

# The QYourself Handbook





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## 1. Introduction

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



# 2. Objetives

- 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 Jornalism to other educational environments

## INFORMATION ABOUT PROJECT PARTNERS

Enviromental

democracy,

sex education.

and wellbeing

Ceciplines

Learning Design

and Assessment,

Social Research, Training

and Capacity Building

Project management, Dissemination &

Communication





All the subject

that are taught in

IT) and humanistic

civics, and PE



#### Educational programs

Blended learning programs, dance and painting workshops. theatre workshops, Training on Agricultural 4.0, Citizen science training course, Design Thinking training course

## Students profile

Adult learners, Low skilled adults, Adult trainers reskilling

## Educational programs

Green Skills, Social Economy/ Entrepreneurship, STEAM, Social Innovation Education. Diversity Inclusion, Digital Skills. Culture, Heritage & Arts

#### Students profile Youth, disadvantage youth, vulnerable groups, University

student's, teachers (primary & secondary), youth workers

## o deciplinas

education, citizenship and digital competences, health



Language teaching languages, language pedagogy and teacher trainings

o disciplinas

## **ADULT EDUCATION**

Stimmu

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Social and Legal Sciences, Engineering and Architecture. Arts and Humanities, Sciences, and Health Sciences.

#### Specific needs in media literacy

Specific challenges in media literacy Gaining interest from participants, Offering new and innovative ways of teaching Media Literacy

Many of our students just get their information through SM channels. They do not watch any official news and do not read any newspapers. They trust pictures, short texts and friends' opinions

Polish teachers are rather old on average, therefore their media literacy is poor and kids are young and mostly up to date with technology, but on the other hand they are unaware of lies and misinformation online

As an organization, we have not vet implemented a project with this specific matter. However, we collaborate with other organizations, experts, and institutions that have worked on this issue.

The Department of Journalism has concluded that in order to tackle disinformation among its students, it is necessary to provide them with media literacy tools and skills that will enable them as users to access. analyse and evaluate online information. It has determined that media literacy training is necessary in all areas of knowledge.



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Teacher need access to different tools online, knowledge of what is available, what to be aware of. There is awareness of Al usage by students among teachers, but no knowledge how to recognize it, how to deal with it. Students need to know how to reasonably choose from the information given online, not to use it indiscriminately, and not to use Al online but be creative themselves.

5 **didi**ui

As a requirement, it would be more than welcome to have a session from our partners who possess expertise in this area to train/explain a few things to us regarding media literacy and disinformation.

They teach students to think like journalists. This training enables them not only to verify news and information online. It also teaches them to understand their nature and the codes applied by journalism professionals when gathering, evaluating, creating and presenting news and information. In order to encourage this thinking in other academic areas of our university, we would like to have a standardised syllabus to guide the faculty in the first instance, and later on the students as well.

Language for general purposes. regular integration programs for the Federal Office of Migration in Germany including general language courses, courses aimed at specific certifications, politics, history and cultural topics. language courses for professional skills. Teacher trainings focusing on digital skills

## Students profile

Most of our students are migrants or refugees and asylum seekers

### Educational programs

A TESCUPCE

Interactive boards,

computers and access to

the internet

SECONDARY

public high schools - from mother tongue and foreign languages, to sciences (biology, chemistry, physics, **EDUCATION** subjects like history or

## FORMAL EDUCATION



MOOC, Online Platform (Moodle), Video tutorials



N/A



Computers, laptops, a learning platform, webinar possibilities, etc.



Computers with Internet connection, video projector and connections for audio and video laptops, virtual reatransmission



## FORMAL EDUCATION

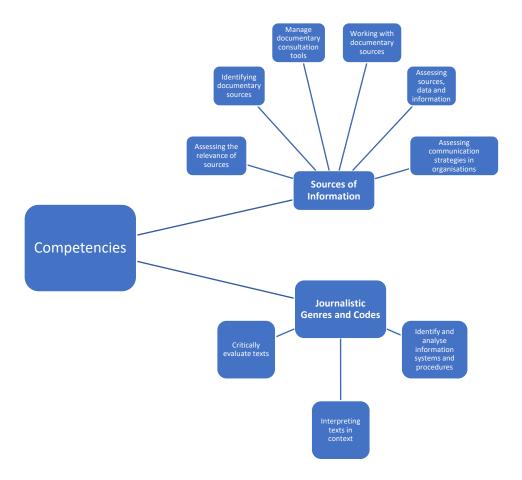
## Find adequate and innovative resources to teach Media Literacy

Have a standardized program for our teachers in the first place and in

the long run also for the learners that could guide us through the

strategies to recognize/ identify real information







# 4. Theoretical framework

Communication Theories	Journalism Theories
<ul> <li>The Harold Lasswell Model</li> </ul>	<ul> <li>Journalistic Principles</li> </ul>
Who says? (COMMUNICATOR) What? (MESSAGE)	Agenda Setting / Building Theory
In Which channel? (MEDIUM)	<ul> <li>Newsmaking Theory</li> </ul>
To Whom? (RECEIVER)  With What Effect? (EFFECT)	<ul> <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



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

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