



**information
matters**

Training Programme **for Online Courses**

Module 2

Media Literacy for Elderly People



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Description for online Lesson

Welcome to Module 2 the Information Matters online course on media literacy for elderly people. In this lesson, we will focus on equipping trainers with the necessary knowledge and strategies to effectively teach media literacy concepts and skills to elderly individuals.

As older adults may face challenges in using digital technology, it is essential that they develop media literacy skills to prevent exclusion and isolation from society. By the end of this lesson, you will have a better understanding of the needs of elderly learners and the pedagogical approaches required to teach them media literacy.



The most important subjects for trainers of elderly learners are:

Need-based Media Education:

Elderly people's media education should be tailored to their individual needs and the perceived value of technology. Considering the diverse characteristics of this age group, such as age, education, health, place of residence, and social connectedness, trainers need to adapt their teaching methods accordingly.

Self-directed and Blended Learning:

Self-directed learning empowers older people to take control of their own learning. Trainers can provide various learning options, allowing learners to choose based on their interests and performance. Blended learning, a combination of in-person and online learning, can be especially effective for elderly learners as it accommodates different learning preferences.

Needs of the Elderly:

Understanding the needs of elderly learners is crucial to effectively teach media literacy. This section will explore topics such as accessibility and simple interfaces of digital technologies and media, active participation in digital communication including social media, awareness of safety and privacy issues, and understanding the relevance of online news and advertisements.



Why is media literacy important for elderly people?

Media literacy is conceived as a core competence for citizens of all ages living in today's digitalised world. For older adults, the ability to use digital technology to their benefit may decline with age, putting older people at the risk of being more excluded and isolated from the rest of society.

The benefits of acquiring media literacy skills include keeping them active and stimulating cognitive challenges, and promoting more autonomy and emotional well-being, as technology may help in lowering barriers of loneliness and isolation.



How can elderly people be trained about media literacy?

- Apply activities which serve to clarify the terms related to digital media literacy in order to discover one's own knowledge gaps and determine learning needs.
- Therefore, it is crucial to let participants work with different terms in several stages. E.g. you can ask your participants to form a ladder of terms: at the lowest level are the terms that are easy for them to understand, or tools and methods they can easily use in their everyday life. At the highest level are the terms/tools/methods that are incomprehensible/unclear/difficult to deal with.

- To organise terms in a mind-map-like way can also allow elderly learners to clarify which terms have a direct relationship with each other, and they can also discover connections between them.
- To support your training, we provide a list of useful resources, please explore the resources given in the Training Program in English and also in your native language
- We recommend encouraging your participants to say everything they think about the terms - this is the only way to discover gaps in knowledge and clarify ambiguities.
- Older people often feel ashamed if they cannot deal with the digital world. Boost their confidence because they are not obliged to know everything, they are in the course because they are still open to new knowledge.
- Make the specific session more fun and inspiration-based with help of the activities in each lesson so that participants can find and keep their motivation.
- Offer videos, tutorials and further links that are customised to the learner's needs.
- In the training book you can find quizzes and questionnaires, worksheets and project activities to be able to design an innovative and effective learning environment for your participants.

Congratulations on completing Module 2 of the Train the Trainer online course on media literacy for elderly people.

In this lesson, we focused on equipping you with the necessary knowledge and strategies to effectively teach media literacy to elderly individuals. By understanding their needs, and addressing their interests, you can empower older adults to become confident and competent media users. We recommend you to continue with lesson 2. Good luck!



Introduction

Media literacy is conceived as a core competence for citizens of all ages living in today's digitalised world. For older adults, the ability to use digital technology to their benefit may decline with age, putting older people at the risk of being more excluded and isolated from the rest of society.

The benefits of acquiring media literacy skills include keeping them active and stimulating cognitive challenges, and promoting more autonomy and emotional well-being, as technology may help in lowering barriers of loneliness and isolation.

Learning Outcomes

By the end of this module, participants will be equipped with an understanding of the needs of the elderly and with adequate pedagogical approaches and strategies for effectively teaching media literacy concepts and skills to elderly people.

Keywords

Accessibility, user-friendly interfaces, trainers' competencies, needs and interests of the elderly, pedagogy, facilitator, safety, confidence and trust.

Subjects

Pedagogical approaches



Improving key competencies of learners aged 55+ and raising their awareness of the importance and benefits of digital and media literacy whilst preventing misinformation and fake news.

Need-based media education

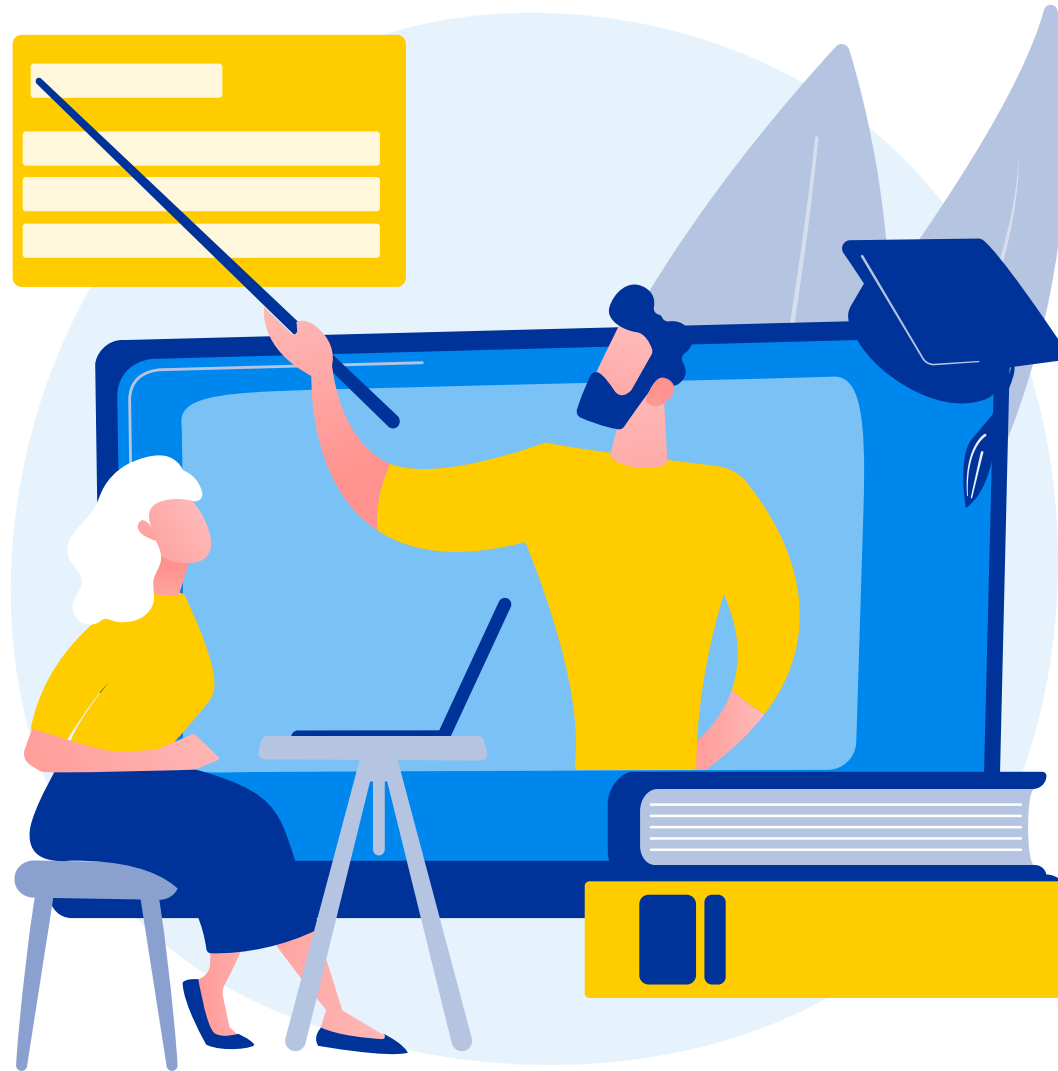


Elderly people's media education should be based on their individual needs and the perceived value of technology. People aged 55 years or more are a very large and diverse group whose needs, competencies and perceptions regarding digital media and services will vary depending on their age, education, health, place of residence, and social connectedness.

Self-directed and blended learning



In self-directed learning, older people take learning into their own hands; their motivation and personal involvement represent a solid pillar to drive learning. Trainers may provide several learning offers (regarding interest and performance), and the elder can make their choice of which to use.



Needs of elderly

- Accessibility and simple interfaces of digital technologies and media, including devices, software, applications, web browsers and search engines;
- Understanding the relevance of, for example, online news, advertisements, health information and data privacy;
- Active participation in digital communication including social media and peer-to-peer networks, communications via e-mail, videoconferencing or online messages;
- Awareness of safety and privacy issues such as frauds, digital vulnerability and cyber security.



Some Useful Resources

 <https://www.surveymonkey.com/r/KWXSM3K>

The EAVI Test aims to help everyone reflect on the role media plays in our lives. There are 10 questions in total, and it will take 3 minutes to finish the test. The replies will be anonymous. The test functions as an online activity for the participants of the Information Matters Project. Basic understanding is required to complete the test.

 <https://mediaeducationlab.com/topics/Teaching-Media-Literacy>

 https://www.telefonica.com/en/communication-room/blog/digital-literacy_empowering-older-people

 <https://media-and-learning.eu/type/featured-articles/media-education-for-older-people>

 <https://journals.sagepub.com/doi/10.1177/0741713620923755>

 [EAVI Conversations](#)

The Eavi Conversations could be adapted according to the needs of the target group, to the topic Media Literacy is recommended to use the conversations mentioned in Module 1.

 [MEDIA LITERACY SALAD - EAVI](#)

“**A Journey to Media Literacy**” is a seven-minute cartoon, designed to explain, in a fun and simple way, what Media Literacy is all about and why it is essential in order to live freely and participate fully in society. cartoon are simple to understand for an audience that is not well-informed about media literacy.

Episode 1 (in 20 languages):

 <https://eavi.eu/a-journey-to-media-literacy-1-meet-jack>

Episode 2 (in 5 languages):

 <https://eavi.eu/a-journey-to-media-literacy-2-awareness>

Episode 3 (in English):

 <https://eavi.eu/a-journey-to-media-literacy-3-privacy-and-tracking>

 [See in Annex](#)



Activity 1#: What about...?

Learning objectives:

- To become better acquainted with the terms related to Digital Media and Media Literacy
- To consciously address gaps in knowledge of participants
- To discover the participants' own needs in the context of digital media literacy.

Settings/materials/duration

- blank cards, pens and pencils, post-its (small, more colours) for the participants
- computers with internet access
- online whiteboard (e.g. www.tutorialspoint.com/whiteboard.htm, <https://miro.com>, <https://www.canva.com/online-whiteboard>)
- online mind map template (e.g. <https://www.mindmeister.com/de>, <https://miro.com>, <https://www.canva.com/graphs/mind-maps>)
- 1-2 hours depending on the target group





Implementation of the activity:

Step 1 - Introduction:

- » This activity serves to clarify the terms related to digital media literacy in order to discover one's own knowledge gaps and determine learning needs. Therefore, participants will work with different terms in several stages.
- » This activity is primarily intended for an introductory session, e.g. in the form of an online session.
- » The participants can also do this activity in a self-paced session, in which case you, as a trainer, should give them the opportunity to ask questions on unfamiliar terms or provide links to further knowledge at the beginning after they have already identified their knowledge gaps.

Step 2:

- » Ask the participants to brainstorm terms related to digital media in small groups. When the collecting of terms is finished, they can be written down on an online whiteboard in plenary.
- » The trainer can continue the list of collected terms with other terms that he/she thinks are important. (There is a list in annex with terms, which can support the trainers to complete the list of participants or help them to speak about important terms which they had not thought of.)
- » In the case of a self-paced session, the participants should collect terms individually.

Step 3:

- » Distribute the terms evenly in as many as there are small groups.
- » The task of the participants is to find definitions for the terms. The definitions should be written on separate online whiteboards. If the participants cannot define a term, they should leave the related category empty.

- » The next step is to share the online whiteboards with another small group (according to the instructions of the trainer), the task is again to find definitions for the terms. This is repeated until either all terms are defined or the undefined terms return to the starting group.
- » In a variation, the participants can research the terms on the internet to understand their meaning, or the trainer(s) can explain them.
- » In case of a self-paced session the participants have to introduce themselves, they have to explain the terms for peers. If they only know a term but cannot formulate its meaning, they should write it down and make a list of unfamiliar terms.
- » In this step you can provide further links where they can find all definitions.

Step 4:

Here are 2 possibilities:

- » The participants are asked to form a ladder of terms: at the lowest level are the terms that are easy for them to understand, or tools and methods they can easily use in their everyday life. At the highest level are the terms/tools/methods that are incomprehensible/unclear/difficult to deal with.

- » With the support of the trainer, the participants should organise the terms in a mind-map-like way on a flipchart paper. This allows them to clarify which terms have a direct relationship with each other, and they can also discover connections between them. In the case of self-paced sessions, a sample mind-map can be offered.

Step 5

- » At the end of the exercise, ask your participants to list the terms they are most interested in. This makes it easy to visualise in which area the group/individual learners needs the most information.



Recommendations for implementation

- Let the participants think for a relatively long time in order to collect enough terms. If they do not have any ideas, guide their thoughts with leading questions.
- Encourage your participants to say everything they think about the terms - this is the only way to discover gaps in knowledge and clarify ambiguities.
- Older people often feel ashamed if they cannot deal with the digital world. Boost their confidence because they are not obliged to know everything, they are in the course because they are still open to new knowledge.
- Use the link of “Some useful resources” to support the elderly learners to expand their knowledge. Ask regularly whether they have made any progress or what you can do to help.

Reflective questions

- List 5 terms you have learned or clarified in this activity.
- Mention 2-terms from all levels (easy-medium-difficult) of the term ladder that you think are important to you.
- Which part of the mind map was most unfamiliar for you? Choose 2 terms and explain them to the group/or to your peers.
- Do you think it is important to know the meaning of these terms? Why? Why not?



Activity 2#: Fake news hunting

Learning objectives:

- To develop the ability to recognise fake news
- To give a practical exercise on how can be generate misinformation
- To know the rules that older people can use to defend themselves from misinformation and its dissemination

Settings/materials/duration

- Computers with internet access
- Notes, pens for the participants
- 2 hours

Implementation of the activity:

Step 1 – Introduction

- » This activity requires a longer preparation from the trainer.
- » Please take a look at Fake News generators (see Annex). Surely you can find some similar sites in your own language too. Select 3-4 more important news items from the last 2 months in your country and generate some misinformation based on them.

Step 2

- » Show/Send the generated fake news to your participants without any special introduction and ask their opinion on an online surface (e.g. chat group, shared document, shared worksheet regarding the needs/knowledge/abilities of participants). If they can find out that they met FN, discuss what was suspicious for them. If the participants could not or only with difficulty recognise the FN, ask why they believed in this information.

Step 3

- » In an online session discuss in plenary the most important rules on how to recognise misinformation/fake news. You can also research native language links together with the participants or for the participants. Show the relevant websites in plenum or send it to the individual learners and motivate participants to use them later as a reminder. (See annex for relevant English-language links.)
- » Compile a list of the rules with at least 5 points and relevant links. Edit the document nicely and distribute it in the group/send it back to your participant. You can keep the rules on a shared drive, this will increase their impact.

Step 4

- » Ask your participants to make fake news with the generators in small groups to learn how it works.
- » If the participants are already more experienced they can present the fake news mixed with real news to the other participants or peers. Encourage them to begin a common play with other participants/peers have to guess whether these news are true or false.
- » Motivate them to practise the steps of Fake News Hunting according to the collected rules.



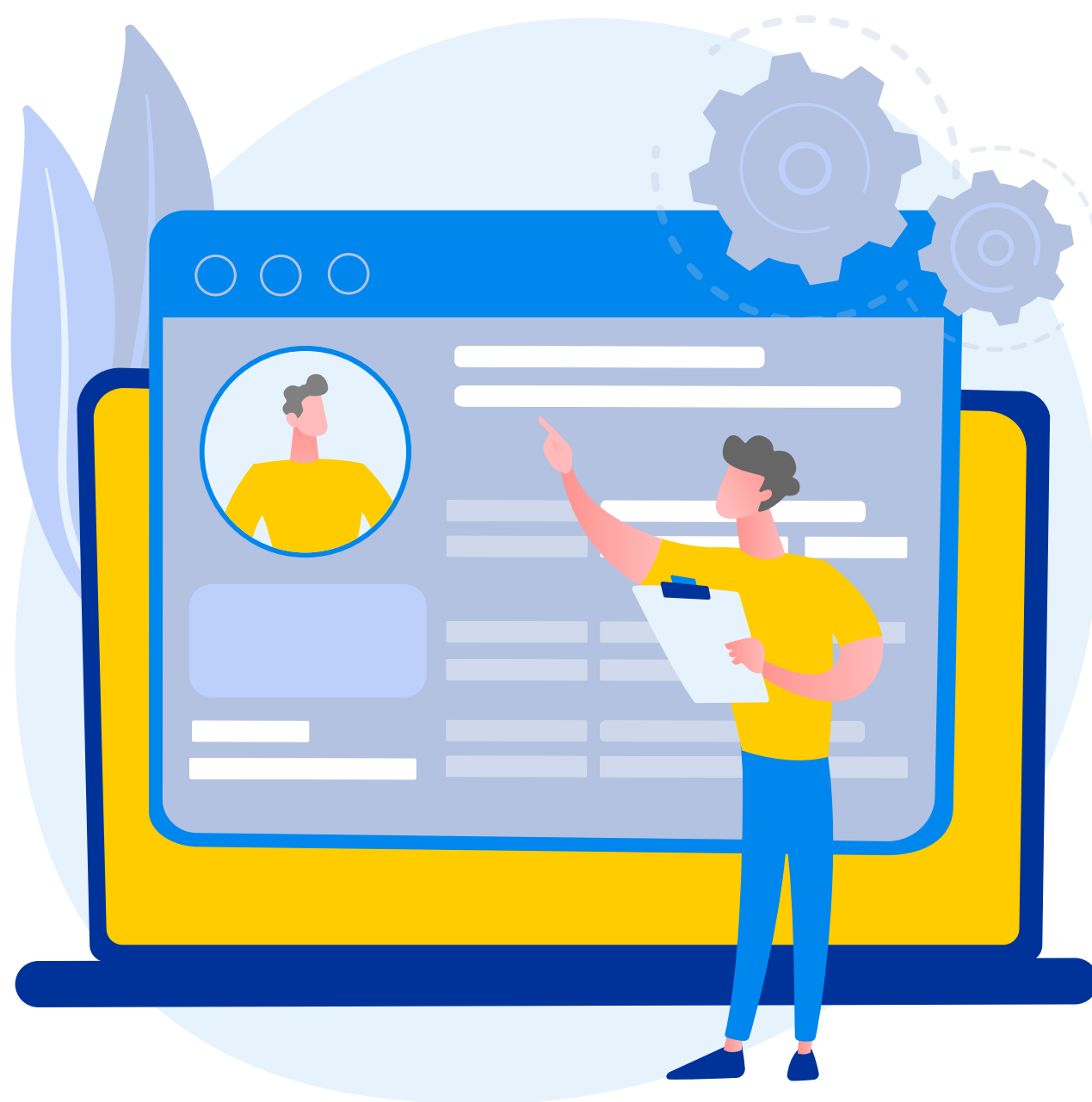
Recommendations for implementation

- Allow enough time for all participants to produce at least one piece of Fake News. This will help them understand how harmless jokes but also seriously influencing works.
- If you find your participants are ashamed/sad of previous decisions (to believe in what, to share what), you can tell them how benefitting it is that through this learning they can contribute to reducing the number of people in the world who can be misinformed.
- Make this session more fun and inspiration-based so that participants can find and keep their motivation. Encourage participants to involve peers and show their newly acquired knowledge.

Reflective questions

- What does Fake News mean?
- How can you recognise Fake News?
- Why is it important to be able to distinguish real information from misinformation?
- Why is it harmful when people share misinformation thoughtlessly?
- Can you name some changes you will realise regarding your media use in the future?
- Why did you make this decision?





Activity 3#: Digital footprint

Learning objectives:

- Recognise how to leave behind a digital footprint.
- Be aware of the digital footprint participants have left behind.
- Learn how to determine what digital footprint they will leave in the future.

Settings/materials/duration

- Computers with internet access
- Notes, pens for participants
- Min 2x1-1,5 hours for the plenary sessions and time as agreed for the project tasks

Implementation of the activity:

Step 1 – Introduction

This activity can be implemented in a blended learning form too. After the introduction, participants can work independently or in pairs/ groups of 3 at home. It is recommended to draw conclusions together again in plenary or on an online surface.

Begin a discussion with your participants about their digital footprints:

» Where do they make their digital footprints?

How many accounts do they have?

This includes any websites that require participants to log in, such as their email account, social media sites or online banking, online shopping sites.

» What else is shaping our digital footprint?

This includes e.g. comments of friends, sharing photos of events online or log into each other's accounts for some reason.

Step 2

Give an individual project for your participants to work on. They can work out a topic by themselves or they can work in pairs or in groups of 3.

Distribute the topics below among the participants. Discuss how much time they have for the task. (E.g. until the next course date or 1 week).

The topics:

» Online shopping account:

- How many accounts do you have?
- List which kind of information online shopping sites might have from you, e.g. full name, e-mail address, shipping address, credit card details?

» Browsers and cookies:

- collect the next 8-10 things you search for (not course related), write them down and list the types of products and companies which would want to advertise you: e.g. you searched “keeping cats indoors” and you receive advertisements in the next period about pet stores, cat toys/foods, cat grooming services, etc.

» Social media:

- collect the basic personal information which social media sites may have from you and collect the behavioural information which is keeping track of (e.g. number of follows and followers, searched hashtags, how long time do you spend on the app, etc.);
- try to find an answer, how an app to keep you scrolling longer periods of time could be designed.

Step 3

Discuss thoroughly with the group in plenary the answers for all 3 topics. Ask your participants what conclusions they are able to formulate by now:

- » What information/result was new or surprising for you?
- » Do you want to change something in your online behaviour or habits?
- » Do you have difficulties with doing so?

Recommendations for implementation

- You can provide the links of some videos about digital footprint. Decide how explanatory videos can have a better impact, at the introduction or at the conclusion. (for links see annex)

- Give clear instructions on what data the participants should collect together. This helps to make the exercise successful.
- Offer participants the opportunity to ask questions, or for help or guidance, if they have questions or any difficulties.
- Encourage your participants to make decisions about their digital footprint at the end, the more specific the better.

Reflective questions

- What does digital footprint mean? How is our digital footprint created?
- How big do you think is your digital footprint? Could it be even smaller? If so, how?
- What personal data do social media sites collect from individual users? Why?
- What other data is collected by online shopping sites?
- What do cookies do? What are the advantages and disadvantages of cookies?
- Can you name some changes you will realise regarding your digital media use in the future?
- Why did you make this decision?

Evaluation of the Module

Quiz for Self-Assessment

To be answered by learners at the end of the module

 <https://forms.gle/YvS37vB2kDd1qKEm8>

You can find a printable version of the worksheet in the annex.

Worksheet

Key questions are formulated and learners set out hypotheses, design procedures to test their hypotheses, and present their findings. Their answers provide the basis for discussion and identification of possible misconceptions, or gaps in understanding.

 <https://forms.gle/5HQBHYTgwiYp3ZMs6>

You can find a printable version of the worksheet in the annex.

Project-Activity

Learners are able to solve a practical task with the creative, independent and result-oriented application of the acquired knowledge, skills and competencies.

Project tasks could be solved in small groups (if the modules are completed in a training course)/ or individual.

You can find suggestions here, specific project tasks should be customised to the needs and to the starting knowledge level of the target group and to the goals to be achieved.

- Make short explanatory videos on the most important terms of the topic of media literacy in a group of 3-4 participants. The project groups can share the videos with each other and after thorough evaluation and discussion, with the agreement of all participants, the videos can be further disseminated as project results on a private or open video-sharing site or in social media. In this way, the participants can support the media literacy awareness of other older people. The discussion about dissemination is also a good opportunity to use the acquired knowledge in practice.
- Make an extended fake news hunting competition! - Work in groups of 3-4 participants and set a longer time period (e.g. 1 month) while the groups hunt for fake news in the media. The detected FN should be documented. The group that detected the most FN by the end of the given time period is the winner and can also receive a prize for the great achievement.
- Organise with the participants some community of practice events in the community of older people. Your participants, with your support, can give shorter presentations to their peers about Digital Footprint and share some practical lessons they have already acquired.

Questionnaire

To be answered by learners at the end of the module to measure the overall impact of the training program. These can be compiled also in the form of test questions with multiple possible answers.

 <https://forms.gle/HdnAqWwaDz9Zt1dY9>

You can find a printable version of the questionnaire in the annex.

Validation of the Module

At the end of the Module, learners will have acquired

Knowledge:

The learners are able to

- understand the meaning of Media Literacy terms.
- identify the gaps in your own knowledge and find explanations for these terms.
- consciously manage their media use and message distribution.
- know exactly what belongs to their Digital Footprint.
- apply a solid knowledge of what digital footprint exactly means and what it all comprises.

Skills:

The learners are able to

- use privacy settings according to their own preferences.
- recognise the characteristics of an unsecured website and make well-informed decisions about whether to use it.
- report an unsecured website or forms of cyber-crime to the appropriate platform or authority.
- control their own online activities in a self-responsible way. .

Competencies:

The learners are able to

- make decisions about their digital footprint with self-responsibility.
- support the delivery of real news and avoid or prevent the spread of FN.
- transfer their acquired knowledge and skills to peers and thereby contribute to their digital safety.
- use the advantages of the online world without fear but carefully and consciously.



ANNEX for Module 2

Media Literacy for Elderly People

Entry Level Test - Media Literacy Concepts

Question 1: What does the term “media literacy” mean?

- a. The ability to understand different forms of media, such as books and magazines.
- b. The ability to critically analyse and evaluate media messages and information.
- c. The skill to operate electronic devices and access the internet.

Question 2: Which of the following statements describes fake news?

- a. News stories that are intentionally crafted to deceive readers and spread false information.
- b. News stories that discuss controversial topics but are based on accurate facts.
- c. News stories that are only available on social media platforms.

Question 3: What is a digital footprint?

- a. The physical impressions left on touchscreens while using digital devices.
- a. The collection of one's online activities and interactions that can be traced back to them.
- b. The possibility of getting viruses and malware while using the internet.

Question 4: Why is it important for elderly people to be media literate?

- a. Elderly people have more leisure time and are more likely to consume media.
- b. Media literacy helps elderly people stay up to date with the latest technological advancements.
- c. Media literacy enables elderly people to critically evaluate the information they encounter and avoid misinformation.

Correct answers:

Question 1: b) The ability to critically analyse and evaluate media messages and information.

Question 2: a) News stories that are intentionally crafted to deceive readers and spread false information.

Question 3: b) The collection of one's online activities and interactions that can be traced back to them

Question 4: c) Media literacy enables elderly people to critically evaluate the information they encounter and avoid misinformation.

Exit Level Test - Media Literacy Concepts

Question 1: Media literacy is the ability to access, analyse, evaluate, and create media in various forms.

- a. True
- b. False

Question 2: Which of the following statements defines fake news?

- a. News that is entirely fabricated and deliberately spread to deceive or misinform the readers.
- b. News that contains factual information with a bias towards a particular stance or viewpoint.
- c. News that is shared on social media platforms without any credible sources or fact-checking.

Question 3: What is meant by the term “digital footprint”?

- a. The act of using digital tools to explore and navigate the internet.
- b. A trail of data left behind by an individual’s online activities and interactions.
- c. The process of creating and maintaining a personalised digital profile.

Question 4: Why is understanding media literacy important for elderly people?

- a. To stay informed and make well-informed decisions in an increasingly digital world.
- b. To protect oneself from online scams, fraud, and misinformation.
- c. To enhance digital skills, promote critical thinking, and foster a sense of empowerment and independence.

Correct answers:

Question 1: a) True

Question 2: a) News that is entirely fabricated and deliberately spread to deceive or misinform the readers.

Question 3: b) A trail of data left behind by an individual’s online activities and interactions.




Question 4: All three options (a, b, c) are correct.

Activity 1#: What about...?




| | | | |
|------------------------------------|---------------------|--------------------------|-----------------------|
| VIRAL VIDEO | MEMES | TRADITIONAL MEDIA | INFLUENCER |
| 5G | FEED | PUBLISH | SHARE |
| PRIVACY | MANIPULATION | COMMENT | FOLLOW |
| FOLLOWER | POST | TWEET | NETWORKING |
| COMMUNITY | FAKE NEWS | DOUBLE-CHECK | INSTA-STORY |
| BOT | STREAM | BROWSER | FAKE NEWS |
| NETWORK NEUTRALITY | LINK | SOCIAL MEDIA | DEVICE |
| AI | BLOG | SLANDER | LIBEL |
| APP | SOURCE | MISINFORMATION | PLATFORM |
| FILTER | FASTCHECK | ACCOUNT | PROFIL |
| CONSPIRACY THEORY | PUBLICITY | PASSWORD | PRIVACY |
| BIASES | FALSEHOOD | HALF-TRUTH | TO GOOGLE |
| TROLL | SPOTTING | CONTEXT | WEBSITE SUFFIX |
| DIGITAL STORYTELLING | PODCAST | DIGITAL FOOTPRINT | FILTER BUBBLES |
| ECHO CHAMBERS | SCROLL | SCAM | HASHTAG |
| BULLYING CYBER BULLYING | MENTION | POKE | CHAT |

Activity 2#: Fake news hunting

Step 1 – Fake News Generators

-  [The Newspaper Clipping Generator - Create your own fun newspaper \(fodey.com\)](#)
-  [Funny Newspaper Generator with Your Own Picture | Fake News Generator \(homemade-gifts-made-easy.com\)](#)
-  [ClassTools Breaking News Generator](#)

Step 3

-  [5 Ways For Seniors To Protect Themselves From Fake News Online : NPR](#)
-  [10 Ways to Spot Fake News | Psychology Today](#)
-  [Skills that can help older adults correctly ID fake news | Popular Science \(popsci.com\)](#)

Activity 3#: Digital footprint

Links:

-  [You're Leaving Footprints - YouTube](#)
-  [What is a Digital Footprint? - YouTube](#)
-  [Digital Footprints - YouTube](#)

MEDIA LITERACY QUIZ



This quiz is part of the Information Matters Training Programme (co-funded by the Erasmus+ Programme of the European Union), Module 2 - Media Literacy for Older People. (Please select the right answer) (Trainers info: the right answer is marked with x. Do not forget to adapt the quiz to your group.)

» Media Literacy

- a. means that I know when I am using media.
- b. is the ability to identify different types of media and understand the messages they're sending. (x)
- c. is a school subject for children from 10-14.

» The website suffixes with the end of .gov or .edu are

- a. fake websites with funny images.
- b. official government websites or educational institutions. (x)
- c. websites for older people.
- d. Disjointed angles and/or odd lighting of photos can help to realise
- e. that it is made by an artist.
- f. that the picture was manipulated. (x)
- g. the colours are better.



» If I check whether a message is real

- a. I can verify information as I read. (x)
- b. I lost a lot of time doing the work of journalists.
- c. I lost the original page that I opened.

» If my friends or family members share misinformation online,

- a. I will apply for financial compensation.
- b. I take a break from our relationship.
- c. I can offer fast-checking resources for them. (x)

» My digital footprint includes (you can choose more answers)

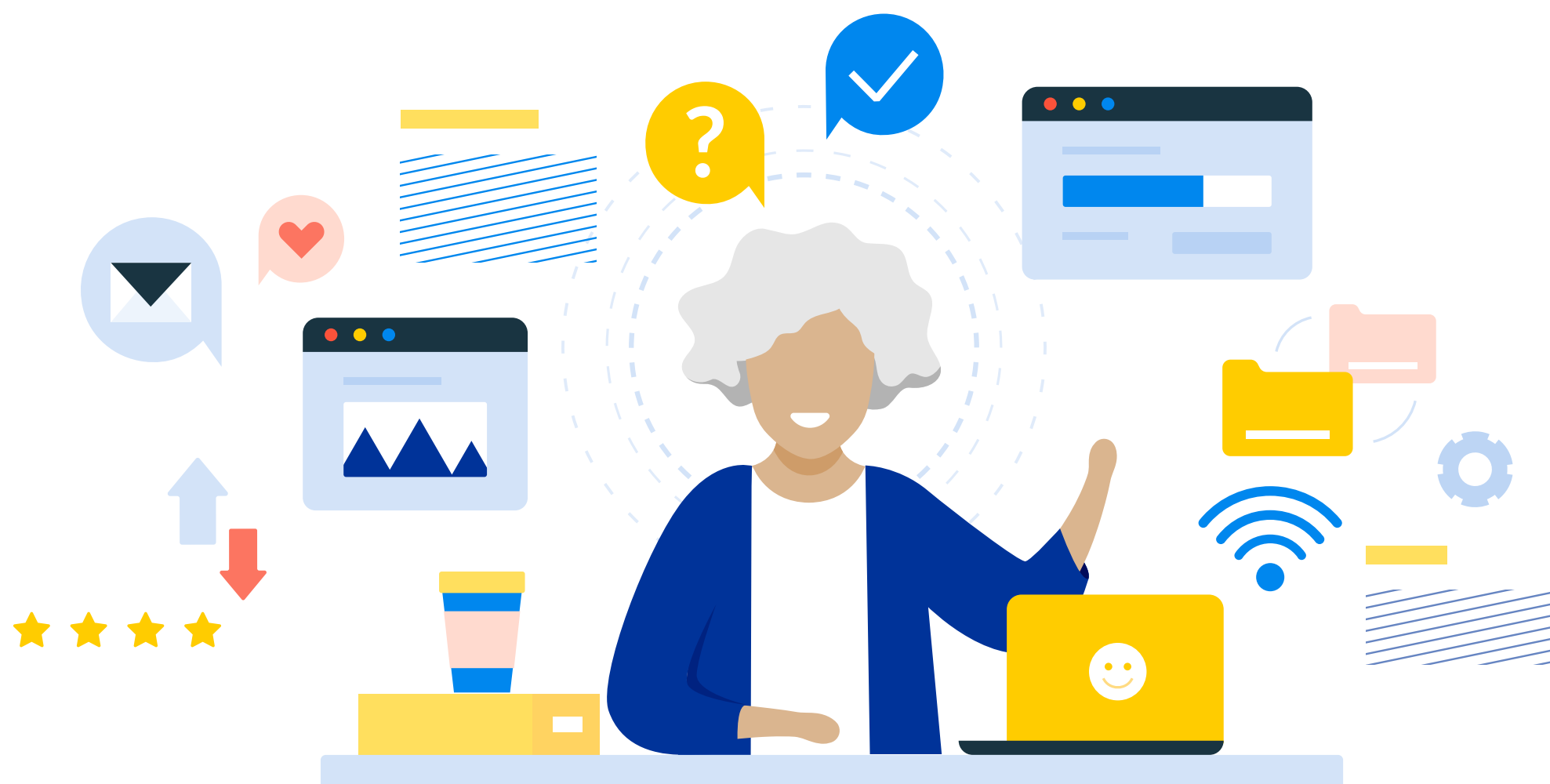
- a. all personal data and information available about you online (x)
- b. my shoe size if you bought a shoe online
- c. my emails(x)
- d. my social media posts(x)
- e. messages attached with my name (x)
- f. my post letters
- g. my nameless comments
- h. websites I visit (x)
- i. information about my preferences and lifestyle by the products I browse (x)
- j. my photos on my digital camera
- k. my subscribing to a newsletter
- l. my subscription to a printed newspaper
- m. my signing up for coupons (x)
- n. my data using a mobile banking app (x)
- o. my appointments, which I made by phone

» **My digital footprint can be shaped by
(you can choose more answers)**

- a. me (x)
- b. websites
- c. mobile phone services.
- d. comment of friends under my social media posts. (x)

» **Cookies of websites**

- a. remember information about me. (x)
- b. collect online recipes.
- c. regulate data protection.



MEDIA LITERACY Questionnaire



This questionnaire is part of the Information Matters Training Programme (co-funded by the Erasmus+ Programme of the European Union), Module 2 - Media Literacy for Older People.

Information Matters – Information Matters

» **Did the training content about media literacy meet your expectations?**

- a. Yes
- b. No

» **Was the mix of presentations/explanations and activities suitable?**

- a. Yes
- b. No

» **Did you learn anything new?**

- a. Yes
- b. No

If yes, please provide more details about your acquainted knowledge skills/competencies. I am able to...



If no, please provide details about missing knowledge/skills/competencies:

» **Was the course practical or easy to apply?**

- a. Yes
- b. No

Have you observed any positive impacts of this course on your media usage? Could you specify them?

» **Based on this training, would you be interested in having trained in other skills?**

- a. Yes
- b. No

» **Do you have any suggestions to improve this course?**

If yes/no, please provide more details, why?



information matters

contact@informationmatters.eu

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