



*Question what you get. Media education to fight Disinformation*

# The QYourself Handbook



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# 1. Introduction

- Disinformation in the digital age: over-information and disintermediation
- How disinformation works
- Media and Information Literacy in the classroom: a priority for the EU



## 2. Objectives

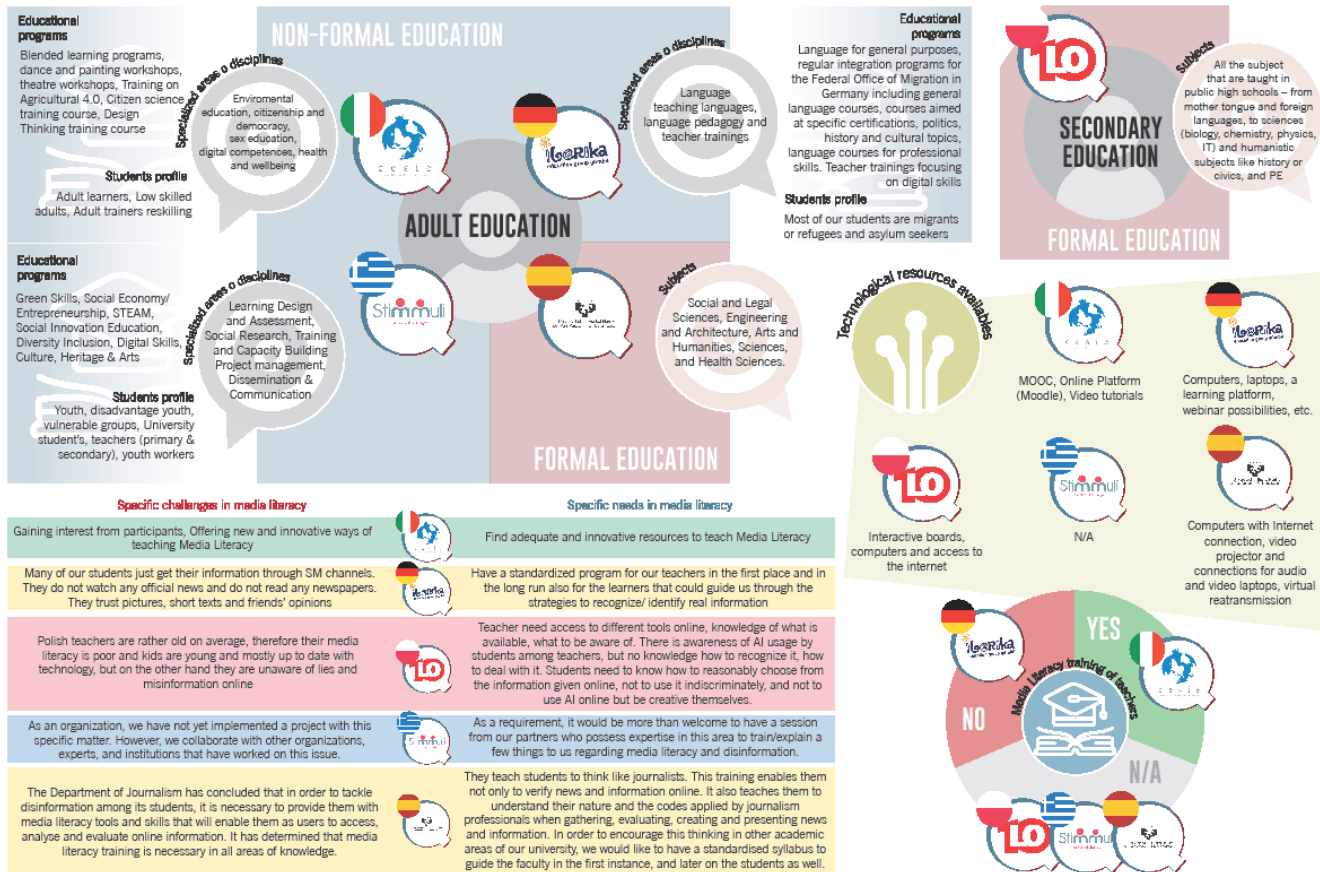
- To provide teachers in different educational settings with knowledge and ready-to-use materials on media literacy
- To develop new ways of teaching so that students develop better critical understanding of online information

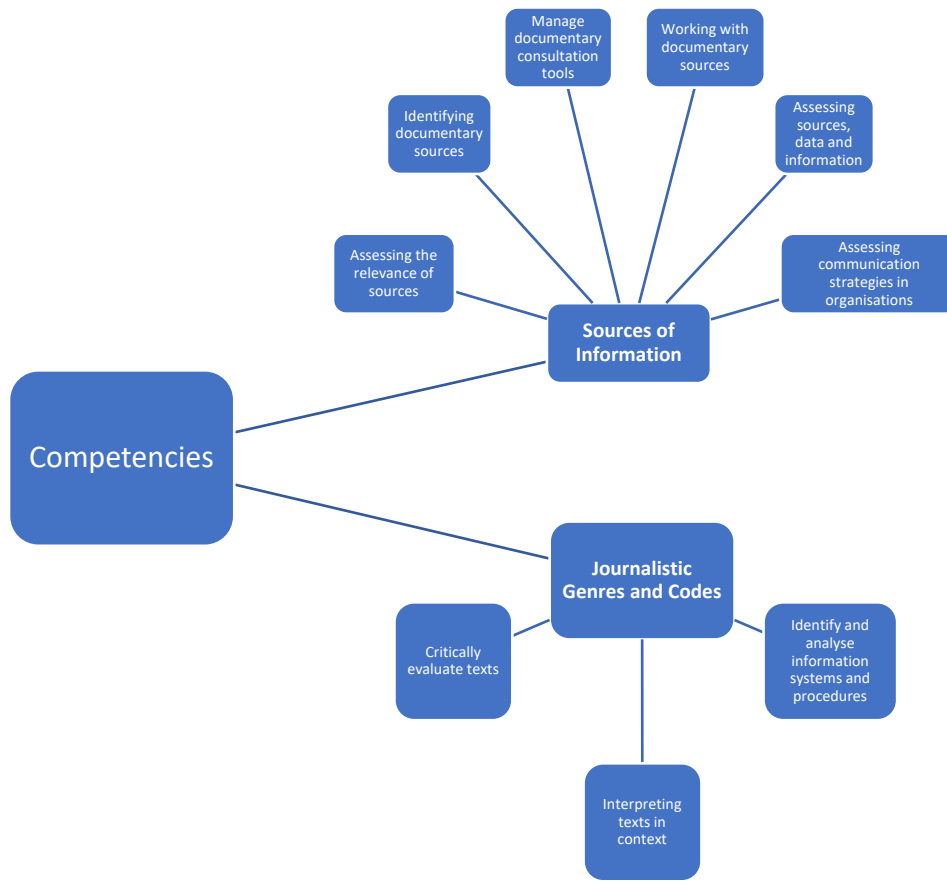


### 3. Methodology and Results

- Collection of information to detect needs in Media and Information Literacy: Desk&Field Research
- Adaptation of the Bachelor's Degree in Journalism to other educational environments

## INFORMATION ABOUT PROJECT PARTNERS







## 4. Theoretical framework

Communication Theories	Journalism Theories
<ul style="list-style-type: none"><li>• The Harold Lasswell Model</li></ul> <p><b>Who says? (COMMUNICATOR)</b></p> <p><b>What? (MESSAGE)</b></p> <p>In Which channel? (MEDIUM)</p> <p>To Whom? (RECEIVER)</p> <p><b>With What Effect? (EFFECT)</b></p>	<ul style="list-style-type: none"><li>• Journalistic Principles</li><li>• Agenda Setting / Building Theory<ul style="list-style-type: none"><li>• Newsmaking Theory</li></ul></li><li>• Theory of Journalistic Genres (Informative Genres and Opinion Genres)</li></ul>





## OER 1: Sources of information

### Who reports? (Gatekeeper)

- Identify sources/communicator
- Relate topics to sources/communicator
- Prioritize sources/communicator
- Trace sources/communicator



## OER 2: Journalistic Analysis of the Text

### Identify the 5Ws+1

- **What** facts are being reported?
- **Who** is the protagonist?
- **When** do the events take place?
- **Where** do the events unfold?
- **Why** do they transpire?
- **How** did they happen?



## OER 3: Journalistic Analysis of a Text with Sources

### OER 1+OER2

- Identify 5Ws+1
- Identify sources/communicators
- Relate topics to sources/communicators
- Prioritize sources/communicators
- Trace sources/communicators



## OER 4: Differentiate between information and opinion

- Identify 5Ws+1
- Recognize basic linguistic uses of informative and opinion genres
- Separate information from opinion



## OER 5: Think before you share

- Identify which elements of a message allow for evaluating its credibility
- Encourage interaction with a message based on what has been learned
- Advocate for individual responsibility in shaping the agenda and fostering an informed society



# ? yourself

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**Erasmus+: Key Action 2, Cooperation partnerships in adult education**

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