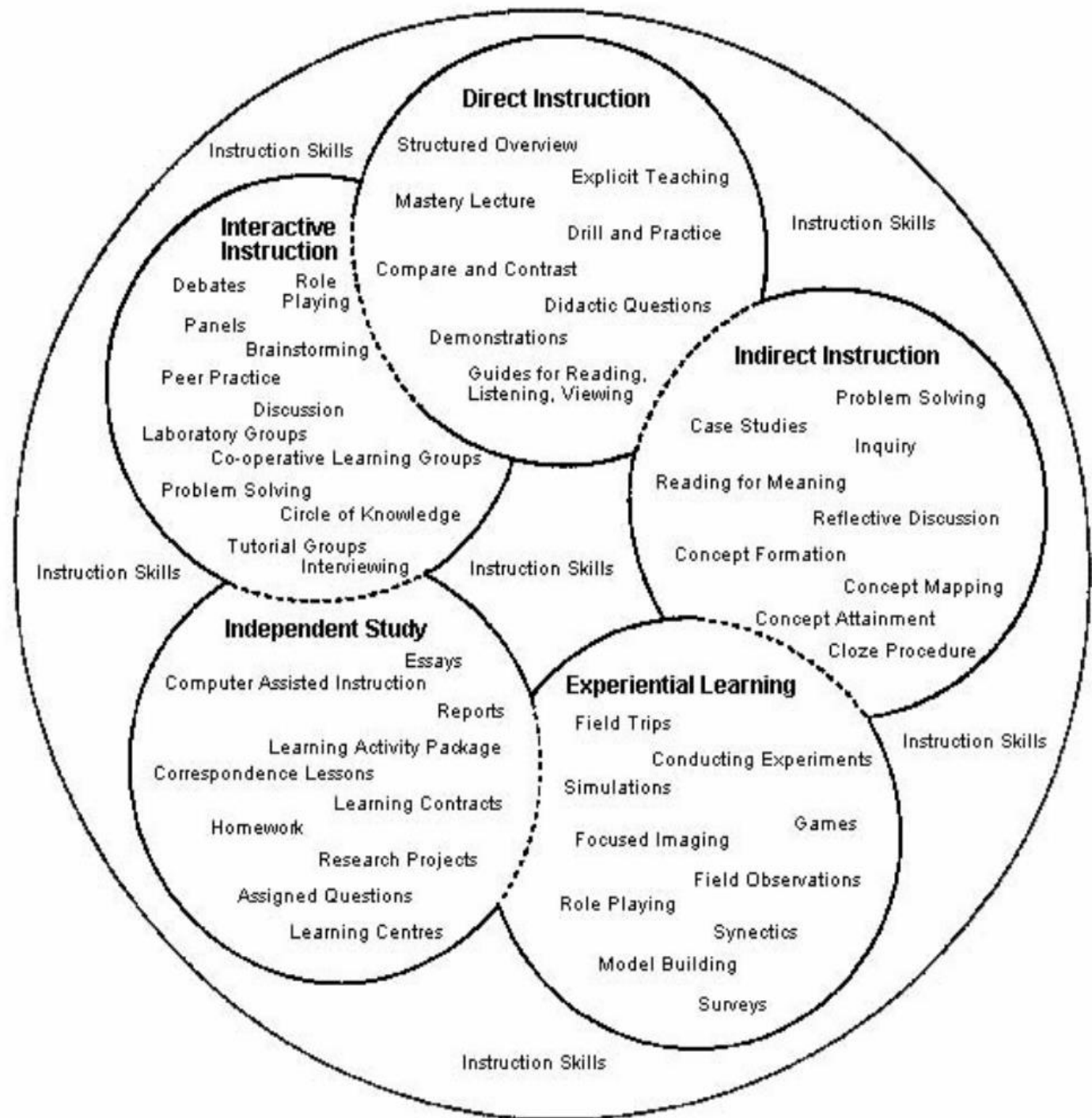– 3) Readiness to take appropriate action when encountering disinformation

Learning Outcomes

Participants therefore will be able of the following:

– **1.0 I can explain the difference between information and propaganda**

– **2.1** I understand the consequences of believing false information for a society

– **2.2** I understand the reasons why disinformation is published with the intention to mislead me

– **2.3** I know there are some economic or commercial interests that try to affect my behavior online

– **3.1 I understand what are some example of credible sources of information**

– **3.2 I know how to check information**

– **3.3 I know how to defend from threats and risks on social media**

– **3.4 I know what I can do to be a positive player on social media**

– **3.5** I have a general idea about how algorithms work online

Direct Instruction

Instruction Skills

Structured Overview

Explicit Teaching

Mastery Lecture

Drill and Practice

Compare and Contrast

Didactic Questions

Demonstrations

Guides for Reading, Listening, Viewing

Instruction Skills

Interactive Instruction

Debates   Role Playing

Panels

Brainstorming

Peer Practice

Discussion

Laboratory Groups

Co-operative Learning Groups

Problem Solving

Circle of Knowledge

Tutorial Groups

Interviewing

Instruction Skills

Indirect Instruction

Problem Solving

Case Studies

Inquiry

Reading for Meaning

Reflective Discussion

Concept Formation

Concept Mapping

Concept Attainment

Cloze Procedure

Instruction Skills

Independent Study

Essays

Computer Assisted Instruction

Reports

Learning Activity Package

Correspondence Lessons

Learning Contracts

Homework

Research Projects

Assigned Questions

Learning Centres

Experiential Learning

Field Trips

Conducting Experiments

Simulations

Games

Focused Imaging

Field Observations

Role Playing

Synectics

Model Building

Surveys

Instruction Skills

Discussions Questions

1. Should we define different learning outcomes for the two different target groups (youths 14-16y.o. and their parents/grandparents)?

2. Keeping in mind time constraints of 10h training in total, can we expect to achieve more than Level 2 (understanding) of the Bloom taxonomy?

Break Time

Discussions Questions

3. What are the potential advantages and challenges of having youths and their parents/grandparents undergoing training together?

4. How will the dynamics between the youths and their parents/grandparents affect the training?