



Question what you get. Media education to fight Disinformation

TEMPLATE FOR LEARNING SCENARIO



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TEMPLATE FOR LEARNING SCENARIO – QYOURSELF

TITLE of the learning scenario	It should be a motivating or engaging title that suggests the topic and learning aims						
AREAS or SUBJECTS implied	It is supposed to be an interdisciplinary activity, so the different subjects or areas of knowledge should be briefly described						
TARGET GROUP	What is the target group of these activities, who was it designed for?						
DURATION	Amount of hours it takes to complete the proposed activities (sometimes we can create longer or shorter versions of the learning scenario, so that they can be adapted by teachers or trainers to their needs and available time)						
AIMS	Brief explanation of what are learners expected to do, how and why they are going to do it. It should be a brief description where the teaching and learning purposes are clearly described. Add here basics defined by journalism and Maldita						
OERs – COMPETENCES – LEARNING OUTCOMES	<p>Choose from the LIST of 5 OERs and the respective competences and learning outcomes defined by the journalism team that will be trained and achieved in this learning scenario.</p> <table border="1"> <tr> <td>Identify and check sources of information</td><td> <ul style="list-style-type: none"> • Associates topics with documentary sources • Rigorously evaluates the reliability and quality of sources • Searches for, selects, and retrieves sources • Seeks alternative sources </td></tr> <tr> <td>Distinguish and understand the elements of information</td><td> <ul style="list-style-type: none"> • 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 </td></tr> <tr> <td>Analyze an apparently informative message</td><td> <ul style="list-style-type: none"> • 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 </td></tr> </table>	Identify and check sources of information	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
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		<ul style="list-style-type: none"> • Detects opinion in an apparently informative message
	Distinguish information from opinion	<ul style="list-style-type: none"> • Distinguishes between informational and opinion texts • Identifies different opinion genres • Evaluates the informational elements of a text
CONTEXT AND INITIAL CHALLENGE	<p>The context created to prompt the need to solve the challenge posed to motivate and engage the learners should be explained briefly.</p> <p>Describe the challenge/question posed to the learners (it should make the learning scenario meaningful to the learners, it should give a purpose to the completion of the activities proposed)</p>	
PRODUCT	<p>What is the final product that learners will create as an answer to the challenge posed? It can be a decision they take and express in a declaration or text, it can be an action they take, an exhibition they create, information they create to distribute or present to an audience,... (sometimes learners can participate in the decision of the product they want to create, it does not need to be predefined by the teachers-trainers)</p>	
METHODOLOGY	<p>Define use and needs regarding space and resources.</p> <p>Grouping of students (individual work, group work, ...)</p> <p>Kind of activities (lesson, interactive work, debate and discussion, cooperative work, ...)</p> <p>Role of the teacher/trainer</p>	
ASSESSMENT	<p>If you plan or need to assess the learning acquired by the learners, how do you plan to assess it? Mention type of assessment, as well as assessment criteria and tools</p>	
SEQUENCE OF ACTIVITIES (approximate duration of activities)	START Presentation of the challenge/question Previous knowledge Planning (what we know, what we need to know, how we are going to do it...)	
	DEVELOPMENT Research (if needed) Choosing and completing the activities following the model of the OERs created by journalism team Consider Maldita's suggestions and advice about what to take into account, questions learners should ask when facing disinformation	
	FINAL PHASE Activities aimed at creating the previously defined product or giving an answer to the challenge/question posed in the beginning It is recommended to include a final reflection on the work done and results achieved, some kind of self-assessment	



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