Get Your Facts Straight

TOOLKIT FOR EDUCATORS AND TRAINING PROVIDERS

Deliverable n. 3

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This toolkit includes the methodology and training outline for a 10-hour media literacy training focused on disinformation and fake news on social media platforms. For more information on the project, please visit the website https://alldigitalweek.eu/get-facts/
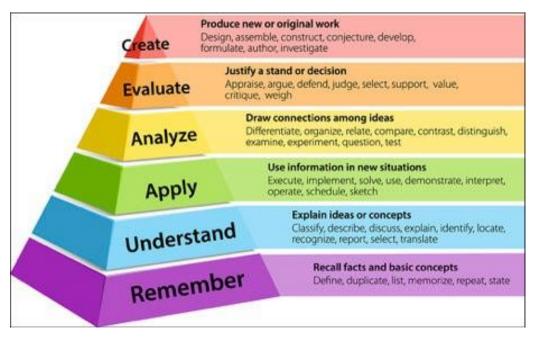
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Adopted Methodology

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 could 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. 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 in future.

It was unclear at the beginning which was the participants' level of competence, and their interest in learning about disinformation and other crucial information were 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 needed to remain flexible and engaging.

For the "GetFacts" training, we strived to gather information through the pre-lesson survey and consultation on the interests and backgrounds of participants, as well as to inform them on the objectives set and methods to achieve them. Feedback collected after the pilot training was used to update the toolkit, and was communicated 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 strived to include these methods in the training and adapt according to the different groups. Before conducting any activities with the participants, trainers made sure that they understood the learning objectives.

The pilot training adopted 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 should 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. We recommend educators and training providers interested in this training to break it 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.

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 aimed to provide necessary assistance. Besides deciding on the core components (learning objectives, outcomes and methods), we remained flexible where resources and execution are concerned.

Tips on Teaching Adults and Seniors

Below is a list of tips contributed by all project partners based on their extensive experience.

What are some good activities/methods that you have used to teach adults and seniors?

- 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 (https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles)

What are some things that one should be mindful of when teaching adults and seniors?

- 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 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.
- 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**

What activities/methods are <u>not suitable</u> for teaching adults and seniors?

- **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

COVID-19 and Online Learning

Global situation during piloting

In March 2020 partners were supposed to conduct face-to-face training sessions but were forced to adapt quickly to measures taken following the onset of the COVID-19 pandemic. The target groups and recruitment methods had to be reviewed, and the lesson materials and methods had to be changed to make online learning possible. This was all done within a short period of time and partners did their best to achieve the learning outcomes, placing the participants at the centre.

One of the key public health responses to the global coronavirus pandemic has been social distancing (U.S. CDC, Rivers & Inglesby, 2020) – avoiding large groups of people in close quarters to inhibit the spread of COVID-19. Many people were affected by the quarantine measures, which included changes to employment situations. While countries are at different points in their COVID-19 infection rates, between April and June 2020, more than 1 billion students, or 60% of the world's student population, were affected by school closures due to the pandemic according to UNESCO (2020).

As such, it is worthwhile to supplement the toolkit with this chapter where we share our insights on how to adapt curricula for online learning. We will first explore some online learning methods, followed by challenges faced by partners, and conclude with recommendations based on our collective experience. We hope that these experiences can help those who use the training outline in the future deliver the sessions with greater ease. We use the terms 'trainer' and 'participant', instead of 'teacher', 'instructor', and 'student', in line with the original project proposal.

Online Learning

For this chapter and toolkit, online learning refers to learning over the internet and involves the reimagination of the educational process that uses available software to engage participants across distance. Online learning can bring flexibility into aspects such as recruitment, scheduling, and content availability, as well as accessibility in terms of geographic location. However, trainers will need to take into consideration the 'digital divide', as some participants may not have previous experience using digital platforms for virtual learning, or have limited access to communications technologies.

Methodologies of Online Learning

There are a few methods to develop online lessons (Bowman, 2010; Rennie & Smyth, 2020; Boettcher & Conrad, 2016). Some factors that affect the selection of a particular method include the topic, the target audience and their demands, requirements of the organization, and available resources. When using online learning formats for the first time, trainers and participants can sometimes become preoccupied with the contrasts with in-person learning, making them resistant to it. However, with experience, common features become apparent.

Online learning methods can provide a virtual version of actual classrooms, with mandatory attendance at specific times, the ability to be self-paced, blended formats, and the use of various tools to engage participants and support learning.

In general, there are three ways in which online learning can be conducted:

Synchronous Online Course:

These lessons take place in real-time and can be in different formats such as a virtual classroom, live webinar, video/audio conferencing and more. The trainers and participants are present on a learning platform at the same time and have real-time engagement, as the trainer delivers the lecture or other planned learning activity.

Depending on the platform and software used, the trainer has different tools to deliver the lesson and engage the participants. The sessions can also be recorded for participants to watch later, or live-streamed and then published online.

Asynchronous Online Course:

Courses of this type are often self-paced programs and provide more flexibility in terms of timing. Trainers prepare course materials for participants and generally, the materials can be accessed anytime throughout the course. These courses can be managed via Learning Management Systems (LMS) such as Moodle.

The lessons usually consist of video or slide presentations. There are often interactive discussion boards or forums to encourage interaction. Communication with the trainer can be achieved via different methods such as email, texting, messaging applications etc. Collaborative tools, such as Google Drive, Google Documents or virtual Post-it boards such as Linoit, Jamboard, Miro or similar may be used to coordinate group activities.

Blended or Hybrid Online Course:

This type of course combines specific aspects of the synchronous and the asynchronous methods. They often have the scheduled, live classes/webinars a few times during the course, but use pre-recorded lectures or presentations to deliver additional course materials.

In all three of these methods trainers can give participants assignments to be completed outside of 'lesson time'.

Adapting Training Outline to an Online setting

As mentioned previously under Methodology, teaching and learning practices for education in media literacy can be based on various classroom-based methods (e.g. collaborative learning, discussion-based learning, problem-based learning, game-based learning, etc.). Most of these methods are based on active learning. The training would adopt a blended approach, drawing inspiration from constructivist learning theory and didactic methods. It requires the active contribution of participants, including having them construct their understanding and knowledge of the world by experiencing things, reflecting on those experiences and fulfilling the learning process by formulating those reflections and comparing them with others'.

Despite having to switch from face-to-face to online learning in a short period of time, the methodology remains largely unchanged and involves, to the extent possible, the active learning methods mentioned above. Partners exercised their creativity and experience, using different tools to achieve the learning outcomes. For example, breakout rooms in Zoom were used to replicate the group-based learning experience and provide a space for participants to discuss and collaborate with each other. Other tools included having virtual Post-it boards or Google docs for groups to work on separately, before the trainer went through things with everyone.

Partners assessed their unique environmental conditions, then chose the platforms and tools accordingly, taking into account their available resources. The project proposal was also amended to expand target groups beyond just young people and their family members. For example, CTC Rijeka and EOS Romania delivered a self-paced course on Moodle while SDC chose to conduct live webinars. Some partners such as Ventspils Digital and Global Libraries worked with schools to incorporate webinars into the school education curriculum for students, while Colectic reached out to educators and trainers. Some partners like Open Group also conducted the training in two sessions to include more participants; the first solely with webinars, the second using offline meetings. Partners confirmed the achievement of all learning outcomes and collected useful feedback (detailed below).

For more information regarding how partners conducted the trainings, please refer to the project website: https://alldigitalweek.eu/get-facts/

Challenges that partners encountered while conducting the trainings

Recruiting participants
- Within the Covid-19 context, some partners were able to work directly with schools and include the trainings as part of the school curriculum.
- Some partners were not able to work directly with schools, as it depended on schools' decisions and other factors.
- Some people interested in the trainings were unable to start the course while faced with overwhelming changes due to the pandemic.

Engaging participants
- It was difficult to get people to talk freely and share their experiences and opinions.
- Younger participants can be shy whether the training is held in person or online.

Completion of course
- Not everyone attended every session and a significant number of participants did not complete the course.
- It was a challenge to maintain participant interest in the course after 10 hours of training.
- Some partners reported that it was a little harder than usual to sustain the level of attention and active engagement among participants. External factors also played a role in this drop in attention levels. Participants were overwhelmed by the sudden surge (oversupply) in online education as schools moved to distance learning; families also worked, studied and communicated online, sharing the same spaces and devices, thus contributing to the less than ideal situation at home for online learning.

Technical difficulties
- A few users had some minor issues with the use of technology, but trainers helped to resolve them. Some partners also felt that some participants dropped out of the course due to issues of digital divide.

Challenging preconceptions
- Some partners observed that no matter the age group, young people and adults often started with some preconceptions about fake news, thinking they could easily recognize and handle it properly, which actually proved quite challenging.

Suggestions to facilitate trainings, based on our experiences

Recruiting participants
- Make **partnerships with schools** to include the trainings as part of the curriculum
- **Marketing**: Newsletter, social media (own pages and dedicated groups), educators, libraries, youth organizations and existing networks
- **Word of mouth**

Increase reach and completion rate (if participants do not have to view in real-time)
- Conducting **webinars** can allow the trainers to reach more people, and be **less geographically dependent**
- Having **shorter** (webinar) **sessions** may appeal to people who have less time
- **Regular** and **higher frequency** (e.g. 3 times a week compared to once a week) sessions to retain interest
- Giving **more time** for people **to complete** online courses on LMS such as Moodle
- Giving **prizes** such as a promotional T-shirt to participants who **complete** the course

- **Improve engagement during and between sessions**
- **Adapt sessions** so that they are **more relevant** to the lives of participants. Consider adding interesting visuals (images, videos, infographics etc.) and information
- Consider asking **questions during registration** or have **preliminary surveys** to find out more about the interests and expectations of participants, then use the information to create more engaging lessons
- Have a **variety of activities** such as quizzes, interactive polls and group work so that everyone can participate in various ways
- Use **different communication tools** for different age groups if trainers are aware of which ones work better for the different groups.
- Encourage participants by **giving awards and recognition** to those who shared most, commented most etc.
- Use a **blend of teaching methods** such as direct instruction (PowerPoint lectures etc.) and task-based learning to cater to different styles of knowledge acquisition
- **Game-based and experiential learning methods** are also helpful. For example, asking participants to create one false and one real news item with the help of online tools (newspaper clipping generator fodey.com), thus putting them in the role of journalists – create a headline, name of newspaper and short reports to catch the attention of the readers. In the training outline, we suggested the Get Bad News game, and it can still be done in the online setting with communications taking a different route.
- Include **group work** for more discussion-based learning and collaborative exercises. For example, Breakout rooms for group discussion and Google docs, online tools to record group work and then follow with screen sharing. Collaboration space can also be in the form of Class Notebook on Microsoft Teams, as one of our partners did or through FLOSS (Free, Libre, Open Source Software) tools like Etherpad or wikis.
- Give **adequate time for group work** as participants enjoy the interaction and this encourages more sharing of ideas
- Have a **dedicated person** monitoring live chats and comments
- Trainers to check on participants **regularly**
- Consider **not recording** the discussion and group work part of webinars to encourage people to speak up more freely
- Set aside time to **receive regular feedback** from participants and trainers, so that the sessions can be improved

Technical issues
- To avoid delays, confusion and reluctance to participate, give **guidance** on how to use the **tools prior** to the lecture/sessions (instructions before the activity, short technical introduction at the beginning of activity), including to the lecturers and guest speakers

Production, Clarity and Delivery of content
- Provide well-organized but concise agendas for content delivered, e.g. on Moodle navigation section or PowerPoint presentation at start of lecture
- Give more examples where possible
- Use clear definitions, speech and sentences
- Invest adequate time in building more exciting online training tools
- Incorporate well-designed materials. Some partners shared social media messages based on learning outcomes as part of a slideshow and also during webinars. This is an efficient use of resources. The slideshow was also part of self-paced learning resources on introducing basic concepts.

Final Assignment
- Partners used 1 of 2 approaches: 1) a more **standardized test for individual evaluation**; 2) a **more interactive exercise**, such as dividing the group in two and challenging the participants to **create** three **pieces of news**: one false, another real, and a third that could be false or real. Each group presented their news and a vote was cast by participants of the other groups on whether each of the news items was true or false. One of our partners, Global Libraries, who managed to get a parent and child to participate together, used the second approach but adapted it by having each family member (children and parents) prepare one false and one real news, then present them to the rest of the class. They also observed the **positive effect** of the training **on family dynamics**. The final family assignments were highly rated by the participants as they required time and collaboration between the children and their parents.
- Both methods offered trainers and participants to revisit concepts learned during the trainings
- Individual quiz to be constantly updated in future courses, relevant to the topics relevant to local current events
- Testing is convenient and offers participants a chance to check their understanding of the information they acquired during the course
- Award participants a Certificate of Completion at the end of the course

Tools used by Project Partners

Videoconferencing	Adobe Connect, Zoom, Facebook Live, Google Meet
Presentation Tools	Powerpoint, LibreOffice Tools, Canva
Platform to host /support courses	Moodle, Microsoft Teams
Interaction during and in between sessions	• Use of forum as a communication tool, and include tools that cater to younger generations • Moderated chat • 'Raise your hand' tool on Zoom • Kahoot quiz, incorporating a more game-based learning approach • Mentimeter • Linoit.com (sticky Post-its for collaborative poster) • Google forms, Microsoft forms
Additional resources	Infographics, wordcloud, videos, bad news game, factitious game, comics, Google docs, Fodey.com (newspaper clipping generator), Quizz Fakes game developed by own network, reverse image search websites, Microsoft forms

There is no one-size-fits-all method in delivering training sessions. It is up to the trainers to adapt a training outline, selection and presentation of content, as well as activities and mode of delivery. The needs and preferences of learners must be taken into consideration, and it is helpful to collect timely feedback. We sincerely hope that our experiences can help those who are interested in delivering this training to more people.

Additional Resources:

Distance learning solutions under UNESCO's COVID-19 Education Response
https://en.unesco.org/covid19/educationresponse/solutions

A comprehensive list of educational applications, platforms and resources which aims to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free and many cater to multiple languages. They are categorized based on distance learning needs, but most of them offer functionalities across multiple categories.

Open digital educational tools for interactive online teaching and learning
https://www.unicef.org/serbia/en/open-digital-educational-tools-interactive-online-teaching-and-learning

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TRAINING OUTLINE

Note to users of this Training Outline

- Content will take into consideration, as much as possible, background of participants, age group interests, and types of platforms they use which is to be discovered in the pre-training survey, or according to the judgement of trainers.

- Trainers can decide when to conduct the pre-training survey. It could be done during registration or as a class activity at the start of the first session.

- There are 3 modules in total and trainers can decide how to break up the outline into separate sessions. For example, Module 1 and part of Module 2 can be taught in a single session with breaks in between. Final assignment can be held on a separate day too.

- Flexibility and adaptation of this training outline, with the expertise and judgement of trainers and feedback from participants, will help to make the experience more memorable and effective.

- Users can refer to the toolkit for more information.

After ten hours of training (5 individually and 5 jointly), each participant will be able to answer the following:

- What is disinformation? How many types of disinformation are out there?

- How do I detect what is real and what is false on Facebook or Twitter?

- Which practical tools can I use to distinguish information from propaganda?

- How can I learn to pay more attention and practice critical thinking skills?

- Why, in fact, is disinformation published online? Who benefits from it?

- And how does it affect my life?

Training Objective - The ultimate objective is to raise awareness about disinformation on social media and teach which steps are necessary to respond responsibly. Participants will, therefore, acquire a general knowledge and basic skills to deal with disinformation when they are on social media.

Learning Outcome 1 – Understand what disinformation is

Learning Outcome 2 – Understand how social media make money and why disinformation is 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, in order to enable an understanding and recognition of disinformation on social media

2. Raise awareness on why disinformation is published online to intentionally mislead users

3. Readiness to take appropriate action when encountering disinformation

Participants therefore will be able of the following:

1.0   I can explain the difference between information and disinformation

1.1   I can identify the types of misleading news

2.1   I understand the consequences of believing and sharing false information for the society and for myself

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

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

2.4   I have a general idea about how algorithms affect what we see online

3.1   I understand what are some examples of credible sources of information

3.2   I know how to check information and I know the changes in the media landscape

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

3.4   I know what I can do to be a positive and responsible social media user.

Module 1: What is disinformation

Class size: 20 people

Note: If all 20 participants are seniors, we suggest breaking the class into 2 groups i.e. 2

separate classes Any prior learning needed:

It is necessary for the participants to have some media literacy skills, so that they have had experience of navigating and interacting with the media.

Pre-lesson activity/consultation

Participants to fill in a survey to know which level of fake news awareness they are at, as well as which social media

platforms they use. During registration, they would also indicate their age, language skills, interests and other skills.

Counselling on training objectives and simplified outline, so that they know what they are signing up for.

Find out about participants' expectations, to be juxtaposed against the feedback collected at the end of training

Learning Outcomes:

1.0 I can explain the difference between information and disinformation

1.1 I can identify the types of misleading news

Activity + Duration	Description	Suggested resources and materials	Learning Outcomes
Introduction (5-10 minutes)	Go through training objectives and objectives of the current session	**Simple slides/handouts/checklists**	
On Definitions (10 minutes)	First, ask the participants to share their own ideas/definition of the two terms: information vs disinformation Provide definition of information and disinformation, placing Emphasis on the **intention**. This helps to break into the next activity. Engage participants in sharing their own experiences	**Simple slides/handouts/checklists** https://www.coe.int/en/web/freedom-expression/information-disorder (for trainers to know and be informed, no obligation to teach in class)	1.0 I can explain the difference between information and disinformation
Explore types of misleading news (30 minutes)	Trainers go through with participants the types of misleading news using the infographic. Ask open-ended questions and where possible	**Infographic or alternate resource** Beyond 'Fake News' 10 Types of Misleading News (not available in all languages) Trainers can adapt/simplify the resource if needed	1.1 I can identify the types of misleading news

Matching - **Consolidate** what has been learned/taught (30 minutes)	Pairwork Students work in pairs to match the news to the corresponding category Trainers to check with class altogether after and explain why certain news fall into certain category, if necessary Participants can talk freely about their experiences	**PowerPoint slides** with types of misleading news seen on social media platforms N.B. It is recommended to use different examples of misleading news with each target group (young people/adults), based on their interests Can be in the form of **handouts** so participants can see clearer and in case of technical glitches	Assessment
Feedback 5-10mins	Trainers to make sure that everyone gets a chance to express their views	Writing paper to take notes if necessary	

Total of 90 minutes

Module 2: How social media make money and why disinformation and propaganda are vastly present on social media

Class size: 20 people

Any prior learning needed:

It is necessary for the participants to have some media literacy skills, so that they have had experience of navigating and interacting with the media.

Learning Outcomes:

2.1 I understand the consequences of believing and sharing false information for the society and for myself

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

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

2.4 I have a general idea about how algorithms affect what we see online

Activity + Duration	Description	Suggested Resources and materials	Learning Outcomes
Introduction (10 minutes)	Recap Module 1 and go briefly through the LOs of the present session	**Simple slides/handouts/checklists**	
Video and Discussion (40 minutes)	Shows in a much **lighter** way the consequences of believing false information.	**Laptop and Projector/PCs** How to become a Trip Advisor's #1 Fake Restaurant (Youtube video of 18')	2.1 I understand the consequences of believing

	In this case, a fake restaurant that became the number one on a well-known site. Participants to describe how they feel and share their thoughts. What happens when people believe false information? Extrapolate to a bigger scale and outside of the "restaurant" in next activity	What is it about: Journalist decides to make his house (The Shed) #1 restaurant in London and (actually!) succeeds. Fake website, fake social media accounts, creates fake menu **ALTERNATE**: can replace with other videos of similar lengths to introduce the topic.	and sharing false information for a society and myself Sub-question: Why do people believe false information?
Discussion (30 minutes) **An Extension of previous activity**	Trainers to expand the discussion to other forms/examples of false information. Can ask students to discuss in pairs some of the consequences, based on imaginary scenarios or real-life examples What are some **consequences** of believing these "misleading news"? Show **how** and **why** some people post fake news Participants to describe how they feel and share their thoughts. Draw the link between emotions and "disinformation", that those which provoke emotions get spread faster	With the use of a **laptop and projector**, share with students some current/well known examples **eg.** Pizzagate, Political interests with misleading content (Pope Francis Shocks World, Endorses Donald Trump for President), https://www.stopfake.org/en/main/ Disinformation, hate speech, genocide https://www.nytimes.com/2018/10/15/technology/myanmar-facebook-genocide.html Commercial interests with misleading content (eg. Elon Musk to quit Tesla)	2,1 and 2,2

		Trainer to select suitable examples within their context	
Break 10 mins			
Interactive activity / discussion **Suggestion 1:** Trainers explain game and objectives **5 mins** Play the game for **20 mins**, followed by **20 mins** of discussion **Suggestion 2:** Trainers introduce website and activity, choose at least 2 articles depending on collective progress of class. (15 minutes)	Reasons why some people post fake news and how they do so After participants have played the game, trainers to go through the different aspects as illustrated in the game info sheet. Ask participants to share their thoughts, and if they have encountered on varying scales, similar occurrences in the world around them. Draw understanding that posts go viral because they feed on our emotions **ALTERNATE Activity** Trainers show the website or relevant articles. Group has to discuss and decide which of them are designed to affect people's behavior online for political or economic reasons. Groups will report their choices and also describe the emotions they experienced: shock, fear, change of political beliefs etc.	Play "Get bad news" **game** **20 mins max** with guidance from trainers. Accessible on **mobile phone** Available in the following languages: Czech, Dutch, German, Greek, Esperanto, Polish, Romanian, Serbian, Slovenian, Swedish, Bosnian and Moldovan. http://getbadnews.com/wp-content/uploads/2019/03/Bad-News-Game-info-sheet-for-educators-English.pdf **ALTERNATE Activity** using a **website** with examples of disinformation (http://factitious.augamestudio.com/#/) the class will discuss the articles. Trainers can also make their own selection of disinformation examples seen on social media and beyond	2.2 I understand the reasons why disinformation is published with the intention to mislead me 2.3 I know there are some political or commercial interests that try to affect my behavior online

Group work and discussion (25 minutes)	Draw understanding that posts go viral because they feed on our emotions	**Video or Slides** to explain further if necessary	
Money Trail 30 minutes	Trainers to illustrate first an example, and work together as a class to find the source of funding for a report/article/post, and deduce the true purpose. Pair or Groupwork Participants try to do the above tasks Share their findings after with class. Participants can also use as an example any famous web celebrities or personalities they follow online and think about their sources of income (Critical Thinking: What does the person posting the content gain? How do they do it?)	Internet access, PC/tablet/phone Trainers to select suitable content Eg.Instagram influencers, youtubers, advertising driven Suggested resource: (https://www.youtube.com/watch?v=BBPliYY2XN8) 8min video on "How social media influencers use their followers to cashin"	2.3 I know there are some political or commercial interests that try to affect my behavior online Note: Participants will know of some ways how people can make money on social media

What is an algorithm? Open Discussion 30 minutes	Trainers explain to participants in simple language what an algorithm is Analogies to daily life and examples of how algorithms affect what they see online. Can also talk about "filter bubble".	**Videos and Slides**	2.4 I have a general idea about how algorithms affect what we see online
Feedback **10 mins**			

Total: At least 3.5 hours

Note: Lesson on Algorithm can be done in the mixed group so that it will

be 5 hours. Additional resources for trainers to familiarize with topic if

needed:

https://www.youtube.com/watch?v=e_WfC8HwVB8&t=38s   4 min video by University of Washington on

Algorithms https://www.youtube.com/user/Simplilearn   Various videos on technology

https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q Crash Course navigating digital

information https://sproutsocial.com/insights/social-media-algorithms/

https://www.khanacademy.org/computing/computer-science/algorithms/intro-to-algorithms/v/what-are-

algorithms

https://www.tynker.com/blog/articles/ideas-and-tips/how-to-explain-algorithms-to-kids/

https://kids.kiddle.co/Algorithm

Module 3: How to recognize and react to disinformation

Total Duration: at least 5 hours

Class size: 20 people in each class (i.e. 10 young people and 10

parent/grandparent) Any prior learning needed:

It is necessary for the participants to have some media literacy skills, so that they have had experience of navigating and interacting with the media.

Learning Outcomes:

3.1 I understand what are some examples of credible sources of information

3.2 I know how to check information and I know the changes in the media landscape

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 and responsible player on social media

Activity + Duration	Description	Suggested Resources and materials	Learning Outcomes
Introduction (10 minutes)	Go through the objectives of the session. Recap of Module 1 and 2	**Simple slides/handouts/checklists**	
Class Sharing on credible sources of information (25 mins)	Participants share where they get their news/information from. Trainers share some useful and trustworthy sites/sources of information. Could be	Trainers can write down on the **board** these sources to help participants collate and keep track. Possible to include other means of taking notes. Eg.**Laptop and projecting** on screen, distributing a	3.1 I understand what are some examples of credible

	interesting for each age group to find out about each other's sources of information. Could be interesting to have the list on hand so after going through the "Check information" exercise, everyone can review the list again to understand what constitutes a trustworthy source.	small plain booklet for participants to take notes during the whole training	sources of information
Changes in the media landscape (20 minutes)	This class sharing exercise helps to break into the LO3.2 on knowing how media landscape has changed to eg. Print forms to digital platforms in recent years. Highlight that disinformation is not something new, but is fueled by new technologies.	Board, laptop or writing materials Slides/handouts	3.2 I know the changes in the media landscape
How to check information (at least 60 minutes)	How to spot fake news Trainers go through the infographic - Asking questions based on each criterion - Also include "Check the image", doing reverse image search using eg. https://tineye.com/ - Trainers do a few examples together with the class, using the different criteria on the infographic - Sharing existing fact-checking organizations (refer to resources list)	**Infographic** from IFLA https://www.ifla.org/publications/node/11174 Available in 41 languages, including languages of countries where the pilot training is to be conducted (Or use alternate material) **Handouts or slides** with a mixture of news articles, social media posts etc. that is a mixture of information vs disinformation.	3.2 I know how to check information

	Groupwork: Students to identify within their groups which is which and present after.		
Break 15 minutes			
Identifying threats **30 mins**	What are some threats and risks on social media? (National scale vs Individual scale) Brainstorm as a class or in groups on the above question. Then share with the class. Trainers can use videos or slides to explain further.	**Slides/videos/handouts**	3.3 I know how to defend myself from threats and risks on social media
How to defend yourself **30 mins**	Trainers go through some of the relatable points in the document where advertising revenue, reporting disinformation and empowerment is concerned Participants can make a poster/list together as a class on General Guidelines: Defend and Advance (combine discussion points from 3.3 and 3.4)	**Slides/videos/handouts** EU action plan and Code of Practice on Disinformation available online. Trainers can select some points and explain in simple language. Writing materials	
Awareness raising **30 mins**	To be empowered instead of rejecting news and information sources altogether Understand that 'fake news' has become an emotional, weaponized term to undermine and discredit journalism How to use skills learned in this workshop to benefit daily life, make informed choices	**Slides/videos/handouts**	3.4 I know what I can do to be a positive and responsible social media user

Total: 3.5 hours

Additional resources for trainers to familiarize with topic if needed:

Online Safety

https://www.webwise.ie/safer-internet-day/safer-internet-day-

presentation/

Threats and Risks of Online Disinformation

https://ec.europa.eu/digital-single-market/en/tackling-online-

disinformation

Threats in Social Media

https://www2.deloitte.com/content/dam/Deloitte/sg/Documents/risk/sea-risk-cyber-101-

part9.pdf

Study on media literacy and online empowerment issues raised by algorithm-driven

media services

https://ec.europa.eu/digital-single-market/en/news/study-media-literacy-and-online-empowerment-

issues-raised- algorithm-driven-media-services-smart

Webinar by Lie Detectors on Tackling Disinformation Face to Face

https://www.youtube.com/watch?v=V01HqmNOUbY&feature=youtu.be

Final Assignment/Evaluation

Activity + Duration	Description	Suggested Resources and materials	Learning Outcomes
Suggestion 1 Family style Game show	Trainers to host a Game Show, putting each family against each other in a playoffs manner. Eg. Jeopardy, Pyramid game Content can differ but should cover most of the important learning points in the training. Families can also create 1 true news and 1 untrue breaking news before the day itself, and give to trainers, to be incorporated into a special round of the game show. Let contestants decide true or false. Alternatively, it can be part of a class activity in previous sessions.	Projector, Screen, materials to stage the "Game Show" Project, Screen, App pre-installed on participants' screen.	Assessment
Suggestion 2 Kahoot / Mentimeter / Learningapps.org Quiz **1 hour**	Everyone participates at the same time and results in real-time. Trainers can go through two rounds depending on crowd response For Questions, please refer to Appendix A	Create quiz on Kahoot/Mentimeter before lesson, and with test questions to make sure everyone understands Learningapps.org is also useful to include comments	
Feedback and Closing **30 minutes**	Trainers to lead the discussion	Questionnaire handouts	

Total: 90 minutes

APPENDIX A

Final Assignment Questions

Questions prepared by ALL DIGITAL

Learning outcome	Questions	
1.0 I can explain the difference between information and disinformation	Disinformation is: **a. False information deliberately created and shared to create harm** b. False information which does not aim to create harm c. An honest mistake d. Information, which is not interesting	
1.1 I can identify the types of misleading news		1. Under which type of misleading news does the image fall? a. Sponsored content b. Clickbait c. Pseudoscience **d. Satire and hoax** Source: https://www.bbc.com/news/blogs-trending-40801967

| 1.1 I can identify the types of misleading news | | 2. Under which type of misleading news does the image fall?

a. Propaganda
b. Clickbait
c. Sponsored content
d. Error

3. Which of the following types of misleading information is mostly motivated by money?

a. Satire and hoax
b. Error
c. Sponsored content
d. Conspiracy theory |

Questions prepared by EAVI

2.1 I understand the consequences of believing false information for the society and for myself	Source: The City Times www.thecitynews123.com *Alternate pic for Q1*	1. Is the image true or false? (It is false but we shall see how students react) Point winning Q1: What is a likely consequence of believing this fake image on social media for the individual? (without knowing the truth) a) Panic and fear b) Write to the source asking for verification. c) Trust social media more d) Do not repost/share the image

Questions prepared by EAVI

| 2.1 I understand the consequences of believing false information for the society and for myself | | 2.
Point winning Q2: How would happen to society if everyone believed that the image was real?

a) Businesses that rely on Facebook will start to find alternatives
b) Facebook share prices will drop
c) Huge increase in similar services trying to get new users
d) All of the above |
| | | 3.
Brexit happened, and this ad was a lie. However, many people shared it and believed it was true.

Point winning Q3: What was/were the consequence(s) of believing and sharing false information such as this fake photo, for society?

a) affect political processes unfairly
b) increase tension in society
c) trust politicians and institutions less
d) All of the above |

Questions prepared by Fundatia EOS

| 2.2 I understand the reasons why disinformation is published with the intention to mislead me | 1. What is the reason disinformation misleads people?

a) Disinformation was invented as an espionage tactic to defeat the enemy.
b) Disinformation is used in peacetime for commercial reasons against competitors
c) Disinformation refers to the distortion of real information
d).Defeating any type of disinformation takes time.

2. As a teenager, I protect myself against disinformation, by doing this: (multiple choice question)

a) I don't care about disinformation. It is an adult's issue about politics
b) I double check information, including from my influencers, stars and idols
c) I'm good! I make fun with my friends about disinformation
d) I trust and follow my peers.
e) I'm skeptical. I even don't trust Greta's statements about climate change.
f) I request my school to offer media literacy classes |

Questions prepared by Ventspils Digital Centre

2.3 I know there are some political or commercial interests that try to affect my behavior online	1. One of the media functions in society is the ideological function. It means: a. the public receives a full reflection of the ideas of all represented groups b. the media are only used to deliberately spread lies **c. ideas can be constructed and disseminated through the media** 2. "Virtual bubbles" are: **a. Internet communities populated by like-minded social networking users where people are not confronted with opposing views** **b.** Internet communities populated by like-minded social networking users where people get the information they want without wasting time selecting the information yourself **c.** Internet communities that search the Internet for cognitive purposes **d.** Virtual bubbles only apply to professional communities and create a deeper understanding of the professional sphere. 3. Take part in the game, collect X candy notes and win a bike! a. It's not a product promotion **b. This is product promotion** c. It is a game designed to please children

Questions prepared by Colectic sccl

| 2.4 I have a general idea about how algorithms affect what we see online | 1. What may an algorithm be used for in the context of information? (mark all the right sentences)

a. To offer a better experience when surfing the Internet
b. To maliciously manipulate people, making them believe false information
c. To get people to buy certain products
d. So that public figures have more popularity

2. Mark all the correct answers. Algorithms are present on: (mark all the right sentences)

a. social networks
b. content repositories like YouTube
c. in the electronic pages of the national press (add newspaper examples)
d. in student textbooks

3. Mark all the false statements. Algorithms …

a. are designed in a personalized way, for each individual person
b. do not affect the content we see on social networks such as Facebook or Twitter
c. always work under human supervision
d. are not neutral: they are affected by economic or political interests and don't protect us from problems.
e. are a sequence of instructions that can be discriminatory and reduce our of view of reality
f. can affect your decision to ask for a mortgage or a health insurance
g. act taking into account every search, "like" or click you do when using digital tools. |

3.1 I understand what are some examples of credible sources of information	1. Give some examples of credible sources of information. …………………………………………………………………………………… 2.Which of these two news comes from a trustworthy source? a) b) 3. Which of these sources is trustworthy? a. Euronews b. Chemtrails forum c. National Geographic d. Whatsapp chain message

Questions prepared by Stiftung Digitale Chancen

| 3.2 I know how to check information and I know the changes in the media landscape | 1. What can you do to check if an information is true or fake? (mark the correct answers)

 a. Reverse image search
 b. Check date of publication
 c. Ask your grandma
 d. Check the text for punctuation, capital letters or typos
 e. I don't need to check it, everything on the internet is true
 f. Check text for emotional speech

 2. Name one fact-checking resource/website where you can check if a news is fake or not:

 ……………………………………………………………………………
 (answer depends on national context, in Germany e.g. Hoaxmap)

 3. Which sentence is true?

 a. Fake News are a new phenomenon, an invention of the Internet
 b. Fake News have existed before the internet and were way more dangerous before than they are now
 c. Fake News have existed before the Internet, but they've become more relevant since everyone can
 d. create and spread them fast on the Internet |

Questions prepared by CTC Rijeka

3.3 I know how to defend from threats and risks on social media	1. Do I need to forward my photo when someone on social network asks me? a) Of course, we've met online and I like this person b) Of course, this person told me not to worry about it **c) No. It is never safe to send a photo to someone I only know online** d) No. Maybe, this person knows me from school/work 2. In the privacy settings of social networks we can: a) Edit the list of friends **b) Change the settings on who can see our posts and information** c) Change the look of the social network d) Edit the look of the chat window 3. When you stumble upon an angry and impolite discussion or post on a social network which is of particular concern to you, what should you do? **a) Read the discussion, check online sources for the facts being claimed, and if it really concerns you, comment in a calm manner based upon researched facts** **b)** Take one side immediately, and contribute to the discussion. **c)** Scroll down right away. **d)** Read the discussion but not comment in any way.

Questions prepared by Global Libraries - Bulgaria Foundation

3.4 I know what I can do to be a positive and responsible player on social media	1.Make a list of 2-3 tools you can use to check information online: ……………………………………………………………………………… 2.Is it important to be mindful of what we share, post and tweet on social media? Give one reason: ……………………………………………………………………………… 3.What would you do to improve your digital responsibility on social media? Underline your choices. a. It's not your responsibility to report when you witness cyber-hate b. Do not discuss offline about online inappropriate behavior **c. Think twice before you post and share** **d. Be constructive with your comments** Other.................................

GENERAL RESOURCES LIST

Systemize Resources

Here is a selection of resources found by partners. The resources are based on these different categories:

1. Material which can be used during training sessions as follow:

    1.1. Case Studies. Recent/current cases of disinformation

    (pictures, news, stories) to be used in the sessions

    1.2. Games (participants can have fun while playing and reflecting on the issue)

    1.3. Others

2. Other Teaching materials to use between sessions

    Material which can be used to familiarize with the subject, or as background information, to be used in between sessions or at the beginning or end of the course. Could be Articles/ videos/podcasts

3. General Information Material for us to get informed/inspired

    Courses, Books, Speeches, etc. Material to keep us updated/informed about refining methodologies and tools to be used.

Ventspils Digital Centre

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
Kā atpazīt viltus ziņu	LV portāls	1,3	How to Recognize a Fake Message	https://lvportals.lv/skaidrojumi/290703-ka-atpazit-viltus-zinu-2017	General	Latvian
Domā, pirms dalies! Atpazīt viltus ziņas ir pa spēkam katram	E-klase	3	Think before you part! Recognizing false messages is powerful for everyone	https://www.e-klase.lv/aktualitates/zinas/doma-pirms-dalies-atpazit-viltus-zinas-ir-pa-spekam-katram?id=16458	Teacher, parents	Latvian
Mediju pratība - kā jauniešiem atšķirt īsto informāciju no viltus ziņām	pietiek.com	4	How to tell young people the right information from fake news	https://www.pietiek.com/raksti/viltus_zinas	General	Latvian
KĀ LASOT NETIKT APMĀNĪTAM – 10 PADOMI	Gothe institut	1,3,4	HOW TO NOT READ - 10 TIPS	https://www.goethe.de/ins/lv/lv/kul/sup/kla.html	General	Latvian
Dezinformācija	lsm.lv	1,2,3,4	Disinformation	https://www.lsm.lv/temas/dezinformacija/	General	Latvian
Interneta akadēmija	Interneta akadēmija	1,2	Youtube channel about internet use	https://www.youtube.com/channel/UCNMrnafwXD2XKeeQOyfkFCw	General	Latvian

Stiftung Digital Chancen

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
BITTE WAS?! Kontern gegen Fake und Hass PLEASE WHAT?! Countering fake and hate	Landesmedienzentrum Baden-Wüttemberg Regional Media Centre Baden-Wuerttemberg	1	This is a campaign against hate and fake news online. A creativity award, workshops and social media content is provided. The campaign offers also hands-on learning material for teachers: introduction modules (communication online, online hate and what you can do against it, democratic education), modules (fake new, AI and algorithms, YouTube).	https://bitte-was.de/fuer-lehrkraefte/lehrmaterial-und-downloads/informationskompetenz	Teachers/ Students	German
Fakt oder Fake: Wie man Falschmeldungen im Internet entlarven kann Fact or Fake: How to Expose False Reports on the Internet	klicksafe.de	1, 2 & 3	The website klicksafe.de informs about fake news, hoaxes and social bots with short texts and many links. It provides a good overview of the topic and gives advice on how to spot fake news. Klicksafe also provides a media pedagogical brochure with informational texts, instructions for lessons and practical worksheets. Furthermore, they have developed a quiz about fake news where you can test your newly gained knowledge about the topic!	**Website:** https://www.klicksafe.de/themen/problematische-inhalte/fake-news/ **Brochure**: https://www.klicksafe.de/service/schule-und-unterricht/klicksafe-to-go/ **Quiz:** https://www.klicksafe.de/typo3conf/ext/quiz_maker/Resources/Public/game/?path=https://www.klicksafe.de/%3FeID%3DquizJson%26uid%3D6%E2%80%8B	Teachers/ Students	German
MIMIKAMA - Zuerst denken - dann klicken MIMIKAMA - Think first - click then	MIMIKAMA - association	1	Identifies and publishes fake news with fact check. The website publishes also the research and possible reasons for the fake news.	https://www.mimikama.at/	General	German
Fakefilter	Bundeszentrale für politische Bildung (bpb)	1, 2	A webvideo project of the German Federal Agency for Civic Education together with youtuber Phillip Betz alias MrTrashpack about fake news. Practical tips and tools to uncover fake news are presented in short videos	http://fakefilter.de/	Teachers/ students	German
so geht MEDIEN	ARD, ZDF & Deutschlandradio	1, 2, 3 & 4	A project of ARD, ZDF & Deutschlandradio (German public broadcasting corporations), that provides many entertaining but very instructive explanatory videos, a fake news quiz, useful links, tutorials, worksheets but also lessons and training units for teachers on the subject of "recognising fake news on the internet"	https://www.br.de/sogehtmedien/stimmt-das/luegen-erkennen/unterrichtsmaterial-un-wahrheiten-luegen-erkennen-stundenablauf-100.html	Teachers/ students/ General	German

Fundatia EOS – Educating for an Open Society

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
Documentary	Recorder.ro	1.1; 2.4	Explanatory documentary on how the fake news and clickbait industry in Romania works, during the Coronavirus pandemic; Explanation about how algorithms works	https://recorder.ro/jurnalismul-in-vremuri-de-criza-cum-functioneaza-industria-de-fake-news-si-click-bait-din-romania/	General	Romanian
About Romanian Vloggers and their commercial benefit	Youtube, Social blade	2.3	Social blade is a youtube feature	http://socialblade.com/youtube		
"What's an algorithm?"	TEDEd	2.4	Explanatory video for youngers about algorithm	https://www.youtube.com/watch?v=6hfOvs8pY1k	Teenagers	English, Romanian subtitles
Selly Supreme	www.dor.ro publisher	2.3	The story of most popular teenager vlogger and singer in Romania. 2M+ fans on Youtube. Famous since he was 11. In 2019 he turned 18.	https://www.dor.ro/selly-supreme/?gclid=EAIaIQobChMIg8mpp6DS6QIVwoGyCh2aOwpCEAAYASAAEgJmyPD_BwE	Teenagers	Romanian
Operation InfeKtion: How Russia Perfected the Art of War	NYT Opinion	NYT	3.4	Video documentary about the Operation InfeKtion, launched by Russian propaganda against US, in the 70th.	https://www.youtube.com/watch?v=tR_6dibpDfo&list=PL4CGYNsoW2iD7QKVp9U-TffXSYtWB0zLo&index=5&t=0s&fbclid=IwAR280L7lBRCujH0nDVecwOqnBHZgnM2Ye21Dm9y8ffnWysmPLVrxTZzAj2E	General	English, Romanian Subtitles

Centre of Technical Culture Rijeka

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
Fake restaurant	Vice	1.1	Video about how people are affected by fake news	https://www.youtube.com/watch?v=bqPARIKHbN8	Youth and Adult	English
Bad news game	DROG	1.2	Game in which one creates fake news and spreads it via social networks - great to see how these things are actually done	https://getbadnews.com/#intro	Youth and Adult	Various languages
How to evaluate online sources	Croatian agency for electronic media and UNICEF	2	Guide on how to evaluate online sources	https://www.medijskapismenost.hr/kako-kriticki-vrednovati-izvore-na-internetu/	Youth	Croatian
How to spot false information and fake news	Croatian agency for electronic media and UNICEF	1.1	Student handbook for media literacy - a lot of practical exercises and examples	https://www.medijskapismenost.hr/wp-content/uploads/2018/04/lazne-vijesti.pdf	Youth	Croatian
Navigating Digital Information	Crash Course	1.3, 3	Video course about digital information and fake news	https://www.youtube.com/watch?v=L4aNmdL3Hr0&list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU	Youth and Adult	English

COLECTIC, SCCL

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
Several sources	Several	1.1	Webpage that help you to to identify fakenews in mass media	https://maldita.es/malditobulo/ (ES)	Youth	Spanish
¿Qué hacemos con tanta noticia falsa en Internet? - Animacion	Magic Markers	1	Video about fake news and disinformation	https://www.youtube.com/watch?v=RoBaPsoHNAM	Youth	Spanish
La razón por la que aparecen las FAKE NEWS. Santiago Cosme.	Santiago cosme	1	Video about fake news and disinformation	https://www.youtube.com/watch?v=5H6Ec849yRM	Youth	Spanish
Algoritmos que detectan bulos y noticias falsas	portalcienciayficcion	1	Video about algorithms	https://www.youtube.com/watch?v=Qdgj6XRNvFI	Youth	Spanish
¿Cómo no caer en las trampas de la desinformación?	Centro Gabo	1	Video about fake news and disinformation	https://www.youtube.com/watch?v=g7aIP-QdHzI	Youth	Spanish
La larga historia de las noticias falsas	El Pais	1.3 Other	The long history of fake news. The political use of lies began long before social networks, the construction of other realities has been a constant since ancient Greece	https://elpais.com/cultura/2018/06/08/actualidad/1528467298_389944.html	Youth	Spanish
Campanya CAC durant el confinament COVID. Fake news 1	Consell de l'Audiovisual de Catalunya	1	Video of a campaign against disinformation during COVID19	https://www.youtube.com/watch?time_continue=5&v=dyEnpxxbwE4&feature=emb_title	Youth and Adult	Catalan
L'autoverificador: com identificar informacions falses	media.cat/	1	The self-tester: how to identify false information	https://www.media.cat/2020/03/13/autoverificador-identificar-informacions-falses/	Youth and Adult	Catalan
Guerra al Fake	Nuria Segura Insa, freelance journalist		Multimedia report on disinformation. It gathers sources of information in various formats, includes expert opinions and suggestions. It is a very suitable document to understand the subject.	https://nuriasegurainsa.atavist.com/guerra-al-fake	Youth and Adult	Spanish

EUROPEAN ASSOCIATION FOR VIEWERS INTERESTS

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	NOTES
Lessons for Media Literacy	Medialab	All	Short list of curriculum lessons includes resources created at the Media Education Lab plus other great lessons that are aligned with the theory and practice of media literacy and the pedagogies they value.	https://mediaedlab.com/2018/05/06/lessons-for-media-literacy/	All	English
Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education, Analytical Report	Prepared by NESET for the Commission	3	90-page document on practices, approaches and methodologies	https://nesetweb.eu/wp-content/uploads/2019/06/AR2_Full_Report_With_identifiers_Teaching-Media-Literacy.pdf		English
EUvsDisinfo	European External Action Service's East StratCom Task Force	1.1, 2	Using data analysis and media monitoring services in 15 languages, EuvsDisinfo identifies, compiles, and exposes disinformation cases originating in pro-Kremlin media that are spread across the EU and Eastern Partnership countries. Database, articles and analyses about new development in disinformation methods and practice.	https://euvsdisinfo.eu/	All	English, Russian and German

ADDITIONAL FACTCHECKING WEBSITES

LINK	NOTES
https://www.bufale.net	Italian
https://www.miniver.org	Spanish
https://fullfact.org	UK-based

LINK	NOTES
https://www.politifact.com	US-based
https://faktograf.hr	Croatian

OPEN GROUP SOC. COOP.

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
#BASTABUFALE	MIUR	1	MIUR campaign carries out "a decalogue against hoax, a toolbox to allow girls and boys to defend themselves against fake news circulating on web". Within the GENERAZIONICONNESSE project	https://www.miur.gov.it/web/guest/-/scuola-boldrini-e-fedeli-presentano-decalogo-anti-bufale-il-progetto-riguardera-4-2-milioni-di-ragazzi	Youth	Italian
Abc digitale/Coliblite	Open Group	1	Digital education project, focus on fake news, videos and materials	https://vimeo.com/310531555/795ea5c73f	Youth	Italian
Butac - bufale un tanto al chilo	butac	3	Website that collects tips and articles on fake news	https://www.butac.it/	General	Italian
Fred Fact non si fa fregare dale bufale	Aos Fatos	1	Comics focused on fake news and fact checking, available in 7 languages	https://factcheckingday.com/articles/24/this-cartoon-has-7-tips-for-fact-checking-online-information	Youth	7 languages
Covid-19 attenti alle Bufale	Ministry of Health, Italy	2	Collection of fake news about COVID-19 circulating on the web and social media. It's a useful guide to dispel false myths and provide a simple explanation based on scientifically proven data	http://www.salute.gov.it	Youth and Adults	Italian

ALL DIGITAL AISBL

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
Lie Detectors	Lie detectors	1, 2, 4	A project and a 90-minute training programme bringing journalists to schools to carry out classes on fake news and disinformation	https://lie-detectors.org	Students 10-15 year old	English, French and German
UNBIAS AWARENESS CARDS	UNBIAS research team	1, 2, 4	A research project which created awareness cards and facilitator booklet on Algorithms	https://unbias.wp.horizon.ac.uk	All age groups	English
BBC article on fake news and false memories	BBC	2, 3	News article	https://www.bbc.com/news/technology-49435387	All age groups but mostly adults	English
Webwise.ie	Webwise	1, 2, 3, 4	Irish website with various resources on media literacy	https://www.webwise.ie/teachers/what-is-fake-news/	Youth	English
Fake news and the spread of misinformation: A research roundup	Journalistsresource.org	2, 3	A list of research articles on fake news	https://journalistsresource.org/studies/society/internet/fake-news-conspiracy-theories-journalism-research/	Adults	English

Global Libraries – Bulgaria Foundation

TITLE	ORGANIZATION	CATEGORY	DESCRIPTION	LINK	TARGET	LANGUAGE
Gramoten.li	Media Literacy Coalition	1.2, 3	Different resources developing basic digital-media literacy from elementary education to completion of secondary education	http://gramoten.li	Schools in Bulgaria	Bulgarian
Disinformation and fake news	SafeNet - National Center for Safe Internet	2, 3	Develops methodologies and manuals for children, young people, parents and teachers in order to raise awareness of the dangers of using information and communication technologies	https://www.safenet.bg/bg/risks/317-dezinformaciya-i-falshivi-novini	Children	Bulgarian
Fake News: Check	NOVA TV	1.1	Fake news checking	https://nova.bg/proveri	All	Bulgarian
Fact check	mediapool.bg	1.1, 2	True or not platform	https://www.mediapool.bg/vyarno-ili-ne-cat74.html	All	Bulgarian
Fact check	StopFake	1.1, 2	Fact checking site	https://www.stopfake.org/bg/	All	Bulgarian