

GET YOUR FACTS STRAIGHT

TRAINING METHODOLOGY REPORT

ABSTRACT

This document presents the literature review and research based on the training criteria for the “Get Your Facts Straight” project coordinated by ALL DIGITAL. It is followed by the adopted methodology for the training, participant selection criteria and potential challenges in conducting the training as well as possible solutions.

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1. Introduction

The European Commission has developed a definition of media literacy as the ability to:

- Access the media
- Have a critical understanding of the media and interact with it
- Navigate the modern news environment and make informed decisions

Media literacy is also a tool to empower citizens, raise awareness and help counter the effects of disinformation campaigns and fake news spreading through digital media (European Commission, 2019a).

The European Commission defines disinformation as “verifiably false or misleading information created, presented and disseminated for economic gain or to intentionally deceive the public” (European Commission, 2019b).

In 2018, The Flash Eurobarometer on Fake News and Online Disinformation measured the perceptions and concerns of 26576 European citizens around fake news. The results show that fake news are widely spread across the EU with 85% of respondents perceiving fake news as a problem in their country and 83% perceiving it as a problem for democracy in general (European Commission, 2018).

Thus, this pilot training is significant in trying to address this problem, and will provide insights on how intra-family dynamics can affect media literacy training. A pre-training survey and consultation should ideally be done to gather information on the participants and let them know about the objectives of the training.

The general objective of the “GetFacts” project is to tackle disinformation among students/young people (14 - 16 years old) from socially and economically disadvantaged backgrounds, and their parents/grandparents by providing access to media literacy education opportunities and raising awareness. This would be done via a 10hr training, 5hr for each group separately and then 5hr of activities where young people and parents will be brought together.

The pilot training will ideally be carried out during the All Digital Week/Media Literacy Week 2020¹, to at least 250 Europeans in 7 EU countries (approx. 20 young people and 20 parents). By the end of the training participants will be more aware of the nature of the content they usually come across on social media. In particular, they will learn to discern what is real, what is false

¹ The European Media Literacy Week is a new initiative by the European Commission to underline the societal importance of media literacy and promote media literacy initiatives and projects across the EU.

and the commercial or political reasons this misleading content has been deliberately published online. In other words, participants will gain an understanding of what disinformation is and how to identify it online. They will practice the respective abilities of attention and critical consciousness. Moreover, they will become more aware of the danger that disinformation poses to their private sphere and to society and democracy.

2. Review of Good Practices and successful media literacy projects

In order to decide the methodology for this training, a review of good practices and successful media literacy projects was conducted. Numerous projects have been conducted across EU nations and many more are still ongoing.

A review of EU nations' respective national strategies and promotion of media literacy and safe use of new media, done by accessing available information on the EACEA (Education, Audiovisual and Culture Executive Agency) National Policies Platform (EACEA 2019), has shown that no two countries share the same plan. However, the stakeholders remain the same: public, private and civil society, as successful media literacy projects require the direct or indirect involvement of these 3 different parties.

2.1. General reviews

2.1.1. Existing Review of Good Practices 1: Empower Project

The team of the Empower Project has produced a "Good Practice Catalogue for Media Literacy and Critical Thinking in VET", which provided comprehensive summaries of 16 good practices, providing great insights which helped their partners to design more effective materials and open education resources.

Media literacy programs can have various permutations and the ultimate goal remains the same, which is to bring something beneficial into people's lives by giving them the tools and skills to do so. Empower is designed with a clear objective which is to significantly improve young people's ability to critically assess the online and social media content they consume and create, thus empowering them to become responsible, confident digital citizens.

The good practice catalogue presents and recommends more effective ways of imparting complex ideas around media literacy for citizenship for students and young people. For example, some categories of good practice include innovative pedagogies, critical thinking and epistemic

education, where learners are exposed to the diversity of knowledge, encouraged and motivated to reflect on their assumptions, and think about truth and knowledge. The catalogue, through its meticulously prepared summaries, provides useful advice in conducting sessions. For example, rather than learning in a long teaching session, one can break up the session into a series of short chunks with gaps between them to help students better retain information.

One good practice example, “Intergroup Empathy”, seeks to foster intergroup empathy and constructive social contact. The implementation advice given can be considered when designing workshops that involves people from different backgrounds. For instance, teachers and community leaders are required to mediate the sessions and prevent divisions, gamification can help to overcome anxiety about interacting with other groups and role playing helps participants to think in different ways and to look at issues from a new angle.

2.1.2. Existing Review of Good Practices 1: NESET II Analytical Report

The 2018 report by Mcdougal et al (2018) titled “Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education” details the latest research in the area of media literacy and media education with regards to primary and secondary education in Europe. The key findings include the fact that media literacy education is in a fragmented state in school education across Europe, appearing in different curriculum areas or as a separate subject. There is an active debate on the best way to handle students’ susceptibility to disinformation, centered on the degree to which interventions should focus on a person’s core belief system and worldview. Media literacy initiatives, including educational programmes involving journalists, have helped to make children less vulnerable to disinformation.

Key components of a successful educational intervention include development of critical thinking and analytical competences. Teaching and learning practices for media literacy education can make use of various classroom-based methods such as active inquiry, discussion-based learning, collaborative learning and game-based learning etc., most of which are based on active learning.

In order to implement successfully Media literacy education at the school level, approaches to pedagogy that combine and/or cross boundaries between spaces and roles are necessary. This means that students are able to utilize knowledge beyond the classroom in the “third space”, which is the intersecting space between their own lives and the knowledge learned.

2.1.3. Dutch National MediaCoach program

This program is at a post-graduate level with the train-the-trainer objective.

According to its official website Nationale Opleiding MediaCoach (NOMC), more than 2400 MediaCoaches have been trained since the start of the training in 2007. These certified MediaCoaches use their skills and knowledge in their work and NOMC concluded that as of 2013, MediaCoach was considered to be a new profession which was well accepted in schools, libraries and youth work.

The Dutch media coach training initiative has successfully achieved the goal of improving media literacy among children, young people and parents by training youth professionals, notably, teachers, librarians, youth workers, government officials and other societal professionals by giving them the opportunity to study the possibilities and challenges of these new media and new literacies. The National MediaCoach training focuses on the development of digital literacy or media literacy among all citizens: young people, adults and seniors. During the course, there is extensive training with coaching skills and didactic development of activities and materials. Communication and presentation techniques, as well as project design and management skills are taught to the participants.

It is interesting to note that program was set up by “flipping the classroom”, which was done by providing students more assignments such as reports, articles, videos or documentaries prior to the live sessions. According to the Flipping the Classroom methodology, students can then focus on in-depth analysis during the live sessions and on the application of topics in their own working environment and on working on joint assignments. By flipping the training program, the focus shifts to the (responsibility of) students. It activates their engagement and the cooperation and interaction between students. It creates more individual responsibility and independent learning, and provides students more personal guidance by the trainers. Under this methodology, the launch of clear and applied assignments is recommended, as well as producing/selecting attractive content for students to stimulate students in their preparations.

The program has grown over the years and MediaCoaches have also been trained in Curacao and Sint Maarten. It has sparked the European MediaCoach project, a 3-year long endeavor until the end of 2020, bringing together key stakeholders in the area of media literacy. It can act as a catalyst to foster the scaling-up across regions and countries of one of the most successful European practices in the field of youth media literacy. The Dutch MediaCoach Training Initiative will be replicated in the following five other European Union national contexts that of: Cyprus, Greece, Portugal, Romania and Bulgaria.

Although the focus of the MediaCoach program is different from the “GetFacts” training, it emphasizes the **increased involvement** of the students, especially where it activates their engagement, cooperation and interaction. It also shows us that in order for programs to be effective and scalable, there must be clear goals and objectives, of sufficient dosage and intensity, use a variety of learning approaches and reach people when they are ready to change.

2.1.4. Lie Detectors

Educational programmes across schools in Europe that aim to combat disinformation are starting to involve professional journalists.

Lie Detectors is an organization which has won the European Commission’s 2018 EU Digital skills award for its work in education. Their award-winning project aims to turn schoolchildren in Europe aged 10-15 into powerful lie detectors and critical thinkers by empowering them to understand news media, make informed choices and resist peer pressure as they assemble their worldview. They deploy journalists and selected media experts in classrooms to teach classroom sessions lasting 90 minutes in the presence of a teacher, offering follow-up material where desired.

Sessions include an overview of fake news, methods of testing for misinformation, and analysis of drivers of the fake-news phenomenon. Interactive sections – designed to suit the relevant age group – help children understand how mainstream media selects news and may insert bias to present a picture of reality that is often incomplete. Material for homework or follow-up sessions – where requested – allows children to develop a deeper understanding of selective storytelling and perspective.

Although these projects address the different media literacy competences in various ways, they generally use blended approaches and involving methods such as active inquiry and collaborative learning which are based on active learning.

2.2. Projects specific to our target groups and training needs

2.2.1. Young people and schoolchildren

Both young and adult learners need to feel that they are playing an active role in their learning experience and not just as passive learners.

Social Media Literacy for Change (sml4change) is a one-year pilot project coordinated by European Schoolnet and co-funded by the European Commission, which aims to support European school leaders and teachers, particularly those working with young people at risk of being socially marginalized, to foster social media literacy (SML) in both their school and local community, thus reaching out to citizens at large. The recommendations from the sml4change project was released in a 2019 report by Donoso and Sefen. They noted that several studies have tried to identify common characteristics of successful youth education prevention. Strategies such as use of extreme examples, fear-inducing tactics, and lectures mainly focusing on information delivery are less effective than **skill-based programmes that employ active learning strategies and clear theoretical models.**

The Evens Foundation has been striving to increase media literacy in Europe since 2009. Their 2013 publication titled “Media Literacy in Europe: 12 Good Practices That Will Inspire You” is a final selection of 12 projects chosen with the help of an advisory board composed of experts in media literacy from different European countries. After a careful study of this publication, here is a summary of some good projects which directly involves young people and senior.

Table 1 Selected good projects from Events Foundation 2013 Publication

Title and Project Summary	Target group	Method	Duration
<p>Learning with Assassin’s Creed</p> <p>The students explored a commercial videogame that was made for entertainment but had a realistic historical setting. By questioning what they saw, heard and were made to do in the game, and by researching their own questions using online sources, they constructed their own curriculum about the historic period and subject.</p>	<p>Students in public schools. This game franchise is best suited to upper secondary school</p>	<p>Constructivist learning, through curiosity about the game and carrying out independent research online (and/or in books), formulating questions and researching them, communicating in writing online</p>	<p>At least three hours, preferably a whole school day</p>
<p>Media Voices 4 Special Teens</p>	<p>Teenagers with different</p>	<p>Informal activities and active learning</p>	<p>9 months- 1 year</p>

<p>The overall theme was media literacy: ‘Reality check – how we perceive and construct the world through media’. Strengths and potential of teenagers with special needs were presented to the general public by using and creating various media, raising awareness and helping them acquire useful skills. Multiple levels of work: Project presentations, creative workshops, blog, school magazine and public events.</p>	<p>types of special needs, aged 12-17 in Serbian and Romanian partner schools</p>	<p>methods, such as” interactive learning, workshops and skills practice, peer education, cooperative learning, distance learning, media activities, cooperation with public media services, creating own media tools</p>	
<p>Generations in Dialogue The potential of active media work was tested and evaluated for the promotion of media literacy and the support of dialogue between generations, for better understanding. Contacts between two age groups were initiated to stimulate dialogue through working on media products together. 11 educational projects were initiated and implemented with different participants and varied media, such as video, audio production, a TV show, an audio guide, mobile phone clips and more.</p>	<p>Young people between 14 and 20 years old, preferably disadvantaged, and people over 60 years old; approximately 10 young people and five elder people took part in each project</p>	<p>Active media work combined with methods of art education and creative writing</p>	<p>3 – 5 days, depending on the project</p>
<p>The Videomuseums A project where students are invited to collectively research, choose, record and present in short videos – with a documentary approach – themes of their personal culture. These themes may derive from their personal, natural, man-made or social environment, and are chosen by the students because they believe</p>	<p>Lower and upper secondary students (13 – 18-year old) as well as their teachers</p>	<p>Media work in the classroom and in the field, social research, video recording and editing, documentary and mixed-genre production</p>	<p>One school year (approx. 6 months) Students meet for 2 hours weekly, need 2-3 extra days</p>

<p>they should be preserved in an imaginary youth museum of the future. First, this project gives them access to means of media production and provides them with necessary skills, then it invites them to discuss and critically evaluate the videos, giving them the chance to achieve greater awareness.</p>			<p>at weekends for filming and 2-3 extra days for editing</p>
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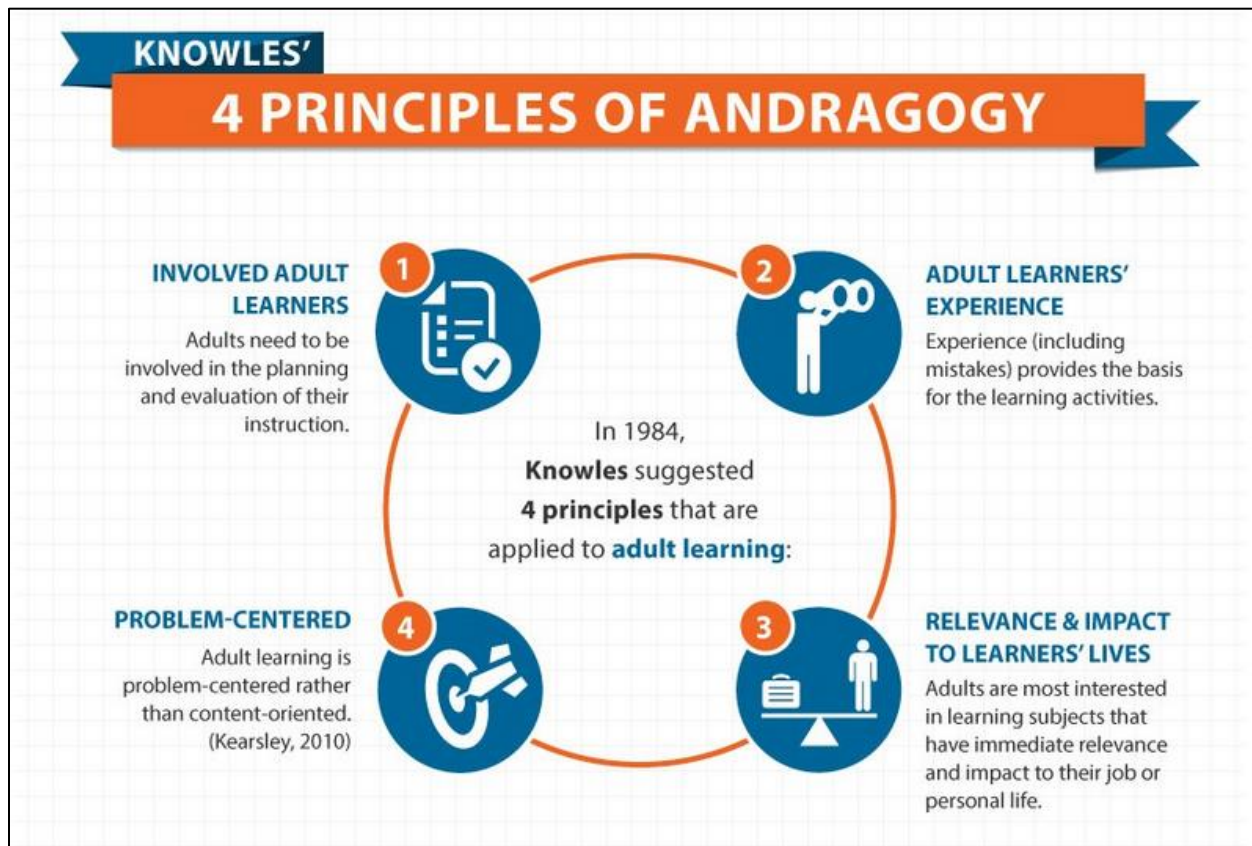
This is not an exhaustive list of all the points presented in the publication but a review of these projects have shown that they have some common aspects: a blend of explicit instructional strategy and active learning methods, and involves multiple stakeholders over an extended period of time.

2.2.2. Adults

Efforts have been made to research on the learning approaches suitable for adults and seniors. It will be interesting to study the feedback from trainers and participants after the pilot training, as mixed age group family training for media literacy is still uncommon.

Principles of adult education has inspired the “GetFacts” training, and in particular, Malcolm Knowles’ “Andragogy” provides a comprehensive overview of adult education. The 4 principles are summarized in the figure below:

Figure 1 Knowles' 4 Principles of Andragogy



Source: <https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/>

Christopher Pappas (2013), the founder of eLearning has written an insightful article on how Knowles’ 5 adult learning theory assumptions can be translated to modern day eLearning experiences, and how we can integrate the 4 principles of Andragogy into one’s eLearning course for maximum learner engagement and motivation. Knowles’ 4 principles of Andragogy have also been used in the development of methodology for projects such as Digital Competences Development System (DCDS), which aims to establish a framework that will provide the digitally

low-skilled adult European population with the basic digital and transversal competences needed for employment, personal development, social inclusion and active citizenship.

Applying Knowles' 4 Adult Learning Theory Principles to Learning

1. Principle of Andragogy #1: Involved Adult Learners

It is especially important for adult learners to feel involved in their learning experience, to be an integral part of the development and implementation of the curriculum, as well as of the evaluation process. In order to achieve this, we can get feedback from adult learners thus being able to better design learning materials, tests, and activities based upon the needs and wants of the adult learners. For the "GetFacts" training, we hope to gather information through the pre-lesson survey and consultation on the interests and backgrounds of participants, as well as inform them on the objectives set and methods to achieve them. Feedback collected after the pilot training will also be used to revise and update the training, and we will communicate accordingly with the participants.

2. Principle of Andragogy #2: Adult learners' experience

Experiences provide a valuable resource for learning, and especially so for adult learners as they are attached to their life experiences. Thus, the learning process needs to consider participants' experiences. Instead of memorization tasks, activities that encourage adult learners to venture out, explore the subject and reap experience, should be promoted. This way, adult learners can learn from their errors, have more autonomy when solving problems and be able to use their knowledge in a practical manner.

3. Principle of Andragogy #3: Relevance to and impact on learners' lives

Adult learners need to see how the training objectives can have a positive impact on their lives, and how they can apply it to real world situations. This helps to provide motivation, and trainers can do so by integrating scenarios into the training. The profiling of participants, where feasible, can help to map their main interests and orient the teaching towards them.

4. Principle of Andragogy #4: Problem-centered

Give adult learners the opportunity to absorb information, rather than memorizing it. Training should be problem-centered rather than content-oriented as adult learners will want to see right away how the content will help them solve practical problems. Adults can absorb information better through putting what they have learned to practice, rather than simply memorizing it. Thus, efforts will be made to illustrate the issue of disinformation in our daily lives, and class activities including simulations where possible will be conducted to allow participants to store the information in their long-term memory through repetition and experience.

2.2.3. Seniors

The partners of the “GetFacts” project shared their expertise on training seniors and here are the views gathered based on their experience and knowledge:

Table 2 Teaching Adults and Seniors

<p>What are some good activities/methods that you have used to teach adults and seniors?</p>	<ul style="list-style-type: none"> - Adults and seniors appreciate checklists where they can follow their process as well as handouts - Adult learners like to be able to choose how they learn (videos, texts etc.) - Gamification, discussions, kahoot challenges, more creative activities like learnapps.org, socative.com or playbuzz.com - Work in small groups especially with seniors as they could require the one to one teaching technique - Project or problem-based, and in their contextual frame - Andragogy elements
<p>What are some things that one should be mindful of when teaching adults and seniors?</p>	<ul style="list-style-type: none"> - Keep in mind that adults and seniors already have learning and life experience and that they are experts in their fields, so we should meet them at eye level and not teach from above. Take the knowledge of adults into account - Explain in plain and intelligible language, repeating where necessary, and always asking to make sure if everything is clear - Important to revise at the start of each new session what they have done the in the previous session - Have a positive and patient approach - Ask students what they want to learn in particular - Make it clear that nobody is judging them and that mistakes are allowed - Adults like to get concrete and precise information while seniors look at these kinds of activities as places where they can socialize, with less emphasis on what is being taught. - Adults need to see that they can benefit directly from what they are being taught - Important to identify which are their interests and needs related to the training - Especially for seniors, their fear of technology and computers: Many seniors are scared of IT equipment and sometimes refuse

	<p>to touch it because they fear breaking it. This state of mind will most probably prevent seniors to ever sign up for a course. Or if they do, they will find it very difficult to experiment with any equipment.</p> <ul style="list-style-type: none"> - Physical difficulties: physical and web-accessibility are important. Therefore, plan for smaller groups so that there is enough physical space for trainees. - Digital competence, cultural background, language skills, use of social media
<p>What activities/methods are <u>not suitable</u> for teaching adults and seniors?</p>	<ul style="list-style-type: none"> - Lecture type lessons - Extensive work sessions - After 2 hours, seniors are becoming tired and cannot concentrate. In general, you cannot teach something too complicated or requires prolonged efforts - Depends from person to person. Some types of games (energizers, icebreakers) as well as role playing activities are not very popular - Self-study or self-exercises are not so efficient with seniors, but can be used with constant mentoring

This table will be reproduced in a revised format to be included in the toolkit as part of our resources for trainers/teachers.

2.2.4. Mixed groups

Efforts were made by partners to find relevant reports and information on family training. The “Generations in Dialogue” project is helpful for the “GetFacts” training as it provides valuable insight on conducting training involving young people and elderly. As mentioned in the 2013 Evens Foundation publication, the project report shared some things to pay special attention to. Much time is needed for dialogue in the intergenerational work, such as discussion on the chosen topic of the media product the process of agreeing the different tasks; supporting each other. It is important to schedule enough time for good results. Exchange between the participants was very important and at the beginning and end of every day, all participants gathered to talk about the project and exchange their experiences. This meeting was chaired by a team member, ensuring that everyone was accepted and all ideas were communicated.

The difficulties encountered in implementing the project included: Not easy to find groups of elderly people for the project, as there are not many places where they went frequently. However, after the projects, most were very interested in taking part in more projects. A suggestion for future improvement was also made and this point could be incorporated in the “GetFacts” project. A short presentation of the project before the start could help in locating interested participants. It would give older people an idea of what to expect and what they were supposed to do.

There is plenty of research and literature on the influence of parents on the socialization and development of their children. For example, Verma concludes in her 2013 article that parents “have great influence on the development of their child. A positive parental influence and help a child establish a healthy personality and construct their identity. Parents also “aid in the development of their child’s moral reasoning and judgement skills through supportive discussions and conversations. A closer, secure relationship between children and parents influence the social behavior of the child in the future. Thus, we hope that by giving parents/grandparents the chance to go through the training with the child, it can give them a shared experience and a chance to exchange ideas.

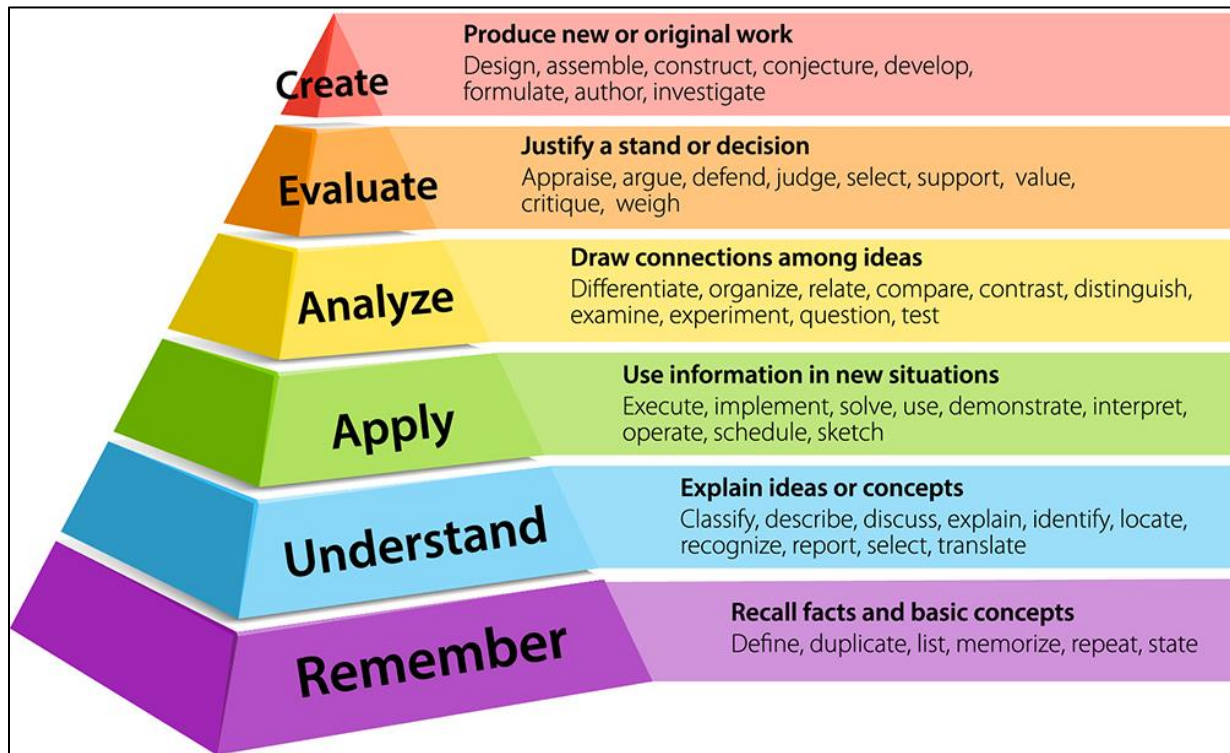
Albeit not on the topic of media literacy, Terzian and Mbwana in a 2009 Fact Sheet on “What works for Parent Involvement Programs for Adolescents” presented some helpful insights. They noted that getting parents to attend parent involvement intervention programs is challenging and there is a need to assess the tole of incentives and other strategies to recruit and retain participants. They evaluated 47 parent involvement programs and found that programs whose primary strategy is to deliver information about a certain topic to parents but do not give them opportunities to practice skills or take part in activities with their children were generally found to be less successful.

3. Adopted Methodology

3.1. General Overview

During the expert roundtable meeting held on 19 Nov 2019, members discussed whether we should have different learning outcomes for the two different target groups. The conclusion was that we can have the same learning outcomes but use different methods and/or resources for the two groups.

Figure 2 Bloom's Taxonomy



Source: <https://www.turtlelake.k12.wi.us/faculty/wmarek/bloomstaxonomy.cfm>

Bloom's taxonomy is a hierarchical ordering of cognitive skills, meaning that learning at the higher levels is contingent on having attained necessary knowledge and skills at lower levels. The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago and was revised in 2001. It can be used to classify educational learning objectives, help teachers teach/plan their lessons and students learn. (Armstrong, n.d.)

With regards to Bloom's Taxonomy of the different levels of learning, members at the roundtable discussed whether we can expect to achieve more than Level 2 (understanding). Keeping in mind the time constraints of having just 10 hours, wide age range of participants and their diverse backgrounds, most members felt that it would be more feasible to aim at just Level 2. Efforts have been made to include questions/activities in the training outline which could spark higher levels of learning. Nevertheless, as this is a pilot training, the outline and objectives can be better revised and updated after the feedback report. Some activities can be adapted to achieve the higher levels of learning and depending on the mix of participants, trainers can exercise flexibility in carrying out the training.

It is still unclear which is the participants' level of competence, and their interest in learning about disinformation and other crucial information remains unknown. As family-based training for media literacy is still a new concept and considering the different age groups and backgrounds of participants, our approach needs to remain flexible and engaging.

For the "GetFacts" training, we strive to gather information through the pre-lesson survey and consultation on the interests and backgrounds of participants, as well as inform them on the objectives set and methods to achieve them. Feedback collected after the pilot training will also be used to revise and update the training, and we will communicate accordingly with the participants.

Teaching and learning practices for education in media literacy can be based on various classroom-based methods (e.g. **problem-based learning**, **discussion-based learning**, **collaborative learning** and **game-based learning**, etc.). Most of these methods are based on **active learning**. We strive to include these methods in the training and adapt according to the different groups. Trainers will go through the learning objectives of the training with participants, and before conducting activities like games if they should be used.

The training will adopt a blended approach drawing inspiration from constructivist learning theory and didactic methods, requiring the active contribution of participants. Constructivism is a theory which says that people construct their own understanding and knowledge of the world by experiencing things and then reflecting on those experiences. The theory of didactic learning methods is based on the baseline knowledge students have and strives to improve upon and convey this information.

The blended approach also employs 4 different strategies:

(Strategies can complement each other and different methods from different categories can be used in a single session, and some methods can be overlapping.)

1) Direct Instruction

Teacher-centered and effective for providing information or developing step-by-step skills. Also works well for introducing other teaching methods.

Selected possible methods: Structured Overview, lecture, compare & contrast

2) Indirect Instruction

Student-centered and seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, and fosters the development of interpersonal skills and abilities.

Selected possible methods: Reflective discussion, guided inquiry, problem solving

3) Interactive Instruction

Relies heavily on discussion and sharing among participants. Students can learn from peers and teachers.

Selected possible methods: Debates, brainstorming, peer partner learning, discussion, cooperative learning, problem solving

4) Experiential Learning

Inductive, learner centered, and activity oriented. Personalized reflection about an experience and ability to put learnings to work in new situations are part of this strategy

Selected possible methods: Games, role playing

For the above learning strategies, the resources used will also be adapted to the participants' "context" as much as possible. In this way, they can process new information or knowledge in a way that it makes sense to them in their frame of reference.

Learning can be a complex process and when the variables are unknown and/or numerous, it requires more attention and efforts. The training should ideally be broken down into several sessions, spending time to allow participants to exchange opinions and give feedback at the start and end of the session, and as much as possible, use a mixture of direct teaching, collaborative learning and problem-based learning.

3.2. Scale up strategy and what to take note of

There is no one-size-fits-all approach to improving media literacy but where scaling up is concerned. In general, successful social programs should be theory-based and evidence/research-driven. Scaling up such programs is not easy and Sacks et al. (2015) has reviewed the best practices for scale up of effective programs from across the literature and mentioned in their key findings that:

- ❖ Effective replication and scale-up of an evidence-based program requires time, planning and the mobilization of effort and resources from communities, program developers, and implementing organizations
- ❖ To ensure that scale-up efforts result in high-quality implementation, program developers, implementing organizations, and funders should consider a number

of factors, including identification of core components, selection of the appropriate program for the local context, organizational capacity for scale up, staff and leadership buy-in, monitoring of fidelity and outcomes, provision of ongoing training and technical assistance, and identification of sustainable funding

Larson et al. summarizes in their key findings that to scale up involves multiple partners and partners play multiple roles. By scaling up we mean a process for significantly increasing the number of sustained implementations of a successful program, thereby serving more people with comparable benefits. Social networks connect and enable and it is a way to find partners, and possible participants. Program fidelity can be affected both before and after scale up. Reinvention is common, collaborative and sometimes transformational. Adaptation is often expected and sometimes encouraged. Even the best program could fail if put into place in an ill-suited environment. Monitoring for control and learning varies.

For the “GetFacts” pilot training, we have included a training outline with learning outcomes identified and reviewed by partners, trainers and experts. Regular communication among the partners and subsequent webinars also aim to provide necessary assistance. Besides deciding on the core components (learning objectives, outcomes and methods), we remain flexible where resources and execution is concerned.

4. Participants

4.1. Participants Selection Criteria

As the training is focused on disinformation and fake news on social media platforms, participants are expected to be using or have prior knowledge of at least one social media platform. Considering the sensitive nature of personal data, and the difficulty of certifying the “socially and economically disadvantaged background” of participants, a general description of the area where the school, training centre or library is located, could be provided by partners and/or trainers.

4.2. Recruiting Participants

A partners’ meeting was held on 20 November 2019 and the trainers also attended. During the meeting, members discussed how they were going to recruit participants as well as some concerns.

The training involves a specific age group of young people aged 14 - 16 years old with their parents/grandparents on a relatively new topic, our research did not find any previous studies on family training involving this age group for this media literacy topic.

Each partner and their trainers will work together to recruit participants. Some ideas shared by partners on how to find willing participants include working with local libraries and schools, tapping into their existing network. Some partners are already well-established in their community so it is easier for them to conduct the training.

The issue that some young people who could be interested in the training may be unaccompanied minors or orphans, was brought up during the meeting. In this case, flexibility can be exercised in the selection of participants and allow their extended family members, legal guardians or educators to take the training with them.

4.3. Motivation of Participants

As the training involves not just young people between 14 and 16 years old, but also adults and seniors, it is difficult to pinpoint a singular strategy to attract all potential participants.

Here are some ways participants can be motivated to participate in and complete the training:

- 1) See the link between training objectives and being more aware/empowered to make informed choices
- 2) Understand that being able to make more well-informed choices helps them to exercise their rights better
- 3) A way to take a more active role in their family member's learning experience and life
- 4) Tangible incentives e.g. tickets, prizes

5. Potential Challenges and Possible Solutions

Different languages and dialects spoken by potential participants, different (educational) **backgrounds** of participants for example, immigrants and hence different cultures can pose difficulties to trainers in conducting trainings and preparing materials.

Potential difficulties also include **difficulty faced in getting family members to join** the training. For instance, the youth could be interested in taking the training but the parent/grandparent is not, and vice versa.

Some partners suggested **marketing** the training to parents who will then get their children to participate together. Some partners shared their intent of working directly with schools and find youth participants first. For the “Generations in Dialogue” project, the more successful way for them to find participants was to **cooperate with other organizations**, hence tapping into their existing network.

There were also talks of **creating incentives** for participants that they can receive upon successful completion of the training, in order to better convince families to join. This will be further explored by partners as they work out the details of their budget. Partners and trainers can also share in greater detail their adopted strategy and evaluate the processes in the piloting and final report, after conducting the trainings and analyzing the feedback from participants.

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