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...

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


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

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

28 EU COUNTRIES
20 LANGUAGES
EUROPEAN COMMISSION

Testing and Refining Study
Criteria to Assess Media Literacy Levels in Europe

Final Report

Commissioned by the European Commission Directorate-General for Information Society and Media Literacy Unit
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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
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

GetFacts Project
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?