Transferring and applying previous learning outcomes in a new learning situation

What is a learning situation?

A *learning situation* or *learning scenario* is a situation we create in a competence-based educational context to promote meaningful learning. The aim is to create a real and complex situation that poses a challenge to the learners and gives sense and an aim to the whole learning process.

The main characteristics of a learning situation are:

- It is a real and complex situation usually connected to the experiences of learners (personal, social, academic or work experiences).
- It should pose a certain level of difficulty, a challenge, that needs to be solved and motivates the learner.
- It must be meaningful to the learners (connected to their interests, adapted to their level of knowledge, useful…).
- It should give them the opportunity to apply their knowledge to a context: students should be able to integrate and mobilise their knowledge, skills, attitudes and values to solve a real problem.
- It requires reflection on what they know, what they need to know.
- It requires planning and freedom to choose the solution.

The example presented here aims at putting students in the shoes of a journalist in order to work on the competences of journalism and learn to transfer and apply those competences in any other situation they may encounter in the future. The point of departure is a challenge we pose to our learners; this should motivate them to find a solution, applying what they have learnt about the work of a journalist.

The challenge

The first thing you need to do is to think of a situation that can imply a CHALLENGE as close to reality as possible to your learners, so that the activities they have to carry out result meaningful and learners see the use that it may have in their everyday lives. This challenge will vary depending on learners´ interests, needs or age. In this example,

designed for senior university students (older adults), we suggest to present learners with the following situation:

In **Art History lessons** the teacher mentioned the so-called ritual murder libels and has shown students medieval images and sculptures representing victims of such murders[1].

They have started to research on such cases and how they spread throughout Europe during the Middle Ages, and someone has commented that such false accusations circulate nowadays as well through social media. As an example, the case of an 11-year-old boy murdered in Toledo in August 2024. During the following weeks, unsubstantiated content and claims on social media and WhatsApp became viral, pointing to a "North African" migrant minor, or "a Gypsy" as the perpetrator of the crime. People still receive such news and some believe it, others don´t, but these cases stirred up a debate in the classroom about false accusations, its consequences and how to deal with disinformation.

Previous knowledge and planning

Together with your learners, you decide to organize a **CLASSROOM DEBATE** about disinformation (if possible, let learners ask their own questions):

- what is the problem?
- what are the consequences?
- why is it important to face this problem?

It is important to have this debate because this is the moment when learners start to think how to face the challenge and define the steps they need to follow for that.

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[1] https://en.wikipedia.org/wiki/Blood_libel#Origins_in_England

One of the main questions in the end should be: "what can we do about it?". And here, if none of the students has come up with it already, the teacher could lead them to think about the professionals that deal with information: journalists.

- What if we try to learn from them?
- How do journalists think when they check their sources and write their articles?

By the end of the debate students will probably have an idea about what they know and what they don´t know, as well as what they need to learn. They can start **PLANNING**. You can use the following template for this:

PLANNING TEMPLATE

What do we know about this problem?		
What do we still need to know/learn about this problem so that we can solve it?		
Things we need to do (WHAT)	WHO will do them	WHEN

Transferring and applying what we have learnt: thinking like a journalist and becoming a gatekeeper

This is where the materials developed by the journalism team should be introduced. We have 5 open educational resources (OER) that will guide us through the work and competences of journalists so that students are able to face the challenge posed in the beginning.

According to the time available and the characteristics of the students, the teacher can choose the ACTIVITIES to work on each of the 5 OERs. Ideally, and to promote their protagonism in their own learning process, students should also be able to decide on their own what activities would be more useful for them; but in most cases it will probably be the teacher who decides.

The 5 OER and their learning outcomes are presented in the table below, so that you can decide what is more appropriate. The materials have been designed to advance progressively, so it is advisable to follow the order of the OERs.

Open Educational Resources 1, 2, 3 and 4 and their respective learning outcomes

Identify and check sources of information	• Associates topics with documentary sources • Rigorously evaluates the reliability and quality of sources • Searches for, selects, and retrieves sources • Seeks alternative sources
Distinguish and understand the elements of information	• Applies theoretical knowledge to concrete cases • Assesses the informational elements of a text • Learns about the strengths and weaknesses of news products in W • Hierarchises and prioritises web information • Consumes texts critically
Analyze an apparently informative message	• Differentiates between the message sender and the source of information • Identifies authorized and reliable sources • Understands the importance of verifying information • Appreciates the value of information sources • Recognizes the relevance and appropriateness of an information source • Detects opinion in an apparently informative message
Distinguish information from opinion	• Distinguish between informational and opinion texts • Identify different opinion genres • Evaluate the informational elements of a text

Source: *Qyourself*

As a teacher, you can use the theoretical explanations about the previous *Open Educational Resources* in this manual as teaching guide and adapt the contents to the age and characteristics of learners.

Four different messages about the 2024 murder in Toledo have been selected here, so that learners work in groups and the teacher distributes the messages among them. Each group works on a message and in the end, they compare their results.

La puta chupa botes ésta por lo que sea , no habla del niño asesinado en **mocejón** por un **moro** , sois escoria y sois cómplices de tener el país así
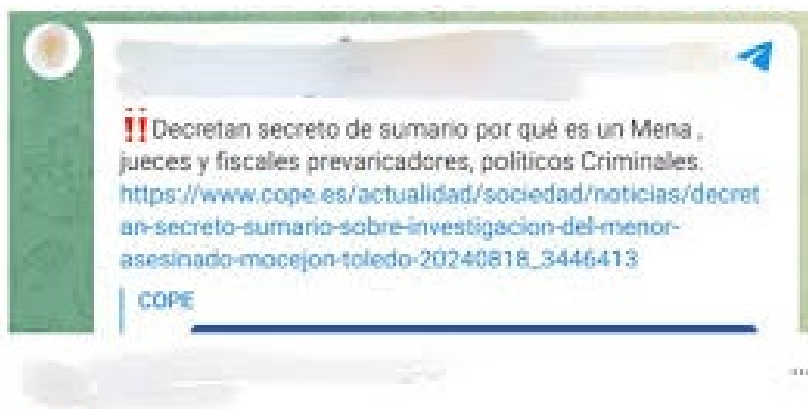
¡Confirmado!

El asesino del niño de 10 años de Mocejón es un Moro.

Seguramente un **#moro** ha matado a ese niño de 11 años en **Mocejón** porque le daba la gana. Un Mena de esos hdp sueltos!! Sánchez y gobierno progre son los responsables de cada muerte a manos de estos invasores que sólo nos dan inseguridad y miedo!!! ¿Cuando parará esta locura?

¡LAS CALLES DEBEN ARDER YA!

‼️ Decretan secreto de sumario por qué es un Mena , jueces y fiscales prevaricadores, políticos Criminales. https://www.cope.es/actualidad/sociedad/noticias/decretan-secreto-sumario-sobre-investigacion-del-menor-asesinado-mocejon-toledo-20240818_3446413

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🇪🇸 | España | Mateo, el niño de 11 años que ha asesinado en Mocejón un magrebí, recibió al menos 11 puñaladas.

Tommy Robinson 🇬🇧 ✅
@TRobinsonNewEra

Same problems all across Europe . Save our children

Europe Invasion ✅ @EuropeInvasionn · Aug 18
🟥 BREAKING

An 11-year-old boy was stabbed 11 times and killed by a hooded foreigner in Toledo, Spain.
...
Show more

In the example we present here, considering the characteristics of our learners and the time available, we have decided to do the following activities suggested in the previous *Open Education Resources*:

IDENTIFYING THE ELEMENTARY Qs

ANALYZING AN APPARENTLY INFORMATIVE MESSAGE

It is important for students to ask themselves two key questions during the analysis of the message:

What information does it contain?

Who is issuing it?

Remember: The sender of the message is not the same as the source of the information.

We can trust the senders of information who havesthe competence and legitimacy (authority) to issue this type of information. In those cses they are both the source of the information and the sender of the message.

HOWEVER: There may be several senders of information, but not all of them include the legitimate and authorized source in the supposed information they provide, and thus we cannot verify it directly. In those cases we should question the accuracy of the information.

Remember: Without a LEGITIMATE source in the information, the information may lack value.
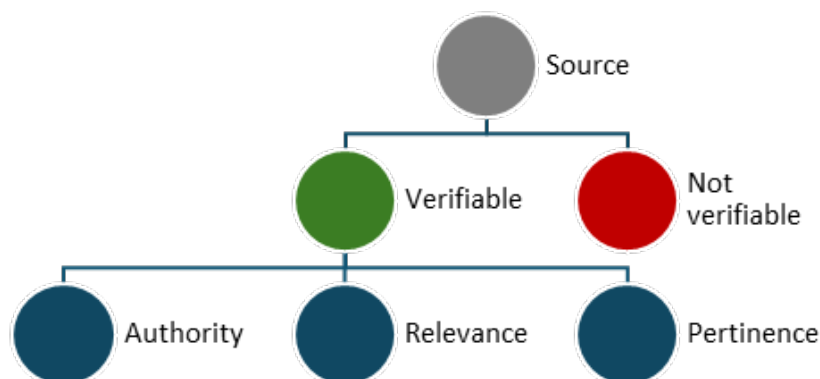
Source: *Qyourself*

Activity 3: Verifying the information conveyed in a message

What makes a person or organisation **a reliable source of information?**

A RELIABLE source of information is one that includes the primary and authorized source in a message. The recipient can verify that what is being communicated is true by directly (with a click) accessing the source of the information.

The goal in this second phase of the exercise is to delve into the concept of VERIFICATION, the fundamental pillar upon which the credibility of any informative message is built. Verification of information is a process used in journalism—and in academia—to check the accuracy, validity, and reliability of the data and information obtained. Verifying is a key act in quality journalistic production, as it helps filter out false or misleading information and ensures the integrity of publications.

Remember: Information that cannot be verified indicates a lack of reliability and credibility.

Source: *Qyourself*

What makes a source of information PERTINENT?

Remember: *For an information source to be pertinent, it must be authorized, and its message must be relevant (Pertinence = Authority + Relevance).*

What makes a person or organisation a reliable source of information is their <u>competence and LEGITIMACY (AUTHORITY) to speak on the topic at hand</u>. (You can consult the OER: *Learn how to identify and check sources of information*)

Source: *Qyourself*

Explain whether this message qualifies as news (justify your answer).

REMEMBER:
- <u>Opinion disguised as information</u> biases the news and steers us toward a particular viewpoint. Distinguishing information from opinion is crucial, as those who spread misinformation often mask opinions as verified information, presenting something as news when it is not.
- <u>A news piece must be</u> neutral, as objective as possible, and should always avoid adjectives. An ostensibly informative message that disguises opinion within it should not be trusted. It is worth noting that high-quality journalistic outlets always clearly differentiate between these genres. Conversely, disinformation often circulates through different channels (mainly social networks and messaging apps), where opinion is disguised as information.
- <u>Opinion</u> itself is not negative but <u>must be clearly identified as such</u> so the audience can easily recognize it. High-quality journalistic outlets always label opinions as such, ensuring readers, listeners, or viewers understand that these are opinions and not information.

Source: *Qyourself*

Responding to the challenge and making informed decisions

Once students have completed all the planned activities, students should be able TO MAKE INFORMED DECISIONS about the disinformation they receive. In the case of the students of the example, what is the answer they will give to the hoax that had become viral? How are they going to interact with this message?

It could be a good idea to have a FINAL WHOLE CLASSROOM DEBATE before they take the decision. This decision can be collective or individual, but the debate is a good opportunity to reflect on what they have learnt, do a recap and summarise the arguments of their peers based on the journalists´ strategies they have just learnt. This is especially important here because students have been working in groups and have dealt with different messages, so now it is a good opportunity to share information and reach common conclusions.

While they carry out all those activities students must have an aim that guides their learning progress and leads them to create a FINAL PRODUCT. In this case, the final product is the decision they take about the viral hoax, but they have also decided to create an infographic to raise awareness about the risks of disinformation and how to deal with it.

The teacher can suggest what should be the final product, or students can decide by themselves, but it should be an answer to the initial challenge (an informed decision about how to interact with hoaxes, how to develop a critical attitude towards information, how to detect and counter misinformation…).

- https://www.canva.com/learn/how-to-make-an-infographic/
- https://www.canva.com/learn/create-infographics/
- https://venngage.com/blog/how-to-make-an-infographic-in-5-steps/

Some tips for classroom dynamics and assessment

Teamwork:
We suggest that this work is carried out in small groups of 4-5 people and that you use cooperative structures and strategies to promote communication, the exchange of ideas and opinions, and positive interdependence among group members. The "think-pair-share" strategy works well when students need to reflect on their own and then share their ideas with a bigger group. In the case of longer projects, you can use the "jigsaw" strategy to promote positive interdependence among group members. You can find more cooperative strategies in the following link: https://www.teacheracademy.eu/blog/cooperative-learning-strategies/
Source: *Qyourself*

Debate:
We have suggested two debates in this example, one in the beginning and one in the end. It is up to the teachers and students to decide whether they want to have one debate, two, or none. It will depend on the time available, and the aims set for the strategy. For the debates, in case your students are not familiar with debate strategies, we suggest you start by having

students sitting in small groups of 4-5 around a table with a big piece of paper where you have written the main question to be discussed in the centre. Then ask students to discuss in small groups and add new questions, ideas or contributions they want to make. Once they have finished, each group can summarise the main contributions of their discussion and a representative of each group can explain them to the rest of the classroom. This can be a way to prepare a whole class discussion where the teacher will collect and summarise the most important points identified. This can be a good method both for the definition of the problem and planning in the beginning of the learning situation, and for the final debate before students make their own informed decisions.

Source: *Qyourself*

Assessment:

You may not need to assess the work of your students, but in case you need to assess their work, we suggest you create a rubric with the assessment criteria you consider most relevant (degree of accomplishment of the activities proposed in the 5 OERs and their learning outcomes, quality of the product, quality of teamwork, participation in debate activities). You can use CoRubrics (**https://corubrics-en.tecnocentres.org/**) for this. Make sure you show this rubric to your students before they start working, so that they know how they will be assessed and what is expected from them. Another suggestion is that you ask your students to draw a fishbone diagram summarising the decision-making process they followed, so that they become aware of the different steps of the 5 OERs and their relevance (see example in image below). Besides, it is always a good idea to have a brief self-assessment or reflection activity (the final debate can serve this purpose, but you can also use a self-assessment form).
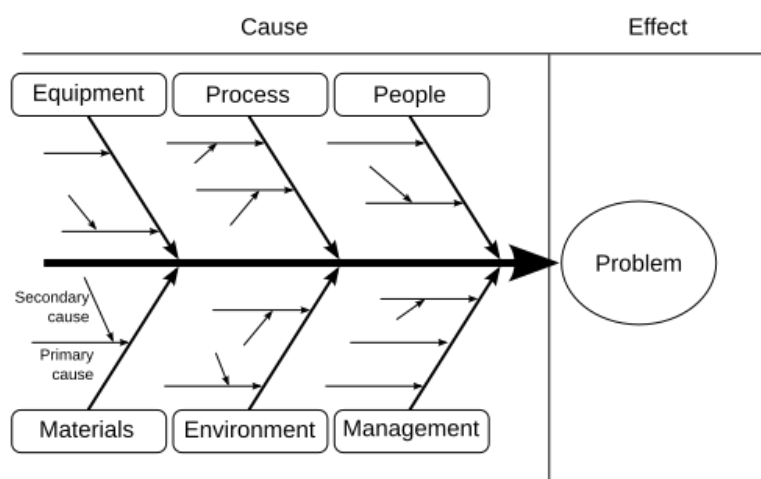

Image: Ishikawa fishbone-type cause-and-effect diagram, CC BY-SA 3.0

Source: *Qyourself*