Modular Workshop Concepts

ThinkTwice Work Package 2

DOCUMENT DETAILS

DOCUMENT HISTORY

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CONTENTS

INTRODUCTION

Work Package 2 of the ThinkTwice project commences with the development of Modular Workshop Concepts for educators and pre-service educators. These Concepts comprise a comprehensive set of 12 workshop plans and supporting documentation, which will be piloted with in-service and pre-service educators as a series of six 3-hour workshops, each focusing on distinct themes within the realm of digital and media literacy. The workshops, designed with the busy schedules of educators in mind, will span 90 minutes per concept and engage 10 participants in each session. These sessions will be implemented three times in each partner country, targeting three distinct groups, namely:

1. educators in primary or secondary schools (in-service educators).
2. educators working with adults (in-service educators).
3. university students who are completing their training to become educators (pre-service educators).

As such, the content of these Workshop Concepts needs to be sufficiently flexible and adaptable to be able to be relevant to each group of educators.

The topics for these Workshop Concepts are aligned with the six competence areas of the DigCompEdu Framework and draw inspiration from the five Units of Module 4 in UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens." As such, the topics covered range from foundational concepts such as digital competence to more advanced discussions on media manipulation, misinformation ecosystems, and the impacts of false information on individuals and society.

The overarching goal is to offer educators accessible and compelling professional development opportunities that align with their needs and integrate into their teaching practices. These workshops aim to empower educators with essential skills and insights into the rapidly evolving landscape of digital and media literacy, fostering a community of informed and adept practitioners.

OVERVIEW OF TOPICS

Modular Workshop Concepts

OVERVIEW OF TOPICS

The modular workshop concepts for educators aims to address the evolving challenges and opportunities in the digital and media landscape, by providing them with essential skills and knowledge through a series of 12 thoughtfully designed workshops. Grounded in the DigCompEdu Framework and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens," the modular workshop concepts span diverse topics such as digital competence, professional engagement, digital resources, teaching and learning with technology, assessment strategies, and empowering learners through digital tools. The goal is to enhance educators' digital and media literacy competencies, fostering their ability to critically navigate, create, and assess content in the digital era.

Beyond technical skills, the modular workshops will further explore critical aspects such as truth in journalism, the misinformation ecosystem, media manipulation, and the impacts of false information on individuals and society. By catering to the specific needs of educators in primary and secondary schools and adult education, and pre-service educators still completing their studies to become educators, the modular workshops seek to provide tailored, impactful professional development opportunities.

The workshops are structured in concise 90-minute sessions, accommodating the time constraints of busy educators, with the aim of offering a relevant, accessible, and attractive continuing professional development (CPD) experience that can be embedded into their teaching practices, thereby enhancing the overall quality of education.

Partners have identified the following list of modules, each of which will be presented as one of these 90-minute Modular Workshop Concepts:

1. Introduction to DigComp 2.2, DigCompEdu, DigCompOrg, and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens".
2. Professional Engagement - Using digital technologies for communication, collaboration, and professional development.
3. Digital Resources - Sourcing, creating, and sharing digital resources.
4. Teaching and Learning - Managing and orchestrating the use of digital technologies in teaching and learning.
5. Assessment - Using digital technologies and strategies to enhance assessment.
6. Empowering Learners - Using digital technologies to enhance inclusion, personalisation, and learners' active engagement.

7. Facilitating Learners' Digital Competence - Enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, wellbeing and problem-solving.
8. Truth Matters - Theories of truth, post-truth era, truth as the essence of journalism.
9. The Misinformation and Disinformation Ecosystem - origin, definition, distinct characteristics, motivations.
10. Media and Misinformation - Media manipulation, social media, architecture of misinformation.
11. Impacts of False and Misleading Misinformation on Individuals and Society.
12. Media and Information Literacy and Information Access.

WORKSHOPS

Content of the ThinkTwice Modular Workshop Concepts

LESSON PLANS FOR WORKSHOPS

WORKSHOP 1

Introduction to DigComp 2.2, DigCompEdu, DigCompOrg, and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens".

Workshop Title: Introduction to DigComp 2.2, DigCompEdu, DigCompOrg, and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens"			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
<u>Workshop Opening:</u> • The facilitator opens the workshop by welcoming all the participants and introducing them to the module content. • The facilitator then asks the participants to share what they would like to gain from this workshop. • If participants raise any specific topics to address, the facilitator should try to work this into the workshop and tailor the activities to meet the participants' needs.	<u>5 minutes</u>	Training venue with IT equipment	As an adaptation, the facilitator could use flipchart sheets and post-it notes to collect insights from participants. The facilitator could use the process of silent brainstorming to support this adaptation: How Silent Brainstorming Easily Engages Introverts on The Project Team: https://thedigitalprojectmanager.com/projects/leadership-team-management/silent-brainstorming/

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Activity 1: Group work & presentations	40 minutes	Training venue with IT equipment	Adaptation of Activity for Primary and Secondary Teachers:
- The facilitator should then explain the activity (Activity Sheet 1) and provide the participants with activity handouts. - Begin the session with a short 5-minute presentation introducing the participants to the key principles and concepts of the European Commissions' frameworks; DigComp 2.2, DigCompEdu, DigCompOrg, and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens". - Instruct the participants to form groups of two. Each group will research one of the six areas from the DigCompEdu framework. They will use the activity sheet to answer questions and develop their understanding of the area. They must come up with two practical ways they could apply the competences of that area to their own teaching practices. Allow 20 minutes for the groups to work on this. - For the last 15 minutes, ask each group to present the area they researched and their applications within 2-3 minutes.		Flipchart and markers Sign-in sheet for the workshop Pens and note-taking materials for all participants. Projector and screen Laptop Copy of PowerPoint slides Copy of Activity Sheet (A1.1) for all participants	The content of the attached PowerPoint slides can be adapted to include some case studies and examples relevant to primary school settings. Practical case studies will be useful here to show participants how they can apply these competences to their teaching practice. For example, the following videos show secondary school teachers using different digital resources (the second key area of the DigCompEdu Framework) to support their English and Geography lessons: - Video link 1: Using ICT to support active learning in Geography. - Video link 2: ICT tools for English Athy College.
			Adaptation of Activity for Adult Educators: The content of the attached PowerPoint slides can be adapted to include some case studies and examples relevant to adult education providers. Practical examples of how these competences

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			can support them to adapt their training for adult learners.
			For example, some of the videos from this series by NALA Ireland on integrating technology into adult learning could be used (link to YouTube video playlist).
			Alternatively, show the participants some examples of educational digital tools that would be suitable for adult learners. For example, there are several anatomy apps available which would be useful for adult learners doing a healthcare course. Here is a link to a video showing learners using an application that has an augmented reality feature. This article includes a list of similar educational anatomy apps (link). Other educational apps that support other learning fields could also be included. This is to demonstrate to participants the possibilities of incorporating digital resources and tools into the participants' teaching practices.
			Adaptation of Activity for Pre-service Educators:

			The content of the attached PowerPoint slides can be adapted to include scenarios for pre-service teachers. As they don't yet have practical teaching experience, they can use these scenarios to allow them to plan how they could integrate these competences into their future teaching practice. Highlight some of the tips from this article for new teachers using technology in the classroom ([link](#)). The scenarios could be based on the case studies and examples for primary and secondary school teachers or adult educators, depending on what is most suitable.
<u>Activity 2: Creating and Sharing Digital Educational Resources</u> • Explain the activity and provide the participants with the activity handouts. • Depending on the composition of the participant group, they will receive a case study relevant to them. • They should read the case study and answer the questions on the activity handout. Allow 20-30 minutes for this. • Follow this with a group discussion about ideas from the case study and how	<u>40 minutes</u>	Training venue with IT equipment, and space to break-out into smaller groups. Flipchart and markers Projector and screen Laptop	Adaptation of Activity for Primary and Secondary Teachers: A case study for primary school teachers about a project where young learners created animations ([link](#)). A case study for secondary school teachers about using TikTok in science classes ([link](#)). Alternatively, participants can review an article about general tips for designing lessons with digital technology ([link](#)).

participants could apply these to their own teaching practices. • Answer any questions the participants have.		Pens and note-taking materials for participants. Copy of Activity Sheet (A2.2) Case Studies – for all partners	An article that may be used for any of the groups. It is about young learners (primary school) creating AR games for older adults (link).
			Adaptation of Activity for Adult Educators: This case study is an article with a broad overview of how digital literacy and technology can be integrated into adult basic skills education (link). This is a link to another similar case study (link). An article that may be used for any of the groups. It is about young learners (primary school) creating AR games for older adults (link).
			Adaptation of Activity for Pre-service Educators: For this group any of the case studies above can be used if relevant to the groups training. For participants interested in AI there is this case study (link). It is about a 2-year program in secondary schools in

			Denmark encouraging learners to engage with AI for some of their subjects. An article that may be used for any of the groups. It is about young learners (primary school) creating AR games for older adults ([link](#)).
<u>Workshop Close and Feedback</u> • The facilitator brings the workshop to a close with a short wrap-up activity. • Using Mentimeter, participants can provide feedback on the activities and complete a short knowledge test based on the content covered. • Participants are also welcome to ask any questions they have.	<u>5 minutes</u>	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be developed by the facilitators	
Total duration of the module	**90-minutes**		

WORKSHOP 2

Professional Engagement - Using digital technologies for communication, collaboration, and professional development.

Workshop Title: Professional Engagement - Using digital technologies for communication, collaboration, and professional development			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: • **The facilitator opens the workshop by welcoming all participants and introducing them to the module content.** • **The facilitator then asks the participants to share their expectations regarding the workshop.** • **If participants raise any specific topics to address, the facilitator should try to work this into the workshop and tailor the activities to meet the participants' needs.**	15 minutes	Training venue with IT equipment. Post-its and markers. Sign-in sheet for the workshop.	N/A

Activity 2.1: Introduction to DigCompEdu proficiency levels (area 1). • **Facilitator will explain to the participants the concept of Introduction to DigCompEdu and proficiency levels.**	<u>10 minutes</u>	Training venue with IT equipment Pens and note-taking materials for all participants. Projector and screen Laptop	This activity could be used for teachers of primary and secondary schools, adult educators, and pre-service educators.
Activity 2.2: Measuring knowledge about digital technologies. • **The facilitator begins this session by explaining the activity and diving the participants into groups of 4 people, in a world café format.** • **Each table will have a topic: communication, collaboration, and professional development.** • **Participants will be invited to think about platforms/software in each table according to the topic.** • **Participants will rotate to other tables every 5 minutes.** • **During this time, the facilitator should offer help and guidance as needed.** • **Participants are free to ask questions throughout the activity.** • **They have 15 minutes for presenting the main results of each table**	<u>30 minutes</u>	Training venue with IT equipment, Flipchart and markers Projector and screen Laptop Pens and note-taking materials for participants. 3 Tables	This activity could be used for teachers of primary and secondary schools, adult educators, and pre-service educators.

(evaluating and discover the main finds of each participant).			
Activity 2.3: Discovering Professional Development through Digital Platforms • **The facilitator will ask participants to work in groups of 2.** • **Each group should select one digital tool mapped during the previous activity.** • **Each group will have, maximum 15 minutes to register into the flipchart and discuss the following points (name of the tool, date of creation, general description, how it can be used, example of a best practice).** • **The main findings will be presented and discussed in a plenary format.**	30 minutes	Training venue with IT equipment, Flipchart and markers Projector and screen Laptop Pens and note-taking materials for participants. 3 Tables	This activity could be used for teachers of primary and secondary schools, adult educators, and pre-service educators.
Workshop Close and Feedback • **The facilitator brings the workshop to a close with a short wrap-up activity.** • **Using Mentimeter participants can provide feedback on the activities and complete a short knowledge test based on the content covered.** • **Participants are also welcome to ask any questions they have.**	5 minutes	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be developed by the facilitator	Each adaptation should tailor wrap-up discussions and feedback mechanisms to the unique challenges and needs of these groups, ensuring practical applications of workshop insights are emphasised and areas for further development are identified

Total duration of the module	90-minutes

WORKSHOP 3

Digital Resources - Sourcing, creating, and sharing digital resources.

Workshop Title: Digital Resources - Sourcing, creating, and sharing digital resources.			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
<u>Workshop Opening:</u> • The facilitator opens the workshop by welcoming the participants and introducing them to the module content. • The facilitator then asks the participants to share what they would like to gain from the workshop. • If participants raise any specific topics to address, the facilitator should try to work this into the workshop and tailor the activities to meet the participants' needs. • The facilitator should conclude this opening session by asking the participants what digital tools and resources they currently use and taking a note of these on the flipchart.	<u>5 minutes</u>	Training venue with IT equipment Flipchart and markers	As an adaptation, the facilitator could use flipchart sheets and post-it notes to collect insights from participants. The facilitator could use the process of silent brainstorming to support this adaptation: How Silent Brainstorming Easily Engages Introverts on The Project Team: https://thedigitalprojectmanager.com/projects/leadership-team-management/silent-brainstorming/

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Activity 1: Sourcing and Evaluating Educational Resources • Explain the activity and provide the participants with the activity handout (A3.1). • Begin the session by reviewing techniques and tips for sourcing and evaluating educational resources (see attached presentation). Allocate 5 minutes for this. • Participants will carry out an online search for an educational digital resource or tool to teach their learner group (primary, secondary, or adult learners) about climate change. • They will be practicing the sourcing techniques and using the activity handout as a guide. They should search for and choose a resource that they have not used before. • Once they have identified a resource, they must evaluate it. • As the participants carry out this task, the facilitator should check to see how they are getting on. The facilitator should talk to them about the techniques they are using to both search for and evaluate resources and offer advice and guidance as needed. They	40 minutes	Training venue with IT equipment Flipchart and markers Pens and note-taking materials for all participants. Projector and screen Laptop Copy of PowerPoint slides Copy of Activity Sheet (A3.1)	Adaptation of Activity for Primary and Secondary Teachers: The facilitator can adapt this activity for primary school teachers by giving an example of one of the following digital resources – but suggesting that they find their own alternative for the activity: • Interactive games such as Hungry Pirates Digital game for teaching young children about position, direction, location and maps (link). • Open source animation resources (for slightly older ages) such as OpenToonz, Synfig Studio, and many more. Even Google Slides can be used for creating animations -

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have 15 minutes for each stage of the activity (searching and evaluating). • Allow 5 minutes at the end for participants to share their findings and what they learnt in pairs.			see this example. Incorporating animation into lessons allows learners to develop a new skill while learning about a specific topic. The facilitator can adapt this activity for secondary school teachers by giving an example of one of the following digital resources – but suggesting that they find their own alternative for the activity: • Video platforms such as YouTube or TED-Ed are excellent digital resources for lessons. ✓ • Incorporate podcasting into a lesson and get learners to use free software such as Audacity to record and edit their own podcast. This is a link to an article about how to teach learners how to produce podcasts. ✓

			✓
			Adaptation of Activity for Adult Educators: The facilitator can adapt this activity for adult educators by giving an example of one of the following digital resources – but suggesting that they find their own alternative for the activity: • Quizlet is a digital tool for creating flashcards. Adult educators can use these in classes to review a topic with learners or suggest that learners use them at home to revise. • BBC Skillswise is a website with resources (videos and worksheets) for adult learners to improve reading, writing, spelling, and grammar skills.

			Adaptation of Activity for Pre-service Educators:
			The facilitator can adapt this activity for pre-service educators by giving an example of one of the following digital resources – but suggesting that they find their own alternative for the activity:
			Teach Rock is a free resource that incorporates music and artists into lessons. It includes engaging activities and lesson plans about the history of popular music and culture. It has a filter so that the educator can find and select lessons based on their learners' age group, the subject or activity.
			Foclach is the Irish version of the Wordle game. Educators can use simple games like these to break-

			up lessons and more intensive learning activities.
Activity 2: Creating and Sharing Digital Educational Resources • The facilitator begins this session by explaining the activity and providing the participants with the activity handout (A3.2). • Begin the session by discussing different methods of creating resources and the digital tools available to participants. Provide participants with an overview of design techniques and tips (see presentation). Allocate 5 minutes for this. • Participants will then practice making an educational digital resource about climate change using Canva. • The facilitator will show participants how to access and open Canva; and guide them through the basic functions and templates available to them in Canva. Allow 5 minutes for this. • Participants should then work on creating their own educational resources on Canva for 20 minutes. • During this time, the facilitator should offer help and guidance as needed. • Allow 10 minutes at the end to show the participants how they can use and share the content they have made.	40 minutes	Training venue with IT equipment, and space to break-out into smaller groups. Flipchart and markers Projector and screen Laptop Pens and note-taking materials for participants. Copy of PowerPoint slides Copy of Activity Sheet (A3.2)	Adaptation of Activity for Primary and Secondary Teachers: For this group, they can use one of the comic templates on Canva. They should try to relate the learning content to their audience. Adaptation of Activity for Adult Educators: For this group, they can use a poster, infographic, or presentation template. Adaptation of Activity for Pre-service Educators: Show this group a variety of templates available on Canva and allow them to choose which one would be most suitable for the learners they will be teaching in the future.

• The participants can ask questions throughout the activity.			
Workshop Close and Feedback • The facilitator brings the workshop to a close with a short wrap-up activity. • Using Mentimeter participants can provide feedback on the activities and complete a short knowledge test based on the content covered. • Participants are also welcome to ask any questions they have.	5 minutes	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be developed by the facilitator	
Total duration of the module	**90-minutes**		

WORKSHOP 4

Teaching and Learning - Managing and orchestrating the use of digital technologies in teaching and learning.

Workshop Title: Enhancing Teaching and Learning with Digital Technologies			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: ● The facilitator opens the workshop by welcoming all participants and introducing them to the module content. ● The facilitator then asks the participants to share what they would like to gain from this workshop and invites them to participate in a digital brainstorming on Mentimeter. ● The facilitator shares and comments on the result of the brainstorming with the participants. ● If participants raise any specific topics to address, the facilitator should try to work this	5 minutes	Training venue with IT equipment Sign-in sheet for the workshop Projector and screen Computers or tablets with internet access OR	

into the workshop and tailor the activities to meet the participants' needs. ● The facilitator could conclude this opening session by asking the participants to share on a Padlet or on the flipchart the digital tools and resources they currently use for teaching and learning.		Flipchart and markers	
Activity 1: Integrating Digital Technologies to Enhance Teaching and Learning ● Explain the importance of integrating digital devices and resources in the teaching process to reinforce learning objectives. ● Give insight into pedagogical methods (teacher-led and learner-led) to enhance teaching and learning experiences. ● Showcase various digital tools and resources to support educational activities and interactions and manage content, collaboration, and assessment. Allocate 10 minutes for this. ● Present a lesson plan or learning scenario template to be developed by participants in small groups where digital technologies are effectively integrated into teaching and	40 minutes	Training venue with IT equipment Projector and screen Computers or tablets with internet access Presentation slides Pens and note-taking materials for all participants Copy of Activity Sheet A4.1 & Handout A4.1	Adaptation of Activity for Primary and Secondary Teachers: The facilitator can adapt this activity for primary school teachers by giving the example of this digital resource – but suggesting that they find their own alternative for the activity: The facilitator can adapt this activity for secondary school teachers by giving the example of this digital resource – but suggesting that they find their own alternative for the activity: Adaptation of Activity for Adult Educators:

learning activities to support content delivery, student engagement, interactivity, and assessment. Encourage participants to identify specific learning outcomes they want to achieve through the lesson. Allocate 20 minutes for this.			The facilitator can adapt this activity for adult educators by giving the example of this digital resource – but suggesting that they find their own alternative for the activity:
● Facilitate a brief feedback session where participants provide constructive discussion and ask clarifying questions on the benefits of integrating various digital technologies into teaching, such as increased engagement, personalised learning, and efficient communication. Allocate 5 minutes for this. ● Summarise the key points and the takeaways from the session. ● Provide additional resources, such as tutorials, articles, and online communities, for further learning and support. Allocate 5 minutes for this.			Adaptation of Activity for Pre-service Educators: The facilitator can adapt this activity for pre-service teachers by giving the example of this digital resource – but suggesting that they find their own alternative for the activity:
Activity 2: Orchestrating Digital Tools for Diverse Learning Environments	40 minutes	Training venue with IT equipment	Adaptation of Activity for Primary and Secondary Teachers:

• Explain the importance for teachers and educators to be aware of accessibility and inclusion issues, selecting and integrating digital technologies and pedagogical strategies responding to learners' context, competencies, and attitudes, but also to differentiation and personalisation of learning activities for different needs, levels, speeds, and preferences. • Guide participants to reflect on the effectiveness of orchestrating the use of digital tools and adapting teaching strategies to foster active learning and engagement and to meet the needs of all students. Allocate 10 minutes for this. • Divide participants into small groups and assign each group a specific technology to focus on. • Provide scenarios describing different student needs, levels, speeds, and preferences. Allocate 20 minutes for this. • Facilitate a reflective discussion where participants share their considerations. Allocate 5 minutes for this.		Projector and screen Computers or tablets with internet access Presentation slides Pens and note-taking materials for all participants	For this group, they can use one of the comic templates on Book Creator or PowToons. They should try to relate the learning content to their audience.
			Adaptation of Activity for Adult Educators: For this group, they can use a poster, infographic, or presentation template.
			Adaptation of Activity for Pre-service Educators: Show this group a variety of templates available on Canva and allow them to choose which one would be most suitable for the learners that they will be teaching in the future.

• Summarise key insights. • Emphasise the importance of considering student diversity and individual needs when selecting digital technologies for education. • Provide resources and support for further exploration and professional development in digital platforms, tools, and student-centered practices. Allocate 5 minutes for this.			
Workshop Close and Feedback • The facilitator brings the workshop to a close with a short wrap-up activity. • Using Mentimeter participants can provide feedback on the activities and complete a short knowledge test based on the content covered. • Encourage educators to apply what they have learned to create empowering learning environments where students take ownership of their learning journey. • Participants are also welcome to ask any questions they have.	5 minutes		

Total duration of the module	90-minutes

WORKSHOP 5

Assessment - Using digital technologies and strategies to enhance assessment.

Workshop Title: Assessment - Using digital technologies and strategies to enhance assessment.			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: • The facilitator opens the workshop by welcoming all participants and introducing them to the module content. • The facilitator then asks the participants to share what they would like to gain from this workshop. • If participants raise any specific topics to address, the facilitator should try to work this into the workshop and tailor the activities to meet the participants' needs. • The facilitator should conclude this opening session by asking the participants what examples of assessments they can list and taking note of these on a flipchart/board.	5 minutes	Training venue with IT equipment Flipchart or whiteboard and markers Sign-in sheet for the workshop	N/A

Activity 1: Introduction to Assessment • Using the provided slides, the facilitator gives a brief overview of assessment – aims, roles (who will assess), and timing (when do we assess, for what purpose).	5 minutes	Training venue with IT equipment Projector and screen Laptop Pens and note-taking materials for participants Copy of PowerPoint slides	N/A

Activity 2: Formative and Summative Assessment	10 minutes	Training venue with IT equipment	Adaptation of this Activity:
• The facilitator puts participants into groups of 2. • In pairs, participants solve the task on the Activity 5.1 Handout related to the differences between formative and summative assessment. • After 5 minutes, the facilitator and participants review their answers, with the facilitator providing additional information listed on the PowerPoint slides.		Projector and screen Laptop Pens and note-taking materials for participants Copy of PowerPoint slides Copy of Activity Sheet 5.1	The facilitator can adapt this activity by having learners complete it as a self-directed learning activity.

Activity 3: Your Favourite Digital Resources for Assessment	10 minutes	Training venue with IT equipment	Adaptation of Activity:
• The facilitator instructs participants to write down up to 3 digital resources they use frequently, for assessment, and reasons why they like to use them (i.e. benefits provided for learners or teachers). • Participants then crumple up the papers and have a snowball fight. Alternatively, participants can be asked to throw the paper balls into the air/into the centre of the room. • After 30 to 60 seconds, the facilitator instructs them to stop, pick up a random ball of paper, mingle around the room and try to find its owner. After they find the owner, they should ask them a few questions about the resources they had written down. • The activity stops after 5-6 minutes. The facilitator checks in with the participants, asking who has managed to find the owner and what they have found out about the digital resources they had written down.		Flipchart and markers Pens and note-taking materials for all participants Post-its Space for participants to move around	This group can be instructed to list digital resources they believe might be suitable, resources they have maybe previously used at university or that they would like to learn more about.

Activity 4: Introduction to Digital Assessment Resources	10 minutes	Training venue with IT equipment	Adaptation of Activity for Primary and Secondary Teachers:
• The facilitator gives a brief overview of 3 digital resources that can be used for assessment – Nearpod, Quizizz and Flip. • At the start, the facilitator checks with the participants whether any had accessed or used the 3 resources before and what their impressions were. • The facilitator explains the purpose and major benefits of each resource as well as how to access them. • Depending on the group, participants' interests and needs, the facilitator can focus on just 1 or 2 of the resources described.		Projector and screen Laptop Pens and note-taking materials for participants Copy of PowerPoint slides	For this group, the facilitator can focus more on Quizizz and Flip. Adaptation of Activity for Adult Educators: For this group, the facilitator can focus more on Nearpod.
Activity 5: Creating a Digital Assessment Activity	45 minutes	Training venue with IT equipment, and space to break out into smaller teams	Adaptation of Activity for Primary and Secondary Teachers: This group should be encouraged to use interactive and engaging resources like Quizizz or to gamify the formative assessment experience.
• The facilitator begins by pairing up the participants, explaining the activity and providing them with the activity handout (A 5.2). • Participants should devise a brief assessment activity, select the topic and outcomes, and the appropriate digital resource.		Flipchart and markers Projector and screen Laptop	Adaptation of Activity for Adult Educators:

• Participants should then work on creating their own digital assessments for 25 minutes. • During this time, the facilitator should offer help and guidance as needed. • At the end, a few (or all, depending on the time remaining) participants are invited to present their assessments for 1-2 minutes each. • The participants can ask questions throughout the activity.		Pens and note-taking materials for participants Laptops, computers or tablets for participants – 1 for each pair Copy of PowerPoint slides Copy of Activity Sheet 5.2	This group could be encouraged to include elements of self-assessment into the task.
			Adaptation of Activity for Pre-service Educators: This group could receive more guidance from the facilitator on the selection of appropriate tools and be encouraged to provide feedback to each other / each team at the activity wrap-up.
Workshop Close and Feedback • The facilitator brings the workshop to a close with a short wrap-up activity. • The facilitator asks participants for feedback on the workshop: o What did you like? o Do you have suggestions for improvement? o Which tool do you plan on using? • Participants are also welcome to ask any questions they have.	5 minutes	Training venue with IT equipment Projector and screen Laptop Copy of PowerPoint slides	N/A
Total duration of the module	**90-minutes**		

WORKSHOP 6

Empowering Learners - Using digital technologies to enhance inclusion, personalisation, and learners' active engagement.

Workshop Title: Empowering Learners using digital technologies for inclusion, personalisation, and learners' active engagement			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: • The facilitator opens the workshop by welcoming all participants and conducting a get-to-know-you activity. • The facilitator introduces the module content and asks the participants to share their expectations from this workshop. • The facilitator should conclude this opening session by asking the participants what digital tools and resources they currently use and taking note of these on the flipchart.	15 minutes	Training venue with IT equipment Flipchart and markers Sign-in sheet for the workshop.	This activity could be used for teachers of primary and secondary schools, adult educators, and pre-service educators.

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Activity 1: Inclusion, personalisation & active engagement of learners	30 minutes	Training venue with IT equipment	This activity could be used for teachers of primary and secondary schools, adult educators, and pre-service educators.
• The educator will use a digital tool like Jamboard and ask the participants to enter a specific page and write down their thoughts depending on the issue raised. (15 minutes) • The facilitator will summarise the outcomes. (5 minutes) • The facilitator will start a discussion regarding inclusive and Personalised Learning and how the teachers could include the specific tool in their own context and classes. (10 minutes)		Flipchart and markers Pens and note-taking materials for all participants. Projector and screen Laptop / tablet Post-it-notes	
Activity 2: Discovering digital tools to enhance inclusion, personalisation & active engagement.	40 minutes	Training venue with IT equipment and space to break out into smaller groups.	This activity could be used for teachers of primary and secondary schools, adult educators, and pre-service educators.
• The facilitator begins this session by explaining the activity and providing the participants with the activity handout (A 6.1). (5 minutes) • The facilitator will ask participants to work in groups of 3 to develop criteria for selecting tools that promote inclusion and personalisation. (15 minutes)		Flipchart and markers Projector and screen	

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• The criteria of each group will be presented to the plenary, and the facilitator will record and group them in the flipchart. (10 minutes) • Participants will practice finding digital tools that meet the criteria they created themselves. (10 minutes). They will register what they found on the Jamboard.		Laptop / tablet Pens and note-taking materials for participants. Copy of Activity Sheet 6.1	
<u>Workshop Close and Feedback</u> • The facilitator will use Mentimeter and ask for participants' feedback.	<u>5 minutes</u>	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be developed by the facilitator	
Total duration of the module	**90-minutes**		

WORKSHOP 7

Facilitating Learners' Digital Competence - Enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, wellbeing and problem-solving.

Workshop Title: Facilitating Learners' Digital Competence - Enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, wellbeing and problem-solving.			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
<u>Workshop Opening:</u> • The facilitator opens the workshop by welcoming all participants and introducing them to the module content. • The facilitator then asks the participants to share what they would like to gain from this workshop. Their experience with similar workshops in the past can also be shared. • If participants raise any specific topics to address, the facilitator should try to work this into the workshop and tailor the activities to meet the participants' needs.	<u>5 minutes</u>	Training venue with IT equipment (stable internet connection) Flipchart and markers Post-it notes (different colors) Sign-in sheet for the workshop.	N/A

• The facilitator should conclude this opening session by asking the participants what digital tools and resources they currently use and taking a note of these on the flipchart. • The facilitator can invite the participants to use post-it notes to explain their digital tools choices and stick them on the flipchart (to make participation more interactive).			
Activity 1: Practicing problem-solving skills and responsible information evaluation to enhance digital wellbeing practices. Resources • Ask the participants to describe digital wellbeing using only ONE word. Then explain the activity and provide the participants with the activity handout (A 7.1). Allocate 5 minutes for this. • Begin the session by presenting and explaining digital wellbeing practices and their relevance nowadays (see PowerPoint presentation 7.1). Allocate 5 minutes for this. • Participants will practice their digital creative skills and will work on simulations of negative online situations to teach their learner group (primary, secondary, or adult	40 minutes	Training venue with IT equipment Flipchart and markers Pens and note-taking materials for all participants. Projector and screen Laptop Copy of PowerPoint slides 7.1 Copy of Activity Sheet (AS 7.1) Copy of Activity Handout (A 7.1)	**Adaptation of Activity for Primary and Secondary Teachers:** The content of the attached PowerPoint slides and activity Template can be adapted to primary and secondary school teachers by addressing specific school contexts. For instance: Negative situation 1 - A student is the target of online bullying. Negative situation 2: A student is exposed to inappropriate or dangerous content online. Negative situation 3: A student is involved in an

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learners) about inappropriate online behaviour and responsible use of digital technologies.

- They will be practicing their problem-solving skills to enhance digital wellbeing and find appropriate solutions to solve the identified negative online situations.
- As the participants carry out this task, the facilitator should check to see how they are getting on. The facilitator shares an example of simulation of a negative online situation to help and encourage them to think critically and creatively (see Activity Sheet 7.1). They have 20 minutes for the activity (creating simulations of negative online situations and providing appropriate solutions to solve them).
- Allow 10 minutes at the end for participants to share their findings and what they have learnt working in groups of 2.
- As participants present their findings in pairs, the facilitator listens to them and notes key words on the flipchart to summarise and conclude the activity.

online conflict with classmates.
What would be the possible solutions?
Supportive resources: https://www.esafety.gov.au/media/protecting-each-other-online

Adaptation of Activity for Adult Educators:
The content of the attached PowerPoint slides and activity Template can be adapted to adult educators by addressing specific educational contexts.
For instance:
Negative situation 1 - A participant engaging in an online course is the target of harassment from other participants.
Negative situation 2 - A participant spreads fake news or disinformation during an online course.
What would be the possible solutions?
Supportive resources: https://www.esafety.gov.au/sites/default/files/2022-

			02/Respond%201%20-%20Online%20incident%20assessment%20tool.pdf
			Adaptation of Activity for Pre-service Educators: The content of the attached PowerPoint slides and activity Template can be adapted to pre-service educators by addressing specific educational contexts. For instance: Negative situation 1 - A pre-service educator notices that a student is a victim of online bullying but does not know how to intervene. Negative situation 2 - A pre-service educator is the target of online harassment from other colleagues or students. What would be the possible solutions? Supportive resources: https://files.eric.ed.gov/fulltext/EJ1268635.pdf

Activity 2: Navigate digital challenges and approach online safety.	40 minutes	Training venue with IT equipment, and space to break-out into smaller groups	**Adaptation of Activity for Primary and Secondary Teachers:**
• The facilitator begins this session by explaining the activity and providing the participants with the activity handout (A 7.2). Allocate 5 minutes for this.		Flipchart and markers	The content of the attached PowerPoint slides and activity Template can be adapted to primary and secondary school teachers by addressing specific school contexts.
• Begin the session by explaining what digital challenges are and how they influence us nowadays. Provide participants with an overview of online safety and tips (see PowerPoint presentation 7.2). Allocate 5 minutes for this.		Projector and screen Laptop Pens and note-taking materials for participants.	For instance: Scenario - A secondary school teacher discovers that some of his students are using an online news site to get information for their school projects.
• Participants will then practice creating a strong password of max 15 characters using lowercase letters (abc), uppercase letters (ABC), digits (123), and symbols (#&@).		Copy of PowerPoint slides 7.2	However, the teacher notices that the site frequently features fake, exaggerated, or manipulative news. The
• The facilitator will show participants how to generate an online random password (https://www.avast.com/random-password-generator#pc); and guide them through the basic requirements for creating a strong password for their online safety. Allocate 5 minutes for this.		Copy of Activity Sheet 7.2 Copy of Activity Handout (A 7.2)	site also often contains advertisements and links to other sources of dubious information.
• Participants will conduct an analysis of suspicious websites and emails for 15 minutes (see A7.2 Handout).			What are the sources of information used by the site and how reliable are they?
• During this time, the facilitator should offer help and guidance as needed.			What strategies can students use to evaluate the credibility and reliability

• Allow 10 minutes at the end to share key points on the analysis conducted. • The participants can ask questions throughout the activity.			of information on this and other similar sites? Supportive resources: https://ec.europa.eu/commission/presscorner/detail/it/ip_22_394 **Adaptation of Activity for Adult Educators:** The content of the attached PowerPoint slides and activity Template can be adapted to adult educators by addressing specific educational contexts. For instance: Scenario: An adult education educator discovers that one of his students is interested in an online course platform that promises to provide quick and inexpensive certifications in various fields. However, the educator notes that the platform has a questionable reputation, and online reviews are mixed.

What are the platform's policies regarding payment, refunds, and personal data protection?

How can the educator advise learners to evaluate and choose reliable and valuable online course platforms?

Supportive resources: Check out this quiz!

https://www.teachaway.com/blog/digital-literacy-for-teachers-quiz

Adaptation of Activity for Pre-service Educators:

The content of the attached PowerPoint slides and activity Template can be adapted to pre-service educators by addressing specific educational contexts.

For instance:

Scenario:

A pre-service educator discovers an online platform that claims to provide interactive educational resources for children. However, he

			notes that some of the materials available appear to be of questionable quality and not aligned with appropriate learning standards for children of that age. The site also contains advertisements and links to other online resources that may be unsafe or inappropriate for use by children. What are the sources of content on that platform and how credible are they? How are the educational materials structured and presented, and how interactive is the content? Supportive resources: Check out the Digital Rights Quiz! https://www.coe.int/en/web/freedom-expression/digital-rights-quiz
Workshop Close and Feedback • The facilitator brings the workshop to a close with a short wrap-up activity.	5 minutes	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be developed by the facilitator	

• The facilitator asks the participants to describe the workshop using only ONE word. • Using Mentimeter participants can provide feedback on the activities and complete a short knowledge test based on the content covered. • Participants are also welcome to ask any questions they have.		Flipchart and markers if the facilitator wants to write down the concluding words	
Total duration of the module	**90-minutes**		

WORKSHOP 8

Truth Matters - Theories of truth, post-truth era, truth as the essence of journalism.

Workshop Title: Truth Matters - Theories of truth, post-truth era, truth as the essence of journalism.			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: • The facilitator opens the workshop by welcoming all the participants and introducing them to the module content. • The facilitator then asks the participants to share what they would like to gain from this workshop. • If participants raise any specific topics to address, the facilitator should try to work this into the workshop and tailor the activities to meet the participants' needs.	5 minutes	Training venue with IT equipment	As an adaptation, the facilitator could take a poll to see which theory of truth participants agree with as being the closest to their understanding of what the truth means. Alternatively, the facilitator could ask each participant to define what the truth means to them.
Activity 1: What's the truth? • The facilitator should begin the session with a short presentation (5-10 minutes) introducing the participants to the theories	40 minutes	Training venue with IT equipment Flipchart and markers	Adaptation of Activity for Primary and Secondary Teachers: • As an adaptation, suggest that this group of participants explore some

of truth and providing examples of how these philosophical theories can be applied. The facilitator should briefly discuss the concept of the 'post-truth era'. They should explain how the truth can be manipulated or distorted, particularly online, and the impact this can have on society and politics.
• Divide the participants into four equal groups and assign each group one of the four truth lenses (correspondence, coherence, consensus, and pragmatic). Provide each group with the relevant handout that goes with their assigned truth lens.
• Each participant group must consider the following three statements:
   o Covid-19 vaccines cause cancer (Vartiainen et al., 2023).
   o Reading and other brain-challenging activities can help to protect individuals from Alzheimer's disease (Wilson, et al., 2021; Wu, et al., 2023).
   o Climate change will destroy the planet within six months (Vartiainen et al., 2023).
• Participants should assess the statements in their groups and complete the handout. They should consider the statements
		Pens and note-taking materials for all participants.
		
		Projector and screen
		
		Laptop
		
		Copy of PowerPoint slides
		
		Copy of Activity Sheet (A8.1) for all participants
		
		Optional: Four pairs of sunglasses, each one representing a different truth theory lens. The group / individual representing the group can wear this when presenting at the end of the activity.
			of the following articles and videos either at the start of the activity as part of the introduction or provide them as an additional learning resource for after the workshop.
			• Study: This paper details a study carried out in Spain on the spread of fake news among young people.
			• UNICEF article: This is about children, education, and post-truth societies.
			• Student TED-Ed talk: A student giving a short talk about the illusory truth effect. If the facilitator wishes to use this video as part of the session, they can play this section of the video, which explains what the effect is and includes an example of the effect could occur in a school environment. Additionally, the end of the video (this section) includes tips on how to combat misinformation online.

Adaptation of Activity for Adult Educators:

• As an adaptation, suggest that this group of participants explore some of the following articles and papers either at the start of the activity as part of the introduction or provide

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through their truth lens and decide if each one is true or not and why. • For the last 10 minutes, ask each group to present the statements through their truth lens and their findings for 2-3 minutes. • Have a group discussion about how the concept of truth can vary depending on how you decide what is true and what is not and your personal perspective. • Answer any questions the participants have.			them as an additional learning resource for after the workshop. • Article: This is about the illusory truth effect. • Report: This report includes relevant information about the impact of age and education on the likelihood for people to believe and share misinformation. • Study: This study is about misinformation, information overload, and COVID-19 in relation to older adults. Adaptation of Activity for Pre-service Educators: • As an adaptation, suggest that this group of participants explore some of the following studies either at the start of the activity as part of the introduction or provide them as an additional learning resource for after the workshop. Depending on the composition of this group and the learners they are going to be working with, articles and videos from the previous adaptations may also be suitable. • Study: This study explores the differences in the perception of fake news between two

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			generations (middle-aged and young). • Study: This study explores the awareness of fake news and trust among university students who use TikTok. • Paper: This paper describes the psychology of fake news.
Activity 2: Journalism and the Truth • The facilitator should begin the activity with a short presentation (5 minutes) explaining the importance of truth in journalism and how participants can fact-check and verify news sources to avoid misinformation and disinformation. • The facilitator should also open this infographic and briefly talk to the participants about the different types of bias that can occur in news reporting. • Depending on the composition of the participant group, play one of the videos listed in the adaptations. These videos explain how disinformation and fake news stories are spread and also how they can be targeted at different groups of people, including children and teenagers. • Explain the activity and provide the participants with the activity handouts.	40 minutes	Training venue with IT equipment, and space to break-out into smaller groups. Flipchart and markers Projector and screen Laptop Pens and note-taking materials for participants. Copy of Activity Sheet (A8.2) – for all participants	Adaptation of Activity for Primary and Secondary Teachers: • As an adaptation, play one of the following videos as part of the introduction to this activity. • Video: About how conspiracy-based, misleading, or fake videos can be targeted at young people. • Video: Short interview about disinformation and misinformation with two teenage fact-checkers. Adaptation of Activity for Adult Educators: • As an adaptation, play one of the following videos as part of the introduction to this activity. • Video: This video explains confirmation bias and how facts and our beliefs shape our perspective.

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• Provide each participant with two news articles to evaluate and compare. One of the articles should be an example of reporting that follows journalistic ethics and integrity and the other should be an example of fake news or misleading writing. The facilitator can use one of the examples provided in the activity sheet (A8.2) or select two articles themselves. • They should read the articles and assess them using the activity handout and some of the recommended online evaluation tools listed in the activity sheet (A8.2). Allow 20-25 minutes for this. • Follow this with a short group discussion about the articles, the importance of truth and integrity in journalism, and the effectiveness of evaluation / fact-checking tools. Ask participants to consider how they could incorporate these tools into lessons and show learners how to use them also. • Answer any questions the participants have.			• Video: This is a short and simple video explaining how false news spreads. • Video: This short video explains what an echo chamber is. Adaptation of Activity for Pre-service Educators: Depending on the learners that this group is training to work with (primary, secondary, or adult learners), select a video from the adaptations above that is relevant to the group to play.
<u>Workshop Close and Feedback</u> • The facilitator brings the workshop to a close with a short wrap-up activity. • Using Mentimeter, participants can provide feedback on the activities and complete a short knowledge test based on the content covered.	<u>5 minutes</u>	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be	

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		developed by the facilitators	
• Participants are also welcome to ask any questions they have.			
Total duration of the module	**90-minutes**		

WORKSHOP 9

The Misinformation and Disinformation Ecosystem - origin, definition, distinct characteristics, motivations.

Workshop Title: The Misinformation and Disinformation Ecosystem - origin, definition, distinct characteristics, motivations			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
<u>Workshop Opening:</u> • The facilitator opens the workshop by welcoming all educators and briefly introducing themselves. They express gratitude for the participants' commitment to enhancing their digital literacy skills, emphasising the importance of this gathering in the context of today's information-rich, yet often misleading digital landscape. • Following the introduction, the facilitator sets the stage for the workshop's theme by	<u>10 minutes</u>	Training venue with IT equipment Sign-in sheet for the workshop Mentimeter quiz - https://www.mentimeter.com/app/presentation/alpzks1isj3wxyrvziy9btt8x9tmgkhh/first/edit	

highlighting the pervasive challenge of misinformation and disinformation. • The facilitator outlines the objectives of the workshop, ensuring participants are clear about what they will learn and achieve. • To create an engaging atmosphere the facilitator invites participants to share brief personal experiences related to misinformation or disinformation, and to offer phrases that they associate with 'media literacy'. This can be facilitated using the Mentimeter tool, allowing the facilitator to compile and visualise participant responses in real-time easily. This activity not only breaks the ice but also immediately grounds the workshop's theme in personal experiences.			
Activity 1: Understanding Misinformation and Disinformation • Begin the session by helping participants understand misinformation and disinformation, their types, influence on	35 minutes	Training venue with IT equipment Projector and screen Laptop Pens and note-taking materials for all educators	Adaptation of Activity for Primary and Secondary Teachers: Use stories or scenarios that mimic real-life situations children might face regarding misinformation.

society (PowerPoint presentation A9.1) (20 minutes) • Participants will then practice their acquired knowledge with the exercise in the handout (Handout A9.1) (10 minutes) • Allow 5 minutes at the end for participants to share their findings and what they learned. • The participants can ask questions throughout the activity.		Copy of PowerPoint slides Copy of Activity Sheets A9.1	Adaptation of Activity for Adult Educators: Focus on recent news stories or popular myths as examples. Adults often appreciate the relevance and immediacy of learning how to discern truth in current affairs.
			Adaptation of Activity for Pre-service Educators: Encourage them to practice teaching the concepts of misinformation and disinformation to each other. This peer-to-peer approach can enhance their understanding and prepare them for future classrooms.
Activity 2: Mitigating the impact of Misinformation and Disinformation • Begin the session by presenting the importance of media literacy and critical thinking in determining the accuracy of	40 minutes	Training venue with IT equipment Projector and screen Laptop Pens and note-taking materials for participants	Adaptation of Activity for Primary and Secondary Teachers: Teachers develop lesson plans or materials that simplify the concepts of misinformation and disinformation for younger audiences – story-based

information (PowerPoint presentation A9.2) (5 minutes) • Divide the participants into groups and provide them with both activity handouts (A9.2) and explain the tasks. • Participants then will work on analysing the case study based on the questions provided in the handout (20 minutes) • During this time, the facilitator should offer help and guidance as needed. • Ask each group to present their findings and discuss them. • After that, the participants will continue working in groups. The facilitator should present the second task - ideas for lessons or activities (10 minutes) • Ask each group to present their ideas. • Allow 5 minutes at the end for participants to share what they learned. • The participants can ask questions throughout the activity.		Copy of PowerPoint slides Copy of Activity Sheets A9.2	scenarios, interactive games. Adaptation of Activity for Adult Educators: Analyse a complex case study of misinformation or disinformation relevant to adult learners, such as financial scams or health misinformation. Adaptation of Activity for Pre-service Educators: Pre-service educators prepare and present a mini-lesson or activity on media literacy, focusing on distinguishing between misinformation, disinformation, and credible information.
<u>Workshop Close and Feedback</u> • The facilitator brings the workshop to a close with a short wrap-up activity. • Using Mentimeter participants can provide feedback on the activities and complete a short knowledge test based on the content covered. • Participants are also welcome to ask any questions they have.	<u>5 minutes</u>	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be developed by the facilitator	

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Total duration of the module	**90-minutes**		

WORKSHOP 10

Media and Misinformation - Media manipulation, social media, architecture of misinformation.

Workshop Title: "Understanding of Media Manipulation, Social Media, and the Architecture of Misinformation"			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: • The facilitator opens the workshop by welcoming all the participants and introducing what will be covered in this workshop. • The facilitator then asks the participants to share their current experiences and thoughts on misinformation encountered on social media. • The facilitator should try to incorporate some of the participants' experiences and information from this discussion as examples during the workshop.	5 minutes	Training venue with IT equipment Post-its and pen for self-reflection	As an adaptation, the facilitator could carry out the introduction and ask the participants to self-reflect on their experiences and if any of them would like to share their insights with the rest of the group before the activity begins.
Activity 1: Group work & presentations	40 minutes	Training venue with IT equipment	Adaptation of Activity for Primary and Secondary Teachers:

• The facilitator should explain the activity (Activity Sheet 1) and provide the participants with handouts. • Begin the session with a short 5-minute presentation introducing the participants to the subject of Media Manipulation. • Instruct the participants to form groups of two. Each group will read through the article in the link and familiarise themselves with the 6 guidelines on how to spot media manipulation. • Following on from this, ask participants to think of the subjects or courses that they currently teach and come up with ways that these guidelines could be integrated into the current curriculum. Allow 20 minutes for the groups to work on this. To help the educators think of different ways this could be done guide them to read this article on how Finland started its fight against fake news in primary schools. • For the last 15 minutes, the facilitator can ask each group to present their thoughts and their peers to provide feedback on their plans to integrate this topic.		Flipchart and markers Sign-in sheet for the workshop Pens and note-taking materials for all participants. Projector and screen Laptop Copy of PowerPoint slides Copy of Activity Sheet (A10.1) for all participants	Further reading on how research in Canada has found that young people need help identifying misinformation on this link and on how to teach kids about misinformation online on this link. Find out 4 Ways to Integrate Media Literacy in the Classroom on this link. Here is a short YouTube video about how to teach kids whether the information is real or fake.
			Adaptation of Activity for Adult Educators: Further reading on how Americans who mainly get their news on social media are less engaged and less knowledgeable on this link and on how many adults did not learn media literacy skills in high school and how to deal with it on this link. Here is an informative 15-minute TED talk video on misinformation, the media, and the role you're playing in both. Here is an article on how to teach adults about media literacy and in turn media manipulation.
			Adaptation of Activity for Pre-service Educators:

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			The further reading for pre-service educators can be chosen from the above links depending on what the educator is training in. The activity can be based on an exemplary lesson plan if the pre-service educator has not started their practical work yet.
Activity 2: Detecting Social Media Manipulation and researching for related resources. • The facilitator introduces this second activity by explaining the activity and providing the participants with the activity handouts. • The participants will read the article that describes the dangers of social media manipulation (link). • Educators will evaluate their own skills in detecting media manipulation online by completing quizzes which they can then transfer to their students to assess their media manipulation identification skills. Once they have completed the quiz, they should reform their pairs or small groups from the first activity to continue to analyse the effect the encountered information manipulation would have on their students. • If time allows educators will search online for further resources, that could be used in the classroom which are suitable for evaluating the current level of detecting	40 minutes	Training venue with IT equipment, and space to breakout into smaller groups. Flipchart and markers Projector and screen Laptop Pens and note-taking materials for participants. Copy of Activity Sheet (A10.2)	Adaptation of Activity for Primary and Secondary Teachers: Primary Teachers -Information Manipulation Quizzes for different age groups in this link Additional resources for primary and secondary school teachers: What is fake news video on YouTube on this link Secondary Teachers - YouTube video on how to detect manipulated videos in this link <hr>Adaptation of Activity for Adult Educators: What is 'fake news,' and how can you spot it? Try the quiz at this link Additional resources for adult educators: How to Spot Fake News & Misinformation: Israel-Gaza War & the Rise of Fake News in this link

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media manipulation in the classroom as well as resources that help to strengthen the importance of acknowledging media manipulation and skills on how to implement it when receiving information online. • The facilitator should follow this with a group discussion to collect the participant's opinion of the current situation with their students. Here the facilitator should ask the participants to share any resources they may have found with other participants. • The facilitator can end this session by answering any questions the participants have.			How to identify manipulated videos in this article Adult educators can use the same quiz that was used in this workshop to evaluate the students on their skills to detect misinformation online. Adaptation of Activity for Pre-service Educators: The resources above can be also used for the pre-service educators depending on which level of education they are being trained to work in.
Workshop Close and Feedback • The facilitator brings the workshop to a close with a summary of topics discussed and key points to take away that should inspire the educators to implement the new knowledge and skills in their teaching practice. • The participants should be encouraged to give feedback. • Participants are also welcome to ask any questions they have.	5 minutes	Training venue with IT equipment	Not Applicable here.
Total duration of the module	**90-minutes**		

WORKSHOP 11

Impacts of False and Misleading Misinformation on Individuals and Society.

Workshop Title: Impacts of False and Misleading Misinformation on Individuals and Society.			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: • The facilitator opens the workshop by welcoming all participants and introducing them to the module content. • The facilitator then asks the participants to share what they would like to gain from this workshop. • If participants raise any specific topics to address, the facilitator should try to work this into the workshop and tailor the activities to meet the participants' needs.	5 minutes	Training venue with IT equipment Sign-in sheet for the workshop.	As an adaptation, the facilitator could use flipchart sheets and post-it notes to collect the insights from participants. The facilitator could use the process of silent brainstorming to support this adaptation: How Silent Brainstorming Easily Engages Introverts on The Project Team
Activity 1: Understanding the Impacts of Misinformation: Presentation and Interactive Case studies. • The facilitator should then explain the activity (Activity Sheet 1) and provide the participants with activity handouts.	40 minutes	Training venue with IT equipment Flipchart and markers Pens and note-taking materials for all participants.	Adaptation of Activity for Primary and Secondary Teachers: Initiate with a presentation that outlines how misinformation can affect young minds, stressing its psychological and social impacts. For case studies, you can use examples of fake news from the following report which was drafted under the Erasmus+ funded project

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• Begin the session with a short presentation introducing the participants to the multifaceted impacts of false and misleading information on individuals and society emphasising its psychological, social, and cultural dimension as well as the role of educators in guiding students toward a more discerning and resilient approach to information consumption. Allocate 10 minutes for this. • Instruct participants to form groups of 2. Depending on the composition of the participant group, they will receive a case study of a false or misleading incident. • Participants should read and dissect the case study to identify the misinformation elements. Allow 10 minutes for this. • For the last 15 minutes, ask each group to present their case study and discuss their understanding of what constitutes misinformation as well as its psychological, social, and possibly even political and economic consequences.		Projector and screen Laptop Copy of PowerPoint slides Copy of Activity Sheet 1- Case Studies- for all participants	'Fake-Off'. This document offers a concrete examination for educators to explore misinformation's influence on children.
			Adaptation of Activity for Adult Educators: Begin with a presentation emphasising misinformation's impact on adults, including its potential to incite fear, influence financial decisions, and sway political opinions. Case studies like the spread of false COVID-19 remedies and phishing scams impersonating government agencies can illustrate these points vividly. Discussions can revolve around equipping adult learners with the skills to critically evaluate information. Relevant case study examples can be found here.
			Adaptation of Activity for Pre-service Educators: Start with a presentation that covers the role of educators in combating misinformation, focusing on its psychological, social, and educational consequences. Case studies can serve as a basis for understanding how such falsehoods find traction.
Activity 2: Building Resilience and Critical Thinking: Strategy Sharing and Educational Intervention Challenge	40 minutes	Training venue with IT equipment, and space to break out into smaller groups.	Adaptation of Activity for Primary and Secondary Teachers: For primary and secondary teachers, adapt the activity to include age-

• Explain the activity and provide the participants with the activity handouts. • Begin the session with a short presentation introducing the participants to effective strategies for building resilience and critical thinking skills to mitigate misinformation impacts covering media literacy principles, digital citizenship, and fact-checking culture. Allocate 10 minutes for this. • Instruct educators to form groups of 2. Each group will brainstorm and design a brief educational intervention focused on building students' resilience to misinformation. Encourage participants to incorporate critical thinking exercises, media literacy activities, and interactive discussions into their designs. The goal is to create an intervention that is both engaging for students and effective in achieving the desired learning outcomes. Allocate 15 minutes for this. • Follow this with a group discussion about ideas from the suggested educational interventions. • Conclude the activity with a quick round of reflections from participants on what they learned from the exercise and how they might apply these insights in their own teaching practice. Allocate 15 minutes for this.		Flipchart and markers Projector and screen Laptop Pens and note-taking materials for participants. Copy of Activity Sheet 2 for all partners	appropriate misinformation examples, such as misleading social media content or advertisements. Emphasise strategies for teaching critical thinking and digital literacy within the classroom, focusing on developing interventions that engage students in verifying information. This will provide them with relevant insights for integrating media literacy into their curriculums, fostering a critical approach to information among students.
			Adaptation of Activity for Adult Educators: Adapt the activity for adult educators by focusing on misinformation in areas like health, finance, and politics, relevant to adult learners. The presentation should highlight critical literacy strategies for navigating complex information environments. Discussions should aim at integrating critical thinking skills into adult education, acknowledging the unique challenges adult learners face with misinformation.
			Adaptation of Activity for Pre-service Educators: For pre-service educators, emphasise the theoretical aspects of misinformation and its impacts, coupled with practical strategies for classroom management and teaching media

			literacy. Suggested interventions should illustrate pedagogical methods for engaging students in critical discussions about misinformation. This will prepare pre-service educators with both theoretical knowledge and practical skills for addressing misinformation in their future classrooms.
Workshop Close and Feedback • The facilitator brings the workshop to a close with a short wrap-up activity. • Using Mentimeter, participants can provide feedback on the activities and complete a short knowledge test based on the content covered. • Participants are also welcome to ask any questions they have.	5 minutes	Training venue with IT equipment Access to Mentimeter feedback form and quiz – to be developed by the facilitators	Each adaptation should tailor wrap-up discussions and feedback mechanisms to the unique challenges and needs of these groups, ensuring practical applications of workshop insights are emphasised and areas for further development are identified.
Total duration of the module	**90-minutes**		

WORKSHOP 12

Media and Information Literacy and Information Access.

Workshop Title: "Understanding of Media and Information Literacy (MIL) and Information Access"			
Description of the Learning Activities	**Duration**	**Materials or Equipment Required**	**Adapting this Activity to Different Groups of Educators**
Workshop Opening: • The facilitator opens the workshop by welcoming all the participants and introducing what will be covered in this workshop. • The facilitator then asks the participants to share their current experiences and thoughts on media and information literacy and information access and any relevant skills their students currently possess on this topic. • The facilitator should try to incorporate some of the participants' experiences and information from this discussion as	5 minutes	Training venue with IT equipment Post-its and pen for self-reflection	As an adaptation, the facilitator could carry out the introduction and ask the participants to self-reflect on their experiences and if any of them would like to share their insights with the rest of the group before the activity begins.

THINK TWICE

examples during the workshop to make it more engaging.			
Activity 1: Group work & presentations • The facilitator should explain the activity (Activity Sheet 1) and provide the participants with handouts. • Begin the session with a short 5-minute presentation introducing the participants to the subject of Media and Information Literacy and Information Access. • Instruct the participants to form groups of two. Guide each group to read the article suggested in the adaption. Alternatively, the facilitator could search for a relevant article based on the profile of the educators taking part in the workshop. • Now distribute the handouts with the key concepts of MIL and ask the participants to review the article in the light of these principles. Participants can use the extra information on this link for their fact-checking process. • The pair can either divide the concepts or work on all of them together. Allow 20 minutes for the groups to work on this. • For the last 15 minutes, ask each group to present their thoughts.	40 minutes	Training venue with IT equipment Flipchart and markers Sign-in sheet for the workshop Pens and note-taking materials for all participants. Projector and screen Laptop Copy of PowerPoint slides Copy of Activity Sheet (A12.1) for all participants	Adaptation of Activity for Primary and Secondary Teachers: Articles to analyse during the workshop for primary school teachers can be found on this link and this link. Articles to analyse during the workshop for secondary school teachers can be found on this link and this link. Additional resources for primary and secondary school teachers: An article about teaching kids media literacy can be found on this link. Useful YouTube videos for Primary teachers can be found at this link and this link. Useful YouTube videos for Secondary teachers can be found at this link and this link. Adaptation of Activity for Adult Educators: Articles to analyse during the workshop for adult educators can be found on this link and this link. Additional resources for adult educators:

THINK TWICE

			An interactive way to learn about media literacy and also check your and your student's current knowledge on this link. Read further about the need to empower adults to distinguish between real and fake news on this link. Useful YouTube videos for adult educators can be found at this link.
			Adaptation of Activity for Pre-service Educators: The articles to be analysed by the pre-service educators can be chosen from the above links depending on what the educator is training in. The same goes for the additional resource material provided above.
Activity 2: Creating a lesson plan for their own class on information access facilitation. • Explain the activity and provide the participants with the activity handouts. • The participants will create a lesson plan that they can use in their own class on the subject of information access. The aim of the lesson will be to make sure the students will gain knowledge about strategies to facilitate information access, including understanding the principles of information literacy, library research, and digital databases. Students should learn	40 minutes	Training venue with IT equipment, and space to break out into smaller groups. Flipchart and markers Projector and screen Laptop	Adaptation of Activity for Primary and Secondary Teachers: There are a lot of good ideas and resources for primary school teachers on this website, for example, the resources on pages 24-26 on this link. Some more ideas for Secondary school teachers on this website, for example, the resources on pages 42-47 on this link. Adaptation of Activity for Adult Educators:

effective search strategies, utilising library, and online resources, and fostering the ability to discern the relevance and reliability of information across various platforms. Educators can use a template in the handout. • Follow this with a group discussion where educators can introduce their lesson plans and justify the steps used in the plan and the benefit of each step. Educators should also highlight the learning outcome from their lesson plan. • Answer any questions the participants have.		Pens and note-taking materials for participants. Copy of Activity Sheet (A12.2)	There are a lot of good ideas and resources for adult educators on this website, for example, the resources on this link.
			Adaptation of Activity for Pre-service Educators: The resources above can be also used for the pre-service educators depending on which level of education they are being trained to work in.
Workshop Close and Feedback • The facilitator brings the workshop to a close with a summary of topics discussed and key points to take away that should inspire the educators to implement the new knowledge and skills in their teaching practice. • The participants should be encouraged to give feedback. • Participants are also welcome to ask any further questions or advice they may have.	5 minutes	Training venue with IT equipment	Not Applicable here.
Total duration of the module	**90-minutes**		

ANNEXES

Workshop 1 – Activity Sheets

Activity 1.1

Workshop Title	Introduction to DigComp 2.2, DigCompEdu, DigCompOrg, and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens".

Activity Title	Group work & presentations	**Activity Code**	A1.1
Type of resource	Activity sheets (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Comprehensive Understanding of Digital and Media Literacy Frameworks

Aim of activity	Participants will explore the key areas of the DigCompEdu framework in more depth while working in pairs. They will come up with practical ways they can apply the concepts to their own teaching practices.
Materials Required for Activity	Activity handout & PowerPoint presentation.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Present the participants with an overview of the three frameworks and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens". • Following this, encourage the participants to further investigate the key areas of the DigCompEdu framework in pairs. Each pair will examine one area. • The groups will use the activity sheet (attached below) to guide them. They will think about the practical applications of the area to their teaching practices. • At the end of the activity, each group will have a few minutes to present the area they researched and the applications they have come up with.
Handout	The activity handout (A1.1) is attached below.

Activity 1.2

Workshop Title	Introduction to DigComp 2.2, DigCompEdu, DigCompOrg, and UNESCO's "Think Critically, Click Wisely! Media and Information Literate Citizens".		
Activity Title	Case studies	**Activity Code**	A1.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Application of Frameworks in Educational Contexts
Aim of activity	Participants will explore case studies about integrating technology into learning. Each case study will be relevant to the learners that they teach. This will further help them to understand how the frameworks can be applied in an educational setting and see the possibilities.		
Materials Required for Activity	Activity handout & PowerPoint presentation.		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Provide participants with a case study that is relevant to them. Examples are linked in the lesson plan above. • Participants should take their time to read the case study and think about it. They should use the activity sheet to explore and respond to the case study. • They should consider how the frameworks are reflected in the case study and any ideas/methods they can take from it and bring into their own lessons.		
Handout	The activity handout (A1.2) is attached below.		

THINK TWICE

Investigating the key areas of the DigCompEdu Framework

About the activity:

You will be given one key area to explore from the DigCompEdu Framework (professional engagement, digital resources, teaching and learning, assessment, empowering learners, or facilitating learners' digital competence). Complete the sections below in pairs. Discuss the questions together. Think about and share your experiences and what you would like to learn going forward. You must then come up with two ways you could apply the key area to your teaching practices.

Key Area: _____

What are the competencies within this key area? (3-4 competencies)

-
-
-
-

What is your understanding of these competencies? (write 2 points for each competency)

-

-

-

-

-

-
- ✓

-

-

Answer the following questions:

Have you applied this key area to your teaching practices before? (If so, describe the experiences below).

What are the benefits of applying this key area to your teaching practices?

Do you foresee any difficulties or issues with applying this key area to your teaching practices? (If so, please list them).

Can you identify what you need to learn to better integrate technology into your teaching practices (what are your knowledge gaps?).

What interests you about digital technology that you would like to know more about?

THINK TWICE

Please add any other thoughts/ideas you have:

Brainstorming

Write down some **ideas** about how the competencies from the key area could be applied to your teaching practices:

Potential applications:

1. _____

2. _____

Case Study

<div style="border: 1px solid orange; padding: 10px;">

Case study questions:

</div>

Write a short summary of the case study:

What digital resources/technology was discussed in the case study?

What were the benefits of using these tools?

Do you agree with the point the case study is making? (why/why not?)

Do you think the concepts explored in this case study could be applied in your classes? (why/why not?)

Other thoughts/comments:

List of Resources

(Linked in text)

- Example case study which may be used to support activity 1 for primary and secondary school teachers. Video showing a secondary school teacher using different digital resources to support active learning during a Geography class: https://vimeo.com/166018378
- Another example case study which may be used to support activity 1 for primary and secondary school teachers. Video showing a secondary school teacher using different digital tools to support learning during an English class: https://vimeo.com/130385555
- Video series by NALA Ireland on integrating technology into adult education. This could be used as an example for activity 1 for adult educators: https://www.youtube.com/watch?v=xQWcVe5RRao&list=PLnE6Lf6LJD_UdicgfAXofIXflUS1d8VUr&index=13
- Example of how digital resources and apps could be used to enhance adult learning. This example is specific to healthcare, but the facilitator could find a similar educational app suitable for other fields also. The full link: https://www.youtube.com/watch?v=1FxRXgIYZuE
- Article with other examples of anatomy/healthcare apps: https://www.carepatron.com/app/anatomy-app
- Article with tips for new teachers who are using technology in the classroom: https://study.com/blog/tips-for-using-technology-in-the-classroom-as-a-new-teacher.html
- Primary school teachers case study link: https://technology.tki.org.nz/Resources/Case-studies/Technology-in-the-classroom/Designing-and-developing-digital-outcomes/Digital-animations
- Secondary school teachers case study link: https://www.edutopia.org/article/harnessing-educational-potential-of-tiktok-science-class
- Alternative case study for primary/secondary school teachers: https://www.edutopia.org/article/designing-lessons-digital-tech
- Case study for adult educators: https://www.proliteracy.org/wp-content/uploads/2023/07/2020-05_PL-Research-Brief-2_Technology.pdf
- Another similar case study for adult educators teaching: https://digitalpromise.org/wp-content/uploads/2016/03/dp-integrating_digital_tools.pdf
- Case study for any of the groups: https://www.ech.asn.au/2023/09/05/augmented-reality-captivates-young-minds-and-seasoned-souls/

Additional Resources

- Article about how to do silent brainstorming: https://thedigitalprojectmanager.com/projects/leadership-team-management/silent-brainstorming/

Workshop 2 – Activity Sheets

Activity 2.1

Workshop Title	Professional Engagement - Using digital technologies for communication, collaboration, and professional development.

Activity Title	Introduction to DigCompEdu proficiency levels (area 1)	**Activity Code**	A2.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	10 minutes	**Learning Outcome**	Introduction to DigCompEdu and proficiency levels

Aim of activity	Participants will have a short introduction to DigCompEdu and proficiency levels, to introduce the importance of digital technologies.
Materials Required for Activity	PowerPoint presentation.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: 1. Present what is DigCompEdu (using a PowerPoint presentation). 2. After the presentation, allow participants to ask questions and engage in discussion.
Handout	N/A

Activity 2.2

Workshop Title	Professional Engagement - Using digital technologies for communication, collaboration, and professional development.		
Activity Title	Measuring knowledge about digital technologies	**Activity Code**	A2.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	30 minutes	**Learning Outcome**	Reflection on personal knowledge about digital technologies suitable for communication, collaboration, and professional development.
Aim of activity	Participants reflect on their personal knowledge about digital technologies suitable for communication, collaboration, and professional development.		
Materials Required for Activity	PowerPoint presentation, Flip Charts.		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: 3. Prepare the room (flipcharts, tables, chairs, pens). 4. Divide participants into groups (3 groups) according with the topics. - World Café Method 5. Instruct participants to write about the digital technologies that they are familiar with and add their experience to the flipchart (10 minutes) 6. Rotate tables, they should contribute to all the topics/flipcharts. 7. Ask each group to present their findings and discuss with the other groups. 8. Allow time for the participants to ask questions and point out further options or views on the presented topics.		

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Handout	N/A

Activity 2.3

Workshop Title	Professional Engagement - Using digital technologies for communication, collaboration, and professional development.		
Activity Title	Discovering Professional Development through Digital Platforms	**Activity Code**	A2.3
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	30 minutes	**Learning Outcome**	Gain comprehensive knowledge about various digital technologies suitable for communication, collaboration, and professional development.
Aim of activity	Participants will develop their knowledge on how to integrate digital tools into education, improving their competences on communication, collaboration, and professional development.		
Materials Required for Activity	PowerPoint presentation, Flip Charts.		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: 1. Divide the participants into groups (3 groups). 2. Each group should select one digital tool mapped during the previous activity. 3. For 10-15 minutes, the facilitator will ask the participants to discuss the topics on the flipchart, considering the following points (Name of the tool, date of creation, general description, how it can be used, example of a best practice). 4. Facilitator will instruct the participants to present and discuss the main findings.		

THINK TWICE

List of Resources

(linked in text)

- Guide to World Café Method: https://www.youtube.com/watch?v=Tfpyu84pg6k 2024).

Workshop 3 – Activity Sheets

Activity 3.1

Workshop Title	Digital Resources - Sourcing, creating, and sharing digital resources.

Activity Title	Sourcing and evaluating resources	**Activity Code**	A3.1
Type of resource	Activity sheets (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Proficiency in Sourcing, Evaluating, and Selecting Digital Resources

Aim of activity	Participants will learn how to conduct a search for digital educational resources and tools. They will also practice evaluating the resource in terms of its appropriateness, usability, and accessibility.
Materials Required for Activity	Activity handout & PowerPoint presentation.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Review online search techniques with participants (PowerPoint presentation). • Instruct participants to write down keywords to do with climate change and educational resources. • Instruct and guide participants to carry out 2 short, timed searches. • Explain the evaluation form and highlight important aspects of evaluation (PowerPoint presentation). Emphasise the importance of selecting inclusive resources that show multiple perspectives. • For the last 5-10 minutes, ask the participants to discuss the activities and their findings in pairs. This allows them to share what they learnt from the activities. • Allow time for the participants to ask questions and point out further resources they may use (PowerPoint presentation).

Handout	The activity handout (A3.1) is attached below.
Follow-up/ Assessment	N/A

Activity 3.2

Workshop Title	Digital Resources - Sourcing, creating, and sharing digital resources.		
Activity Title	Creating and Sharing Digital Educational Resources	**Activity Code**	A3.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Creation and Effective Sharing of Digital Educational Materials
Aim of activity	Participants will become aware of the different digital tools and platforms available to them. They will learn simple, key design principles to follow when creating educational content. They will have the opportunity to practice these skills using Canva and will be directed towards other resources they can use in the future.		
Materials Required for Activity	Activity handout & PowerPoint presentation.		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Provide participants with an overview of design principles. • Participants should begin to understand simple actions they can take to ensure that the content they create for lessons is accessible. Refer to the PowerPoint slides and show them how to use tools such as Adobe Color (accessibility tools and contrast checker). • The handout for this activity includes a checklist of design principles that participants can use while creating content and for reviewing content. • Demonstrate to participants how to open Canva and use its basic features and templates. • Instruct participants to begin developing an educational resource (poster, infographic, comic) about climate change. • Participants can use the activity sheet attached to guide them.		
Handout	The activity handout (A3.2) is attached below.		

Follow-up/ Assessment	N/A

Searching for resources (first stage, 15 minutes)

Planning your search:

Spend 2-3 minutes planning your search. Think about what you know about climate change already and what you do not know (what are the gaps in your own knowledge?). Think about what you want to teach your learners and the type of resource that would be useful for teaching them this and meeting their needs. Write down keywords that come to mind.

Keywords

Pick a search engine or an online database to start your search. Select 5 keywords that you think are the most important and begin with these. Remember the following search techniques (in the table below) that can be used to broaden or narrow down a search. You will have 6 minutes to do your first search. Having a limited time can help structure your search and prevent you from spending too much time on one thing.

Search techniques (National Library Wellington, no date; Webwise, 2019)**:**

Combine searches	Put '**AND**' between the search terms and the results will only include sites/resources that contain both terms.

	Put '**OR**' between the search terms and the results will include sites with either one of the terms.
Exclude words	Put a **minus symbol** (**-**) in front of a word that you do not want included in your search. This is useful if one of your search terms has more than one meaning.
Exact match	Use **quotation marks** ("**"**) to search for an exact word or sentence.
Search within a website	Put (**site:**) in front of a particular website you want to search within, followed by a space and your keyword(s). For example, '**site: wikipedia.org famous**'.
Blank word	Use an **asterisk** (*****) in place of a blank/missing word. This is useful if you cannot think of a word to describe what you are searching for. It can help to broaden a search.
Search within a range of numbers	Put '**…**' between two numbers. This allows you to search within a range of numbers e.g., prices, ages, etc.
Find similar words	Search for **synonyms** to find new search terms to add to your list.

Searches:

Keep a record of your searches and the search terms you use.

3.

4. _____

5. _____

6. _____

7. _____

After 6 minutes, it is time to review your results. Consider the search terms you are using and the aim of your search. Are you finding what you are looking for? You have another 6 minutes to search further – you can use a different search engine or database and/or choose new search terms. Continue to record the searches you carry out.

1. _____

2. _____

3. _____

4. _____

5. _____

Spend the last few minutes reviewing your results. You should select an educational resource you think most closely matches the aim of your search. You can practice these search techniques further in the future when you are looking for resources for lessons.

Evaluating a resource (second stage, 15 minutes)

It is important that you evaluate any resource you are going to use to make sure it is safe, appropriate and matches the learning outcomes! Complete the form below to evaluate your chosen resource for teaching learners about climate change. You have

15 minutes to complete the form and a further 5 minutes to discuss the activities and your findings with another participant.

Resource Name: _____

Evaluation Check List (Berkeley Library, 2022; National Library Wellington, no date; Rosenfeld, 2022)	Yes / No
Does the resource and its content reflect the learning goals?	
Does the resource provide something you cannot achieve through traditional, non-digital media?	
Is the resource accessible? Consider the fonts (colour & size). If there is a video, are there captions and subtitles? Think about the specific needs of your learners.	
Is it easy and straight-forward to access and navigate the resource?	
Is there an opportunity for collaboration between learners or between the teacher and learner?	
Does the content represent the learners and their experiences? Is it inclusive?	
Does the resource encourage further learning off the screen?	
Is it engaging and interactive?	
Is it appropriate to learners' learning level?	

Who, What, Where, When, and Why? (Schrock, 2022)

Who created the resource? What are their credentials?

When was the resource created and last updated?

What is the stated purpose of the resource?

What else might the resource be used for?

Has the resource been peer-reviewed?

Are there references provided for the content? Where does the information come from?

Why use this resource and not another one?

Lateral reading – check what other websites say about the resource:

Is the information (provided by the resource) different to information you find elsewhere?

Notes from pair discussion:

Creating educational content – a design guide (Barnhart, 2021; Designuonline, 2023)

Design Principles:

1. Choose a colour palette

You can use generators such as Coolors to create complementary palettes.

2. Layout

Consider following the rule of thirds. Think about where you want the audiences' eye to be drawn to. Use alignment tools such as rulers and grids. Be aware of how text and content are placed in relation to each other. Think about the spacing between text and images. Looking at other examples and using templates can be really helpful!

3. Structure & Hierarchy

Organise information from most to least importance. Information that is very important should stand out the most, making it easy and fast for an audience to consume. You can achieve this through careful placement and ordering of images and text and by making use of headings and subheadings. Font size, formatting, and colour can also be used to make certain information **standout**.

4. Consistency

Follow the same formatting and structure throughout. Use the same fonts, heading styles and colours.

5. Contrast

Make sure that the text is readable. Use tools such as Adobe Color to check the contrast between background colours and text. Contrast can also be used to make content stand out visually.

Creating educational content – accessibility (University of Dundee, 2023; Inclusion & Accessibility Labs, 2022)

Accessibility Tips:

Creating accessible content and following design principles may be daunting at first. It might feel like there is a long list of rules. However, the more content you create, the easier and more intuitive it will become. Let learners know that you are trying to make content more accessible – discuss it with them and ask for feedback. The most important part is that the content you create suits the learners in your class. By communicating with them, you can tailor content to meet their needs. It is also an opportunity for learners in your class to learn about accessibility and content creation themselves!

Microsoft Word

- Make use of heading styles and keep the formatting consistent. This makes documents easier for learners to navigate.
- Font size should be between 11-12 points at minimum.
- Make use of the accessibility feature that can be found under the Review tab.
- You can use a slightly off-white background to make the document easier to read.

Microsoft PowerPoint

- Use title boxes and keep the layout and formatting consistent. This makes the presentation easier for learners to navigate.
- Font size should ideally be 20 points.
- Make use of the accessibility feature that can be found under the Review tab.
- You can use a slightly off-white background to make the presentation easier to read.

General Accessibility Pointers

- Use a Sans Serif font as it is generally easier to read. Common examples include Arial, Calibri, and Helvetica. There is also an open-access dyslexia friendly font you can download here. There is a short guide by the British Dyslexia Association for written material that may be useful.

- If you include a link in a document or presentation, use a hyperlink (a word describing what the link is that learners can click on) instead of the full URL. This not only looks better and takes up less space, but it is also more suitable for a learner who is using a screen reader.

- There are certain colour combinations you should avoid using. These include the following: green/red, blue/purple, and light green/yellow combinations. These combinations may be difficult for someone with a colour vision deficiency. Use Adobe Color to check the colour contrast also.

- When you have an image in any content you create you should also include text describing what the image is, e.g., 'an image showing a vase of purple flowers on a windowsill'. Provide as much detail as possible. This is known as alternative text and is included for anyone using a screen reader.

- If your content includes a video or animation, caption it and check that there is an option for subtitles. If possible, also provide learners with the transcript.

- Make sure that you review and update content you create for learners regularly.

- If you are sending content such as a Word document to learners, keep it in its original format instead of converting it to a PDF. This allows learners to edit the formatting and layout themselves if needed to suit their individual learning requirements and preferences.

- Where possible, give learners options and flexibility with how they interact with digital resources and carry out learning activities.

- **Perceivable** – Presented in a way that all learners can understand the information. For example, providing alternative text for images.
- **Operable** – Navigation should be easy and possible for everyone. Consider if the resource can be used without a mouse and using the keyboard only. Some learners may have difficulties using a mouse for reasons such as limited mobility.
- **Understandable** – There should be clear instructions if an action is required. It should be obvious to learners how to navigate the resource, e.g., including instructions such as 'click here for more information'. Diagrams, images, videos, and other content should be clearly labelled.
- **Robust** – The content should be clear enough that it can be interpreted reliably by a wide variety of users. If possible, test the resource with assistive technologies to ensure it is compatible. You can also ask learners to check the content and give you feedback!

Creating educational content – being inclusive (Future Learn, 2021; Strachan and Thomas-Varcoe, 2024)

Inclusive Content:

Part of creating accessible content is also making sure it is inclusive and representative of your learners and their experiences. Educational content should ideally meet the various learning needs of students and adult learners and be adaptable. Learners should be able to see themselves in content and relate to it. They should also be able to develop an understanding of other people and how people have experiences that are different to their own. This promotes understanding, empathy, and respect and combats discrimination and bias. There are many types of discrimination and forms of inequality. Discrimination can be based on age, sex and gender, religion/faith, nationality, ethnicity, skin colour, language, sexual orientation, disability, social class, socioeconomic background, and more. It is important to be aware that people can experience multiple types of discrimination at once and that they can overlap or intersect.

How to create inclusive content?

- Content should acknowledge various perspectives and materials should be created with reference to a diverse range of sources.
- Try to identify voices and perspectives that have a history of being left out of the content you are teaching. Then find ways of incorporating these perspectives into your content.
- Keep content updated and do not repeatedly use the same examples over and over again.
- Consider the type of language you use and make sure it is inclusive, e.g., using gender-neutral pronouns. Review content that you share with learners or reference in your own content – check the language used and the imagery, ask yourself does it contain any hidden messages or unconscious bias?
- Promote authentic, positive representation in educational videos, images, and case studies you use. Avoid stereotypes and be mindful of cultural sensitivities.
- Involve learners and ask for their opinions. Give them the opportunity to choose some of the content covered in class or choose the way it is covered.
- Aim to have diversity and inclusion embedded in learning activities and content.

List of Resources

(Linked in text)

- Hungry Pirates Digital Game (Peg + Cat): https://www.pbslearningmedia.org/resource/e043de4a-d64a-4e62-ad18-2747bcebb2ad/hungry-pirates/ready-to-learn/
- OpenToonz animation software: https://opentoonz.github.io/e/
- Synfig Studio animation software: https://www.synfig.org/
- List of other animation software and apps: https://medium.com/@animationssoftwareservice/free-animation-software-for-kids-235889940dda
- Case-study of primary school aged children using Google slides to understand how frame-by-frame animations work: https://spectrumnews1.com/wi/milwaukee/news/2023/03/20/students-incorporating-animation-into-daily-lessons
- YouTube: https://www.youtube.com/
- TED-Ed: https://ed.ted.com/
- Audacity: https://www.audacityteam.org/
- Article about how to teach learners how to produce their own podcasts: https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html
- Quizlet a digital tool for making flashcards: https://quizlet.com/features/flashcards
- BBC Skillswise: https://www.bbc.co.uk/teach/skillswise/english/zjg4scw
- Teach Rock: https://teachrock.org/studentedition/
- Foclach (game): https://www.foclach.com/
- Wordle (game): https://www.nytimes.com/games/wordle/index.html
- Coolors, a colour palette generator: https://coolors.co/
- Adobe Color, includes accessibility tools for checking colour contrast: https://color.adobe.com/create/color-contrast-analyzer
- Free, open-source font that is easy to read: https://opendyslexic.org/
- Dyslexia style guide for written materials: https://cdn.bdadyslexia.org.uk/uploads/documents/Advice/style-guide/BDA-Style-Guide-2023.pdf?v=1680514568
- A guide by the University of Dundee on creating inclusive teaching materials: https://www.dundee.ac.uk/guides/creating-inclusive-teaching-materials

Workshop 4 – Activity Sheets

Activity 4.1

Workshop Title	Enhancing Teaching and Learning with Digital Technologies

Activity Title	Integrating Digital Technologies to Enhance Teaching and Learning	**Activity Code**	A4.1
Type of resource	Activity sheets (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	In-depth Knowledge of Integrating Digital Technologies into Teaching and Learning
Aim of activity	Participants will gain a deeper understanding of various digital technologies and their application in education, insights into pedagogical theories that underpin effective integration, practical strategies and examples to reflect on effective orchestration of digital devices and resources in teaching and learning contexts.		
Materials Required for Activity	PowerPoint presentation, handouts with lesson plan or learning scenario template, example of digital tools and resources, additional resources		

Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps:
	
	● Present an overview of digital technologies and pedagogical theories (presentation slides)
	● Provide examples of digital devices and resources to show how to incorporate digital tools into lesson planning, content delivery, and collaboration (presentation slides)
	    ○ Learning Management Systems (LMS) such as Google Classroom, Moodle, or Canva
	    ○ Collaboration platforms like Microsoft Teams, Slack, or Padlet		

	○ Multimedia creation tools such as Adobe Express, Canva, or Piktochart ○ Productivity tools including Google Docs, Microsoft Office, or Evernote ● Briefly describe the features and functionalities of each platform and tool. ● Show examples of student-centered activities, such as: ○ Collaborative document creation and editing using Google Docs ○ Multimedia project creation using Canva or Padlet ○ Digital Storytelling using Adobe Express ○ Online discussions and debates using Microsoft Teams, or Padlet ○ Engaging in gamified activities using Kahoot!, Quizziz, or Learning Apps ○ Self-paced learning and assessment using Google Classroom, Edmodo, or Moodle ● Allow educators to explore and experiment with selected digital platforms and tools on computers or tablets. ● Encourage them to try out different features and functionalities to understand how each platform and tool can support student empowerment ● Distribute handouts with the lesson plan or learning scenario template to participants. ● Encourage participants to work in small groups, brainstorm ideas, and discuss strategies for promoting student ownership of learning, such as project-based learning, inquiry-based learning, student-led discussions, and self-assessment. ● Provide guidance and support as needed. ● Facilitate a brief discussion where participants share their insights and ask questions about the benefits and challenges of integrating digital technologies into education processes. This allows them to share what they learned from the activity. ● Guide participants to list key points and takeaways from the activity on a virtual flipchart as Padlet. ● Provide a list of additional resources they may use.
Handout	See the handout (A4.1) see below

Activity 4.2

Workshop Title	Enhancing Teaching and Learning with Digital Technologies		
Activity Title	Orchestrating Digital Tools for Diverse Learning Environments	**Activity Code**	A4.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Effective Orchestration of Digital Tools for Diverse Learning Environments
Aim of activity	To guide teachers and pre-service teachers in effectively orchestrating the use of digital tools and adapting teaching strategies to foster active learning and engagement while meeting the needs of all students.		
Materials Required for Activity	Activity handout and presentation slides		

Step-by-step instructions	• Start by explaining the importance of considering accessibility and inclusion issues in digital technology selection.
	• Guide participants to reflect on the effectiveness of orchestrating digital tools for active learning and engagement.
	• Use presentation slides or a whiteboard to highlight key points.
	✓
	• Divide participants into small groups and provide each group with a **specific digital technology to focus on**. Examples include:
	   o Need: Students with hearing impairments require closed captioning on videos. Solution: YouTube provides automatic closed captioning functionality.
	   o Level: Advanced math students need interactive tools for graphing functions. Solution: Desmos is a free online graphing calculator.
	   o Speed: Students who require additional practice with vocabulary development need adaptive learning platforms. Solution: Duolingo offers personalised language learning exercises.		

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	o Preference: Students who prefer collaborative learning need a platform for group discussions and project work. Solution: Google Workspace provides tools for real-time collaboration.
	
	✓
	
	• Distribute handout with scenarios describing **different student needs, levels, speeds, and preferences**. Examples include:
	   o Need: Students with visual impairments may require screen reader compatibility.
	   o Level: Advanced learners may benefit from more complex simulation software.
	   o Speed: Students who need additional time for processing may benefit from self-paced learning modules.
	   o Preference: Students who prefer visual learning may engage better with multimedia presentations.
	• Encourage participants to engage in a reflective discussion within their groups, considering how their assigned technology can be used to meet diverse student needs.
	• Encourage participants to brainstorm strategies for adapting teaching approaches and integrating digital tools effectively.
	
	✓
	
	• Bring the groups back together and facilitate a discussion where participants share key insights from their group discussions.
	• Emphasise the importance of considering student diversity and individual needs when selecting and orchestrating digital tools.
	• Encourage participants to continue exploring innovative ways to create inclusive learning environments.
	• Provide examples of how educators can use digital platforms and tools to facilitate these strategies and empower students in their learning journey.

Handout	See the handout (A4.2) see below

Activity A4.1 Handout 1

- Rise a positive critical discussion on the various digital technologies and the application in the education setting
- How the participants would use these technologies as a tool to guide their students' learning curve on the use of digital technologies

Please, write any comments, thoughts, notes in here. They will be useful for the group session

Activity A4.1 Handout 2

Within your group, brainstorm and develop the scenario below to start thinking on how digital technologies are effectively integrated into teaching and learning activities to support content delivery, student engagement, interactivity, and assessment.

Title	
Objective	
Short description (steps, tasks, etc.)	
Materials needed	
Outcome	

Activity A4.2 Handout

Within your group, brainstorm and develop the template below on the *X specifical digital technology* (tool). Each group will develop one specific tool.

Name of the tool (to be provided by the facilitator)	
Objective (to be provided by the facilitator)	
Short description (to be provided by the facilitator)	
How this tool can help the student' needs, level, speed & preferences (to be filled by the participants)	
Outcome of the tool (to be filled by the participants)	

Additional Resources

- [European Schoolnet](#): This network provides various resources and projects aimed at promoting digital technologies in education across Europe. They offer insights into best practices and tools for integrating technology effectively.
- [Jisc:](#) Jisc supports education and research by providing digital solutions and resources. They offer guides and case studies on using digital technologies for teaching and learning.
- [EdTechXEurope:](#) This annual event and platform focus on the intersection of education and technology in Europe. They often share insights and trends related to managing digital tools in education.
- EdSurge Europe: EdSurge's European section covers news and insights on education technology developments specific to Europe. They often highlight tools and strategies for effective technology integration.
- [EUROCALL](#) (European Association for Computer-Assisted Language Learning): EUROCALL focuses on technology-enhanced language learning. Their resources can be useful for managing digital tools in language education.
- [European Commission](#) - Education and Training: The European Commission's education and training portal offers information and reports on digital education initiatives and policies within Europe.

Workshop 5 – Activity Sheets

Activity 5.1

Workshop Title	Assessment - Using digital technologies and strategies to enhance assessment.

Activity Title	Formative and Summative Assessment	**Activity Code**	A5.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	10 minutes	**Learning Outcome**	Understanding of Formative and Summative Assessment Methods

Aim of activity	Participants will learn how to differentiate between formative and summative assessment methods.
Materials Required for Activity	Activity handout & PowerPoint presentation.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • The facilitator gives a brief overview of assessment – aims, roles (who will assess), and timing (when do we assess, for what purpose). (PowerPoint presentation). • The facilitator instructs participants to sort the offered elements of formative and summative assessment into the appropriate column and discuss the differences between formative and summative assessment. • After 5 minutes, the facilitator and participants review their answers. • The correctly filled out table is as follows:

	Formative Assessment	Summative Assessment
When	During a learning activity	At the end of a learning activity
Goal	To improve learning	To make a decision
Feedback	Return to material	Final judgement

Frame of reference	Always criterion (evaluating learners according to the same criteria)	Sometimes normative (comparing each learner against all others); sometimes criterion
Motivation	Intrinsic	Extrinsic
Learning	Assessment for learning	Assessment of learning
Object	Assessment of a process	Assessment of a product

- The facilitator provides additional information about formative and summative assessment (PowerPoint presentation).

Handout	The activity handout (A5.1) is attached below.

Activity 5.2

Workshop Title	Assessment - Using digital technologies and strategies to enhance assessment.		
Activity Title	Creating a Digital Assessment Activity	**Activity Code**	A5.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	45 minutes	**Learning Outcome**	Create Online Quizzes, Interactive Assessments, and Leverage Technology for Real-Time Feedback
Aim of activity	Participants will become aware of the different digital resources available to them to create assessment activities. They will have the opportunity to practice creating assessment activities using Flip, Quizizz or Nearpod and will be directed towards other resources they can use in the future.		
Materials Required for Activity	Activity handout & PowerPoint presentation.		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • The facilitator provides participants with an overview of digital assessment resources, including their purpose, benefits, drawbacks, and the way user data is stored and analysed. • The facilitator instructs participants to begin developing a brief digital assessment activity. • Participants should begin by selecting the topic and outcome(s) and the purpose of the assessment. • Participants should also select a suitable digital resource in which they will create the assessment. The handout for this activity includes a list of possible digital resources the participants could use. • Participants can use the activity sheet attached to guide them. • The facilitator should support participants in the process of creating the activity, guiding them in the process of signing up, creating and publishing an activity. • At the end, participants are invited to present their assessments for 1-2 minutes each.		

Handout	The activity handout (A5.2) is attached below.

Formative vs. summative assessment

Complete the table below with these missing elements:

- Assessment for learning

- Assessment of a product

- Extrinsic

- Return to material

- To improve learning

	Formative Assessment	**Summative Assessment**
When	During a learning activity	At the end of a learning activity
Goal		To make a decision
Feedback		Final judgement
Frame of reference	Always criterion (evaluating learners according to the same criteria)	Sometimes normative (comparing each learner against all others); sometimes criterion
Motivation	Intrinsic	
Learning		Assessment of learning
Object	Assessment of a process	

Creating a Digital Assessment Activity

Step 1

- In teams, design an assessment activity in which you will use a digital resource.
- The activity should be short and last no longer than 10-15 minutes.
- To start, select:

- The topic and outcomes you will be assessing (i.e. what knowledge, skills and attitudes you are checking).
- Whether the assessment is formative or summative.

Step 2

- Next, select a suitable digital resource you would like to use to create the activity.
- You can choose from the list below. Descriptions are taken from the Common-Sense site.

Flip	Address:
	- https://info.flip.com/en-us.html
	How to guide:
	- https://info.flip.com/en-us/about/educator-toolkit.html
	- https://www.youtube.com/watch?v=_qzttIrOIaI
	Description:
	- Flip is a website and app that allows teachers to facilitate video discussions.
	- Begin by creating a group; choose one of the background templates or upload your own. Then, invite learners to join the group's topic space via a QR code or link.
	- The topic space serves as an interactive message board where teachers can pose questions and learners can post video responses that appear in a tiled grid display. Guests can also be invited to participate with a link and a password.
	- Via the immersive reading feature, learners can see closed captioning and translations, too. Note that the captions and translations take time to process.
	- Users can participate on Flip via the app or the website with any camera-enabled device or by uploading a previously recorded video.

	- Responses can be 15 seconds to 10 minutes, and teachers can determine a maximum recording time. Teachers can also allow learners to record replies to classmates' responses. - There are a variety of moderation features you can turn on or off per topic. The CoPilot feature allows more than one teacher to be a group moderator. - Flip offers a streamlined, flexible platform for teachers and learners to communicate. Learners can learn to articulate ideas with well-planned responses and consider alternative viewpoints as they listen to their peers' responses. It's a great way to gather learners' responses at their pace without them feeling "on the spot" in the classroom. - Learners can take advantage of the "sticky note" on the recording screen to type a short outline or key points before they start recording. Pause, trim, and re-record buttons can help learners record their best effort. - The customisable built-in rubrics are a great way for teachers to set expectations and provide feedback on learner videos. - Because of its flexibility, Flip gives learners options around how they want to demonstrate learning, which can lead to more effective assessment and learner engagement. If teachers aren't sure where to begin or how to use Flip effectively, there are a ton of ready-made topics in the Discovery area. Plus, it can give a window into a learner's thinking that an exit ticket or quiz might not. When applied purposefully, Flip is simple to use, extremely useful -- and fun.
Nearpod	**Address:** - nearpod.com **How to guide:** - https://nearpod.com/blog/beginners-guide-to-nearpod/?authuser=3 - https://www.youtube.com/watch?v=stIWHnJx5rc **Description:** - Nearpod is a tool for creating and delivering interactive presentations, formative or summative assessments, and content. Teachers use the site to create original multimedia presentations or draw from an extensive library of pre-made lessons. - Teachers can upload videos, images, audio clips, and files as well as embed multiple-choice quizzes and polls. Drawing tools, collaboration boards, and open-ended questions provide plenty of variety to liven up presentations. - Teachers can launch presentations and monitor progress either from the website or through the app, and they can choose whether or not to make learners' names visible. Learners can access presentations via a code. - Teachers can interact with learners in person or virtually and view learner responses in real time, enabling learners to take ownership of their learning rather than passively view a teacher-directed, whole-class presentation. Teachers can also control in-class timing or launch homework sessions in which learners move through

	lessons at their own pace. Either way, it's easy to see who's viewing the presentation, which helps to manage the classroom and reinforce appropriate use of technology. • All learner answers are recorded and analysed in the Reports tab. • Nearpod gives teachers opportunities to provide immediate feedback and lets them know where reteaching would benefit learners. Learners can ask questions in the moment or take notes to strengthen their understanding of the content. Since features like polls, ideas, and collaborative boards show immediate results, learners and teachers can engage in meaningful discussion. Alternatively, teachers can implement follow-up questions through up-voting or quickly inserted whiteboards. • If there's a complaint to be made about Nearpod, it's that it takes more time to figure out and get proficient with using. As a result, it might be best suited to more sustained use rather than as something you pull out here and there or use just to adapt some of your existing content. Patience is also needed when browsing the massive content library. It has tons of great content but lacks filters, so you'll need to do some digging and exploring to find that "just right" lesson.
Plickers	**Address:** • https://get.plickers.com/ **How to guide:** • https://help.plickers.com/hc/en-us/articles/1260804026770-Overview-Using-Plickers-in-class • https://www.youtube.com/watch?v=M6vfUjHRUMw **Description:** • Plickers is a rapid-response classroom-polling app that lets teachers use one mobile device to scan paper cards for learner responses. There are iOS and Android apps as well as a web interface. • Teachers can create single questions on the fly or select a set of questions from their personally curated libraries to add to their queue. • After projecting the question on a screen, learners hold up their custom response cards, turning the cards in different orientations to indicate their answers -- one side up for A, another side up for B, and so on. The teacher holds up a device such as a phone or a tablet and scans learners' responses, which are recorded. • Teachers can automatically project responses onto a screen and use the Scoresheet and Question History reports on the website to track learners' progress over time. Teachers can organise their questions and mobile uploads into folders, creating handy question queues to save time in future lessons. • Responses depend on teachers physically scanning learner responses, so if that system breaks down, it's hard to adapt. Scanning individual learner cards will take a bit of practice, especially where there are large classes or where laminated cards may have a glare. Learners should be careful to ensure that they're

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	placing the card in the correct position before facing it forward to avoid accidental erroneous responses.
	• Plickers can be a valuable formative assessment, polling, or discussion-sparking tool for teachers with limited technology in their classrooms -- or a chance to take a device break in high-tech classrooms. The website allows teachers to create questions with text and images that offer multiple-choice or true/false responses, but teachers have to add their own value as much as possible, crafting high-quality questions that provoke analysis and inquiry.
Quizizz	**Address:** • https://quizizz.com/ **How to guide:** • https://quizizz.com/home/quick-start?lng=en • https://quizizz.com/resources?fromBrowserLoad=true • https://www.youtube.com/watch?v=WN-eBhYiUOg&list=PLIrFn9RR_0qCswQX1RidSPC6YC3265zEH • **Description:** • Quizizz is a quiz and interactive lesson tool similar to Kahoot! Pear Deck, and Nearpod. • Teachers must create an account, but for learners it's optional. Learners access teacher-shared content using a link or access code through the website or app, and they can see both questions and answers on their screens. • Learners answer questions at their own pace within parameters set by their teachers. If teachers allow it, learners can see their place on the leaderboard for more exciting gameplay. • Teachers can select from a database of lessons and quizzes and edit them to meet their needs, including just picking and choosing select questions or slides. • When creating from scratch, teachers can add images, audio, video, and different types of questions (including multiple choice, fill in the blank, poll, open-ended, and audio/video response). • Teachers can also add custom feedback learners see after each question. • Content can be organized into collections to make it easier to find and assign. • Learners can complete quizzes all together competitively as a class while seeing classmates' progress, or teachers can assign content for learners to complete on their own time. • Afterward, teachers can view feedback by learner or by question, making it easy to see where individuals or groups need reteaching or reinforcement.

	• There's a free version as well as a paid version called Quizizz Super. This paid version removes ads, adds the audio/ video response and custom feedback features, and more.
Quizlet	**Address:** • https://quizlet.com/ **How to guide:** • https://quizlet.com/features/quizlet-teacher-guide-getting-started **Description:** • Quizlet is a study tool based mostly on flash card- and quiz-style recall of facts. • Users can create and then test themselves on study sets they create. They can also browse a database of millions of study sets created by other learners, teachers, and corporate partners. • Study sets include both text-based and visual study materials, and they can be copied and remixed. The range of topics covered on Quizlet is pretty comprehensive. • For each study set, Quizlet offers up to seven study activities, including matching and fill-in-the-blank games and timed quizzes. Adaptive learning technology, called the Learning Assistant, helps learners' study more effectively by creating a personalised study path to improve content mastery. • While learners can browse for study materials from users around the world, many teachers make and share custom study sets just for their classes. • There are other great features for teachers, too, including Quizlet Live, a team-based quiz competition that turns study sets into a collaborative classroom quiz game. • Quizlet is really easy to use and offers a blend of features that'll work for classroom facilitation and/or independent study. You can create flashcards quickly with suggested definitions and image files. • Learners don't need accounts to use Quizlet, but they can sign in with email or a Google account for a more complete experience. • Quizlet also works on pretty much all devices, and it offers a variety of supports for learners with learning differences. For instance, you can click on a word or definition to hear it read aloud or attach voice recordings to flash cards (with a paid upgrade).
Slido	**Address:** • https://www.slido.com/ **How to guide:** • https://static.sli.do/documents/slido-overview.pdf • https://www.youtube.com/watch?v=g6FgcFYHE9Y

	Description:
	- Slido is a web-based interactive polling and Q&A platform. - Learners access teacher-created polls via a simple join code, and teachers activate polls one at a time for learner response. - Polling options include multiple choice, word cloud, rating scales, and short answer, and teachers choose the length of time sessions will remain active. - There's also a Q&A feature where they can submit questions by name or anonymously and reply to others or up-vote questions they'd like answered. This gives teachers real-time feedback to assess learner understanding and provides opportunities for teachable moments. - Presenters may also choose to hide results as they come in, which gives learners a chance to think about their responses without being influenced by their classmates. - For added convenience and interactivity to in-class presentations, consider installing the Slido add-on for Google Slides. This lets presenters create and launch polls directly from their Slides presentations, which may provide timely boosts to learner engagement. - The large library of videos on the developer's YouTube channel makes it easy to learn different features to engage learners. Topics include customising the interface to reflect school colours and conducting polls directly from Google Slides presentations. - If teachers want fresh responses for each class they teach, they'll have to reset each poll individually, which is a bit tedious. One workaround is to duplicate polls and run separate sessions by class. It's easy enough to do and saves time, as long as each class receives the correct join code. - Depending on the questions posed or the ones learners ask, there are real opportunities for impactful dialogue and deep learning. And assessing individual and group understanding is a snap when learners have a chance to both answer and ask questions, especially when teachers encourage them to reply to one another.

Step 3

- Access the site of your selected digital resource and create an account.

Step 4

- Start creating your assessment. Use a maximum of 10 questions or 5 slides/activities.

Step 5

- Prepare to present your digital assessment activity to the group.
- Outline your notes for a brief, 2-minute presentation.
- Give feedback to other teams.

List of Resources

(Linked in text)

- https://info.flip.com/en-us.html

- https://info.flip.com/en-us/about/educator-toolkit.html

- https://www.youtube.com/watch?v=_gzttIrOlaI

- nearpod.com

- https://nearpod.com/blog/beginners-guide-to-nearpod/?authuser=3

- https://www.youtube.com/watch?v=stIWHnJx5rc

- https://get.plickers.com/

- https://help.plickers.com/hc/en-us/articles/1260804026770-Overview-Using-Plickers-in-class

- https://www.youtube.com/watch?v=M6vfUjHRUMw

- https://quizlet.com/
- https://quizlet.com/features/quizlet-teacher-guide-getting-started

- https://www.slido.com/

- https://static.sli.do/documents/slido-overview.pdf

- https://www.youtube.com/watch?v=g6FgcFYHE9Y

Additional Resources

- Digital Technologies for Assessments: https://mgiep.unesco.org/article/digital-technologies-for-assessments#:~:text=One%20other%20way%20that%20technology,based%20on%20a%20students'%20responses.
- Pathways for Digital Assessment: https://www.tcd.ie/academicpractice/resources/Gateway_to_Assessment/staff/introduction.php
- Digital Technology to Improve Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital

Workshop 6 – Activity Sheets

Activity 6.1

Workshop Title	Empowering Learners - Using digital technologies to enhance inclusion, personalisation, and learners' active engagement.		
Activity Title	Inclusion, personalisation & active engagement of learners	**Activity Code**	A6.1
Type of resource	Digital	**Type of learning**	Face-to-Face
Duration of Activity	30 minutes	**Learning Outcome**	Understanding of Inclusive, personalised, and engaging activities
Aim of activity	Participants will be introduced to the concepts of inclusion, personalisation, and active participation with Digital Technologies and will take part in an inclusive activity themselves.		
Materials Required for Activity	Jamboard		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: ● Prepare in Jamboard or Miro questions. Sample questions: What is inclusive education? How do you understand personalised teaching? In what way could teaching become more inclusive and personalised?		

In what way could you achieve engagement during activities?

- For each question there should be a table with the first post-it stickers placed so that participants can answer them either with text or a picture.
- The facilitator will give instructions on how participants will use the digital tool (how they will navigate the board, how they will add stickers, how they will write in this, or add images.
- For every board will give 3-4 minutes to participants to fill it in.
- By the end of this sub-activity the facilitator will summarise the outcomes.
- The facilitator will start a discussion regarding inclusive and Personalised Learning and how the teachers could include the specific tool in their own context and classes. S/he can write the central question on flipchart.

Activity 6.2

Workshop Title	Empowering Learners - Using digital technologies to enhance inclusion, personalisation, and learners' active engagement.

Activity Title	Discovering digital tools to enhance inclusion, personalisation & active engagement	**Activity Code**	A6.2
Type of resource	Activity sheet & Digital (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Creation and Effective Sharing of Digital Educational Materials

Aim of activity	Participants will develop criteria for the selection of digital tools that promote inclusion, personalisation and active engagement and they will become aware of the different digital tools and platforms available to them. They will learn in a participatory and active way how they could include tools like Jamboard in their lessons.
Materials Required for Activity	Activity handout & Jamboard
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: ● The facilitator needs to prepare in advanced a Jamboard for the participants to register all the digital tools that they will identify in the second phase of this activity. ● The facilitator will provide the participants with the activity handout (A 6.1) and give clear instructions on how they will divide and work in groups of 3. ● S/he will provide clear instructions on the way that they will work. They will brainstorm and write down all the criteria they decided are relevant. Each team must identify at least five criteria and classify them from the most important to the least. They will also

	need to decide who will present the results in the plenary after the completion of teamwork.
	● The facilitator will write down on the flipchart all the criteria that the participants will refer to, and at the same time, s/he will try to group them together.
	● The facilitator will instruct the participants to use Jamboard to write down all the tools while they identify them.
	● Then, s/he will ask the participants to use the criteria that they created and use a search machine to identify tools that they could incorporate into their own lessons and meet the criteria.
	● The facilitator will encourage participants to look at the tools that their co-participants identified, after the completion of the workshop.
Handout	The activity handout (A6.1) is attached below.

Activity A6.1 Handout

Searching for inclusive digital tools (10 minutes)

Discuss with your co-participants and decide which are the most important criteria to consider when choosing digital tools. Don't forget that your goal is to create an inclusive, personalised, and engaging lesson.
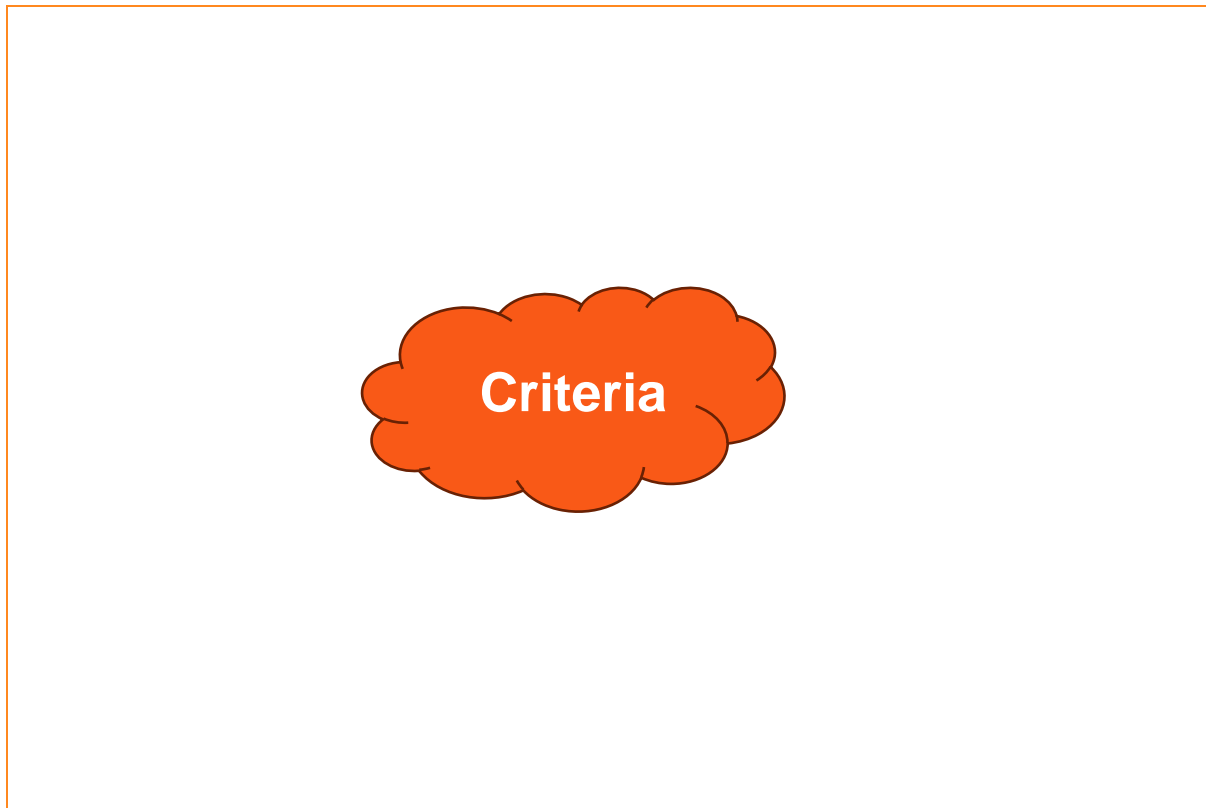
Criteria

Find at least 5 criteria and classify them from the most important to the least important.

Additional Resources

- Digital Equity and Inclusion in Education (OECD): https://one.oecd.org/document/EDU/WKP(2023)14/en/pdf#:~:text=Digital%20technologies%20can%20be%20used,during%20the%20COVID%2D19%20pandemic.
- Unlocking the Power of Teachers' Digital Competence – Empowering Learners: https://academy.europa.eu/courses/unlocking-the-power-of-teachers-digital-competence-empowering-learners
- Enhancing Engagement: Integrating Smart Technologies for Interactive Learning and Digital Literacy: https://www.youtube.com/watch?v=GCkXpVu_mA4

Workshop 7 – Activity Sheets

Activity 7.1

Workshop Title	Facilitating Learners' Digital Competence - Enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, wellbeing and problem-solving.

Activity Title	Practicing problem-solving skills and responsible information evaluation to enhance digital wellbeing practices.	**Activity Code**	A7.1
Type of resource	Activity sheets (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Comprehensive Understanding of Facilitating Learners' Digital Competence

Aim of activity	Participants will learn about digital wellbeing practices and their relevance nowadays. They will also practice digital creative skills and problem-solving skills to enhance digital wellbeing and solve negative online situations.
Materials Required for Activity	Activity handout & PowerPoint presentation.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Present and explain digital wellbeing practices and their relevance nowadays (PowerPoint presentation). • Instruct participants to work on simulations of negative online situations about inappropriate online behaviour. • Instruct and guide participants to practice their problem-solving skills to enhance digital wellbeing and find appropriate solutions to solve the identified negative online situations. • Share an example of simulation of a negative online situation to help and inspire participants during the activity. Simulation of online fake news: ''Government announces elimination of school holidays to boost school performance. According to the statement of the Minister of Education,

	school holidays are an obstacle to the school progress of students and the achievement of national educational goals. Eliminating them would allow students to spend more time in class, focus on the school subject and achieve better results in national and international exams.'' – ''Readers' reactions would be full of upset, nerves, negative criticism, inappropriate behaviour. The immediate solutions would be checking the source of the information, publication date, authors, checking other sites to see if the news appears in several sources, etc.'' • For the last 10 minutes, ask the participants to discuss the activities and their findings in pairs. This allows them to share what they learnt from the activities. • Allow time for the participants to ask questions. • The facilitator actively listens to the participants and notes key words that best conclude the activity. • Participants can use the activity sheet attached to guide them.
Handout	The activity handout (A7.1) is attached below.

Activity 7.2

Workshop Title	Facilitating Learners' Digital Competence - Enabling learners to use digital technologies creatively and responsibly for information, communication, content creation, wellbeing and problem-solving.

Activity Title	Navigate digital challenges and approach online safety	**Activity Code**	A7.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Empowering Learners to Navigate Digital Challenges

Aim of activity	Participants will learn about different digital challenges and specific tips to positively manage them. They will also practice critical thinking and digital skills to enhance online safety.
Materials Required for Activity	Activity handout & PowerPoint presentation.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Provide participants with an overview of digital challenges nowadays, online safety and tips. Refer to the PowerPoint slides. • Participants should begin to understand simple actions they can take to create strong online passwords for their online safety. • The handout for this activity includes a practical activity group on the analysis of suspicious websites and e-mails. • For the last 10 minutes, ask the participants to discuss the main findings of the analysis in groups. This allows them to share what they learnt from the activity. • Allow time for the participants to ask questions. • The facilitator actively listens to the participants and notes key words that best conclude the activity. • Participants can use the activity sheet attached to guide them.
Handout	The activity handout (A7.2) is attached below.

Simulations of negative online situations (20 minutes)

Planning your scenarios:

Spend some minutes planning your scenario(s). Create scenario(s) (realistic or imaginary) of online situations, such as fake news, online hate speech, inappropriate online posts, online discrimination etc. Think about your experience and readers' reactions. Think about what you want to teach your learners and the type of negative online situations that would be useful for teaching them this. Write down your scenario(s).

Simulation of negative online situations (scenario):

Now spend some time and think critically to find creative and realistic solutions to the identified scenario(s). Emphasise the importance of responsible online behaviour in all interactions, even in difficult situations.

Solution 1:...
....

Solution 2:...

Solution 3:...

Now provide 1-2 digital wellbeing practices that connect with the identified solutions and complete the list below:

Digital wellbeing practice 1: Keeping calm: Try to stay calm and not react impulsively to online challenges. Pause and take a deep breath before answering.

Digital wellbeing practice 2: Limiting online exposure: If you feel that a certain online situation is negatively affecting you, take steps to limit your exposure to content or people that cause you discomfort or stress.

Digital wellbeing practice 3:

Digital wellbeing practice 4:

Etc.………………………………………………………………………………………………

…………………………………………………………

Individual notes from pair discussion:

Analysis of suspicious websites and emails (15 minutes)

Spend some minutes on the analysis of suspicious websites and e-mails. To save time, the participants can be divided into two groups, one group to analyse suspicious emails, and the other group to analyse suspicious sites. Think about what you want to teach your learners and the type of tips and knowledge that would be useful for teaching them this. Write down your conclusions for the analysis.

Analysis of a phishing email

Email address: www.yourmoneysafe.lt

Email Subject: "Urgent! Updating your bank account. Your access will be restricted, and you will no longer be able to make payments."

Request email content: "Dear Customer, we are currently updating your account information to ensure security. Please click the link below and enter your card details to complete the update. Remember that if you do not follow the steps provided, you will no longer have access to your bank account and you will no longer be able to make payments. Hurry up! "

Signature: Best regards - Your team for flexible access to money!

Aspects to check:

Email address

Email subject

Email content

Email signature

Analysis of a suspicious website

URL address: http://www.mybankaccount.eu (instead of www.officialbankaccount.com)

Website content: Apply now for a 100% personal loan, without bureaucracy and without hidden rules. Do you have money saved up? Access our flexible interest deposit and leave your money in our care!

Privacy policy and terms and conditions: We reserve the right to store your address and personal data for the purpose of dissemination.

Aspects to check:

SSL certificate

Design and Content
Website content
Privacy policy and terms and conditions

List of Resources

(linked in text)

- Random Password Generator | Create Strong Passwords | Avast. (n.d.). Www.avast.com. https://www.avast.com/random-password-generator#pc

Additional Resources

- Digital Wellbeing (infographic): https://timelyapp.com/blog/21-ways-to-improve-your-digital-health
- Digital Literacy in the 21st Century: https://www.youtube.com/watch?v=oU1X3QpX-90
- Online Safety: https://www.webwise.ie/teachers/online-safety-skills/
- Digital Security: https://www.security.org/digital-safety/
- Digital Citizenship: http://www.eun.org/focus-areas/digital-citizenship

Workshop 8 – Activity Sheets

Activity 8.1

Workshop Title	Truth Matters - Theories of truth, post-truth era, truth as the essence of journalism.

Activity Title	What's the truth?	**Activity Code**	A8.1
Type of resource	Activity sheets (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Deep Understanding of Theories of Truth and the Post-Truth Era

Aim of activity	Participants will explore four of the primary theories of truth. They will practice applying the truth theories to relevant statements of misinformation that the learners they work with may come across online. This should help them to understand the subjectivity of truth and how truth can easily be distorted in contemporary society.
Materials Required for Activity	Activity handout & PowerPoint presentation. Optionally, four pairs of sunglasses, each representing a truth lens.
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Present the participants with an overview of the four theories of truth and the concept of the post-truth era. • Provide the participant groups with a statement and activity handout. • Participants should take their time to consider how they can apply their truth lens to the statement and discuss it within their group. • Participants should present their group work at the end of the activity. Everyone should take part in a discussion and reflect on what they have learnt from this activity.
Handout	The activity handout (A8.1) is attached below. There are four versions of the part 2 page for the activity handout. Provide the participant groups with the page that matches the truth lens they have been assigned, e.g., correspondence, coherence, consensus, or pragmatic.

Activity 8.2

Workshop Title	Truth Matters - Theories of truth, post-truth era, truth as the essence of journalism.		
Activity Title	Journalism and the truth	**Activity Code**	A8.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Recognizing Truth as the Essence of Journalism
Aim of activity	Participants will learn about ethical journalism and reporting practices. They will practice fact-checking and carrying out source verification of a news article.		
Materials Required for Activity	Activity handout & PowerPoint presentation.		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Provide participants with two news articles. The following articles can be used, or a similar alternative chosen by the facilitator:		

Example of ethical articles	Examples of fake news / misleading reporting
Environmental article about penguins and bird flu	Drinking age being lowered at Disney World article
Article about students and AI	Article stating that Pope Francis is endorsing Donald Trump
News report on water quality	Article about a claim that a woman broke her leg from a hornet sting

• Participants should take their time to read the article and think about it. They should assess the article and identify any possible misinformation or disinformation. They should verify the information sources and fact-check the article using some of the following recommended tools:

   o Is it legit infographic: Includes five steps for vetting news sources.

	○ <u>Is it legit quiz</u>: Practice recognising misleading versus credible news sources. ○ <u>Checkology</u>: Resource for checking facts online and learning about news and media. To check a fact, click on the 'check center' tab. This resource requires the educator to create an account with their email. ○ <u>New literacy quiz</u>: Quiz for learning how to decide what to share online. ○ <u>Video source guide</u>: Guide for how to find a video source or do a reverse video search ○ <u>Levels of scientific evidence infographic</u> ○ <u>Fact Checker</u> ○ <u>Evaluating information</u>: CRAAP test ○ <u>Identifying fake news</u>: Ten questions for fake news detection ○ <u>SIFT method</u> • They should reflect on the importance of truth in journalism and how they can relate this to their own learners.
Handout	The activity handout (A8.2) is attached below.

What's the truth?

About the activity:

Your group will be given a statement and must consider if it is true or not using a truth lens.

Statement:

_____

Truth theory/lens: _____

What are your groups' initial thoughts regarding this statement?

-
-
-
-

Brainstorming

Write down some initial **ideas** about how this statement looks through the given truth lens:

What's the truth? (Correspondence)

Answer the following questions (Chin, 2023):

Does this statement match my own experience?

Does this statement match an experience I have read about?

Have I observed in real life what this statement is claiming?

Make a list of counterexamples to this statement (write 3-5 counterexamples):

-

-

-

-

-

Other thoughts/comments:

What's the truth? (Coherence)

Answer the following questions (Chin, 2023):

Does this statement make sense? Is there any aspect of this statement that does not follow logic?

Make a list of other facts you know to be true that this statement fits in with (try to come up with at least one fact):

-
-
-
-

Make a list of other facts you know to be true that this statement does not fit in with (try to come up with at least one fact):

-
-
-
-

Other thoughts/comments:

What's the truth? (Consensus)

Answer the following questions (Chin, 2023):

Who else agrees with this statement?

Are these individuals experts? Why do they believe it?

Who does not agree with this statement?

Are these individuals experts? Why do they believe it?

What do the majority of people believe? What is public opinion like?

✓

Other thoughts/comments:

What's the truth? (Pragmatic)

Answer the following questions (Chin, 2023):

Is the statement believable?

Does it work?

Does this statement benefit me (if it is true)?

Is there a way I can test this statement to check if it works?

✓

Other thoughts/comments:

Article Evaluation

For this activity you will read the news article provided and evaluate it. You will use online tools such as 'checkology' to help you with this. Compile your findings here and reflect on the usefulness of the evaluation tools you have used.

Evaluation Checklist (News Literacy Project, 2024; Society of Professional Journalists, 2014)	**Yes / No**
Is the information and content accurate?	
Are sources and references provided?	
Is the article balanced or one-sided?	
Is there any potential bias? Is an important perspective being left out?	
Are there any possible conflicts of interest?	
Is the article up to date?	
Is the right context given?	

Write a short summary of the news article:

Evaluation tools used (try to use a few different tools):

-
-
-
-
-

How effective were the evaluation tools? Would you use them again?

Evaluation and findings (summary):

Other thoughts/comments:

List of Resources

(Linked in text)

- Study (understanding the spread of fake news): https://www.mdpi.com/2227-9709/10/2/38
- UNICEF article about children and post-truth societies: https://www.unicef-irc.org/evidence-for-action/children-equipped-navigate-post-truth-societies/
- TED-Ed talk about illusory truth effect: https://www.youtube.com/watch?v=G0nJbZJeLV0&t=273s
- Article about the illusory truth effect: https://thedecisionlab.com/biases/illusory-truth-effect
- Report on believing and sharing misinformation: https://fullfact.org/media/uploads/who-believes-shares-misinformation.pdf
- Study on older adults, misinformation and information overload: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10956171/
- Study on the difference in perceptions of fake news between generations: https://www.mdpi.com/2075-4698/12/1/3
- Study on the awareness of fake news and trust among university students who use TikTok: https://www.tandfonline.com/doi/full/10.1080/23311886.2024.2302216
- Paper on the psychology of fake news: https://www.sciencedirect.com/science/article/pii/S1364661321000516
- Infographic for understanding bias in news reporting: https://newslit.org/wp-content/uploads/2020/09/Understanding-Bias-2020.pdf
- Video about how videos and AI can be used to spread disinformation targeted at children: https://www.youtube.com/watch?v=GdJKwrUxDiU
- Video about misinformation and how young people can become fact-checkers: https://www.youtube.com/watch?v=1iFPUR-L--8
- Video explaining confirmation bias: https://www.youtube.com/watch?v=Kho5KvPBDSw
- Video explaining how false news spreads: https://www.youtube.com/watch?v=cSKGa_7XJkg
- Video explaining what an echo chamber is: https://www.youtube.com/watch?v=Se20RoB331w
- The Guardian news article: https://www.theguardian.com/environment/2024/mar/26/bird-flu-asymptomatic-penguins-adelie-penguins-antarctic
- New York Times article: https://www.nytimes.com/2024/01/25/learning/what-students-are-saying-about-learning-to-write-in-the-age-of-ai.html
- BBC article: https://www.bbc.com/news/uk-northern-ireland-68649594
- Misinformation article (Disney World drinking age): https://mousetrapnews.com/drinking-age-at-disney-world-may-be-lowered-to-18/
- Misinformation article (False statement from the pop about Donald Trump): https://web.archive.org/web/20161115024211/http:/wtoe5news.com/us-election/pope-francis-shocks-world-endorses-donald-trump-for-president-releases-statement/

- Misleading article (woman breaks her leg after being stung by a giant hornet): https://www.dailystar.co.uk/news/latest-news/woman-left-swollen-leg-bone-24552157
- Is it legit infographic: https://newslit.org/wp-content/uploads/2022/12/IsItLegit_infographic.pdf
- Is it legit quiz: https://newslit.org/tips-tools/news-lit-quiz-is-it-legit-vetting-news-sources-for-credibility/
- Checkology: https://checkology.org/check-center
- News literacy quiz: https://newslit.org/tips-tools/quiz-should-you-share-it/
- How to find the source of a video: https://factcheck.afp.com/how-find-source-video-or-how-do-reverse-video-search
- Levels of scientific evidence infographic: https://newslit.org/tips-tools/levels-of-scientific-evidence/
- Fact-check website: https://www.factcheck.org/
- Evaluation CRAAP test: https://library.csuchico.edu/sites/default/files/craap-test.pdf
- Ten questions for detecting fake news: https://www.courts.ca.gov/documents/BTB24-PreCon2G-3.pdf

Additional Resources

- Fake news in today's media: https://www.webwise.ie/teachers/what-is-fake-news/

- How to detect fake news/journalism: https://www.mindtools.com/a0g6bjj/how-to-spot-real-and-fake-news

- Media Literacy Educationin the Era of Post-Truth: https://mediaeducationlab.com/sites/default/files/Media-Literacy-Education-in-the-Era-of-Post-Truth_-Paradigm-Crisis.pdf

Workshop 9 – Activity Sheets

Activity 9.1

Workshop Title	The Misinformation and Disinformation Ecosystem - origin, definition, distinct characteristics, motivations

Activity Title	Understanding Misinformation and Disinformation	**Activity Code**	A9.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	30 minutes	**Learning Outcome**	In-depth Understanding of the Misinformation and Disinformation Ecosystem

Aim of activity	Participants will acquire a comprehensive understanding of the origin, definition, distinct characteristics, and motivations underlying the misinformation and disinformation ecosystem. They will also practice developing analytical skills to identify misinformation and disinformation.
Materials Required for Activity	PowerPoint presentation & activity handout
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Step 1: Present the history of fake news, define misinformation and disinformation, their types, key indicators, and impact on society (using a PowerPoint presentation). • Step 2: After the presentation, allow participants to ask questions and engage in discussion. • Step 3: Instruct participants that they will be given a series of statements and will need to identify which statements are misinformation, disinformation, or real facts. • Step 4: Distribute handouts to the participants. • Step 5: After participants complete the exercise, review the correct answers, and discuss them.
Handout	The activity handout (A9.1) is attached below.

Activity 9.2

Workshop Title	The Misinformation and Disinformation Ecosystem - origin, definition, distinct characteristics, motivations		
Activity Title	Mitigating the impact of Misinformation and Disinformation	Activity Code	A9.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	40 minutes	Learning Outcome	Developing Strategies to Mitigate the Impact of Misinformation and Disinformation
Aim of activity	Educators will gain knowledge about effective strategies to mitigate the impact of misinformation and disinformation. They will also gain analytical and critical skills evaluating the accuracy of the news and will try to find ways to guide students in developing critical thinking skills.		
Materials Required for Activity	PowerPoint presentation & activity handouts		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: In Advance: Find a national case study that exemplifies a topic or event characterised by misinformation or disinformation (examples include: 5G technology and COVID-19, misinformation following natural disasters, and misrepresentation of climate change). - Step 1: Present the importance of media literacy and critical thinking in determining the accuracy of information (using a PowerPoint presentation). - Step 2: Divide participants into groups of 3-4. - Step 3: Present the case study you have prepared (you may prepare more than one case study). - Step 4: Distribute handouts and outline the criteria for participants to evaluate the case study. - Step 5: Ask each group to present their analysis results and discuss about them. - Step 6: Distribute a second handout and request that the grouped participants brainstorm two lesson or activity ideas to help students learn about and critically engage with misinformation and disinformation. - Step 7: Review the ideas and summarise the outcomes from these activities.		

THINK
TWICE

Handout	The two activity handouts (A9.2) are attached below.

Critically evaluate statements (15 minutes)

In this exercise, you will encounter a series of statements representing examples of misinformation, disinformation, and real information. Your challenge is to apply what you have learned today to correctly identify each statement's category.

Statement	Misinformation	Disinformation	Real information
5G technology causes COVID-19.			
Drinking large amounts of water can prevent COVID-19.			
Eating foods high in antioxidants can reduce the risk of many diseases.			
Humans only use 10% of their brains.			
More expensive HDMI cables offer better quality video and audio than cheaper ones.			
NASA found evidence of a parallel universe where time runs backward.			
Regular hand washing and wearing masks can reduce the spread of respiratory viruses, including COVID-19.			
The Great Wall of China is the only man-made structure visible from space.			
Turning off your electronic devices can save more energy than leaving them in sleep mode.			
Vaccines can alter your DNA and lead to genetic disorders.			

Answers (only for the facilitator)

Statement	Misinformation	Disinformation	Real information
5G technology causes COVID-19.		X	
Drinking large amounts of water can prevent COVID-19.	X		
Eating foods high in antioxidants can reduce the risk of many diseases.			X
Humans only use 10% of their brains.	X		
More expensive HDMI cables offer better quality video and audio than cheaper ones.	X		
NASA found evidence of a parallel universe where time runs backward.		X	
Regular hand washing and wearing masks can reduce the spread of respiratory viruses, including COVID-19.			X
The Great Wall of China is the only man-made structure visible from space.	X		
Turning off your electronic devices can save more energy than leaving them in sleep mode.			X
Vaccines can alter your DNA and lead to genetic disorders.		X	

Analysing case studies on misinformation and disinformation (20 minutes)

To develop critical thinking and analytical skills, in this exercise, you will be presented with a real-life case study of misinformation and disinformation. Your task is to analyse the case study based on this structure:

- **Background** – briefly describe the event or the issue.

  _____

  _____

  _____

✓ _____

- **Source and motivation** – identify the possible motives and origins behind this misinformation/disinformation.

  Source (where?) -

  _____

  _____

  Motivation (why?) -

  _____

  _____

  _____

- **Used strategies** – what techniques were used (e.g. emotional text, fake experts), and through which platforms/media the misinformation/disinformation was spread?

✓ *Interesting fact – the platform with the largest proportion of sensitive content made up of disinformation is Twitter (Source - https://www.bbc.com/news/technology-66926080)

  Techniques used -

  _____

  _____

  Platforms/media -

  _____

  _____

  _____

THINK TWICE

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- **Impact** – how did it affect public perception or behaviour? Where there any impact on policy or society norms?

_____

_____

_____

_____

_____

- **Countermeasures** – what actions were taken to address the misinformation/disinformation?

1-

_____

2-

_____

3-

_____

_____

Lesson/Activity ideas (10 minutes)

Based on the concluded analysis, within your group, brainstorm ideas for **two** lessons or activities that could help students learn about and critically engage with misinformation and disinformation.

Title	
Objective	
Short description (steps, tasks, etc.)	
Materials needed	
Expected outcome	

Title	
Objective	
Short description (steps, tasks, etc.)	

Materials needed	
Expected outcome	

List of Resources

(Linked in text)

- Disinformation online: https://www.bbc.com/news/technology-66926080

Additional Resources

- Misinformation vs Disinformation: https://www.bbc.co.uk/bitesize/articles/z3hhvj6
- Misinformation, Disinformation & Malinformation: https://www.youtube.com/watch?v=HD5MmuLDeFE&t=28s
- History of Fake news; https://libguides.tcd.ie/fake-news/history
- Effective Strategies to combat disinformation: https://oecd.org/stories/dis-misinformation-hub/webbooks/dynamic/gov-mis-information-case-studies/1c2c918b/pdf/counter-disinformation-toolkit-strategic-communications-to-reduce-the-impact-of-mis-and-disinformation.pdf

Workshop 10 – Activity Sheets

Activity 10.1

Workshop Title	Integrating ways to spot media manipulation into existing lesson plans

Activity Title	Group work & presentations	**Activity Code**	A10.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Understanding of media manipulation tactics which will enable the participants to navigate and critically evaluate information in the digital age.

Aim of activity	Participants will analyse their existing lesson/course plans from the media manipulation aspect. Educators will review options to integrate ways to be able to spot the media manipulation and therefore minimise the spread by the students by which they will cultivate a vigilant attitude in students when encountering online information.
Materials Required for Activity	Activity Handout & PowerPoint presentation
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Present the participants with an overview of the subject via the PowerPoint presentation. • Following this, encourage the participants to read the article about spotting media manipulation (link) and the relevant further information provided and analyse their current lesson/course plan to find ways that these guidelines could be instilled into the current curriculum. • The groups will use the activity sheet (attached below) to guide them. • At the end of the activity, each group will have a few minutes to present what they have come up with.

THINK TWICE

Handout	The activity handout (A10.1) is attached below.
Follow-up/ Assessment	Participants could self-reflect on the workshop content including the ideas from other groups and find ways to integrate these into their existing lesson plans.

Activity 10.2

Workshop Title	Detecting Media Manipulation and researching for related resources.		
Activity Title	Quiz, research and presentation	**Activity Code**	A10.2
Type of resource	Activity sheets (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	By understanding the extent of media manipulation on social media educators will gain valuable knowledge and skills on how to guide students in developing critical thinking skills specific to social media content, recognizing manipulation tactics, and therefore promoting responsible sharing practices
Aim of activity	Participants will explore the dangers of media manipulation; they will then get an idea of their own level of ability to detect misinformation in social media and will analyse the effect this kind of information might have on their students. This knowledge will instil the importance of educating their student to become advocates of a reliable and accurate digital landscape.		
Materials Required for Activity	PowerPoint presentation.		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Guide participants to read through the article that describes the dangers of media manipulation (link) • Provide the participants with the relevant links to see how well can they detect the media manipulation (link – YouTube video; link to a misinformation quiz) and analyse the effect this information would have on their students. • Educators should research related resources that they could integrate into their lesson plans that are especially relevant to their students. • Get the educators to discuss any new insights they gained from the workshop, as well as share any resources that		

	might be valuable for the other participants that they came across during their research.
Handout	N/A
Follow-up/ Assessment	Participants could self-reflect on the workshop content including the ideas from other groups and find ways to integrate these into their existing lesson plans.

Integrating the 6 Media Manipulation guidelines into everyday teaching

About the activity:

After reading through the article about media manipulation, choose as many aspects from the guidelines as you possibly can and describe how you could implement these into the current curriculum or your course plan. As you are working in pairs, you could carry out the tasks individually and have a discussion later or you could divide the guidelines between the two of you. If there are some guidelines that you are unsure of on how to integrate, will you highlight these and ask for advice from the rest of the group during the presentation?

The age group of students you are teaching: _____

Guidelines that have already been integrated to your lesson/course plan.

Guidelines that you are going to introduce. (Write a justification for why you think it is necessary and why do think it is the most beneficial way)

✓

Answer the following questions:

How many of your students apply all these guidelines to the information they process daily?

Do you think these guidelines are relevant and why?

Do you have any more aspects you would like to add to these guidelines that students should be aware of?

THINK TWICE

Links to Resources

(Linked in text)

- Media Manipulation 101: What Is It and How Can You Spot It?
- https://flashpoint.io/blog/what-is-media-manipulation/
- Article about how Finland starts its fight against fake news in primary schools.
- https://www.theguardian.com/world/2020/jan/28/fact-from-fiction-finlands-new-lessons-in-combating-fake-news
- Young People Tell Us They Need Help Identifying Misinformation
- https://www.scientificamerican.com/article/young-people-tell-us-they-need-help-identifying-misinformation/
- How to Teach Your Kids About Misinformation Online
- https://www.safesearchkids.com/how-to-teach-your-kids-about-misinformation-online/
- 4 Ways to Integrate Media Literacy in the Classroom
- https://www.commonsense.org/education/articles/4-ways-to-integrate-media-literacy-in-the-classroom
- Fact vs. Fake: A Quick Lesson in Media Literacy
- https://www.youtube.com/watch?v=9MJFRr7mY-Y
- Article about how Americans who mainly get their news on social media are less engaged, less knowledgeable. https://www.pewresearch.org/journalism/2020/07/30/americans-who-mainly-get-their-news-on-social-media-are-less-engaged-less-knowledgeable/
- Article about how many adults did not learn media literacy skills in high school. What schools can do now. https://www.edweek.org/teaching-learning/many-adults-did-not-learn-media-literacy-skills-in-high-school-what-schools-can-do-now/2022/09
- Misinformation, the media, and the role you're playing in both
- https://www.youtube.com/watch?v=7byH2HQoJxE
- How to teach adults about Media Literacy?
- https://www.medialit.org/sites/default/files/connections/Media%20Literacy%20for%20Grown%20Ups.pdf
- The Dangers of Social Media Manipulation and Its Impact on Society
- https://www.linkedin.com/pulse/dangers-social-media-manipulation-its-impact-society-simone-bonnett-/
- What is fake news – explained
- https://www.youtube.com/watch?v=RDOFt1tFYx8

Additional Resources

- Don't be fooled by digitally manipulated videos.
- https://www.youtube.com/watch?v=lrLOX3XDJTU
- Fake news and misinformation Quizzes for Primary and Secondary School students
- https://www.internetmatters.org/issues/fake-news-and-misinformation-advice-hub/find-the-fake/choose-quiz/
- What is 'fake news,' and how can you spot it?
- https://www.theglobeandmail.com/community/digital-lab/fake-news-quiz-how-to-spot/article33821986/
- How to Spot Fake News & Misinformation: Israel-Gaza War & the Rise of Fake News
- https://www.youtube.com/watch?v=yoB3RpqgXF8
- 11 Ways to Easily Identify Manipulated Images
- https://www.makeuseof.com/ways-to-easily-identify-manipulated-images/
- YouTube video with a deepfake of Morgan Freeman
- https://www.youtube.com/watch?v=oxXpB9pSETo
- Quiz on Misinformation
- https://euvsdisinfo.eu/quizzes/euvsdisinfo/

Workshop 11 – Activity Sheets

Activity 11.1

Workshop Title	Workshop 11 - Impacts of False and Misleading Misinformation on Individuals and Society

Activity Title	Understanding the Impacts of Misinformation: Presentation and Interactive Case studies	**Activity Code**	A11.1
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Comprehensive Understanding of the Impacts of False and Misleading Misinformation

Aim of activity	Participants will be equipped with a comprehensive understanding of the multifaceted impacts of false and misleading misinformation on individuals and society. Through a structured approach using real life case studies, they will deepen their knowledge of the psychological, social, and cultural dimensions of the subject through the development of analytical skills necessary to identify and articulate the specific impacts of misinformation, fostering a critical evaluation of its consequences. Additionally, educators are expected to cultivate an empathetic attitude in the need of guiding students towards a discerning and resilient approach to information consumption.
Materials Required for Activity	Activity handout, Case-studies, and PowerPoint presentation.
Step-by-step instructions	The facilitator should introduce the following steps: **Step 1: Presentation Introduction (10 minutes)** • Start with a quick introduction to the activity's objectives. • Deliver a short presentation on the impacts of false and misleading information, focusing on psychological, social, and cultural dimensions, and the educator's role in addressing misinformation. **Step 2: Form Groups and Distribute Case Studies (2 minutes)** • Quickly organise participants into 2 groups. • Distribute different case studies of misinformation to each group. ✓ Examples are linked in the lesson plan above. **Step 3: Case Study Analysis (10 minutes)** • Instruct groups to identify misinformation elements and discuss potential impacts in their case study. **Step 4: Group Presentations (15 minutes)**

	• Have each group present their analysis, limited to 5 minutes per pair, highlighting misinformation and its impacts. • Facilitate brief discussions after each presentation for additional insights and questions. **Step 5: Conclusion (3 minutes)** • Quickly recap major insights from the presentations and discussions. • End with a reflective question to ponder the role of educators in mitigating misinformation's impact.
Handout	The activity handout (A11.1) is attached below.

Activity 11.2

Workshop Title	Workshop 11 - Impacts of False and Misleading Misinformation on Individuals and Society		
Activity Title	Building Resilience and Critical Thinking: Strategy Sharing and Educational Intervention Challenge	Activity Code	A11.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-Face
Duration of Activity	40 minutes	Learning Outcome	Promoting Resilience and Critical Thinking to Mitigate the Impacts of Misinformation
Aim of activity	Participants will explore the skills and attitudes necessary to develop and implement effective educational interventions that build students' resilience to misinformation. This activity is designed to promote a deep understanding of the strategies that can mitigate the impacts of misinformation and create an environment of proactive, critical engagement with information among students, thereby contributing to a society that values truth, accuracy, and informed decision-making.		
Materials Required for Activity	Activity handout & PowerPoint presentation.		
Step-by-step instructions	The facilitator should introduce the following steps: **Step 1: Introduction and Overview (10 minutes)** • Briefly explain the activity's objectives and its significance in the context of misinformation. • Present key strategies for building resilience and critical thinking, emphasising media literacy, digital citizenship, and fact-checking principles, supported by handouts. **Step 2: Brainstorming Session (15 minutes)** • Organise participants into 2 groups to foster focused collaboration. • Task both groups with designing a concise educational intervention aimed at enhancing students' resilience to misinformation, incorporating critical thinking and media literacy aspects. • Both groups can make use of the activity sheet (attached below) to formulate their interventions. **Step 3: Group Discussion and Reflection (15 minutes)** • Have groups share their intervention ideas prompting a constructive feedback session. • Conclude with reflections, asking participants to consider how they can apply the insights gained to their teaching practices,		

	reinforcing the workshop's goals of empowering educators to combat misinformation effectively.
Handout	The activity handout (A11.2) is attached below.

Understanding the Impacts of Misinformation:
Interactive Case studies

Case study questions:

✓
1. What is the main claim of the information, and what evidence is provided to support it?

2. Can you identify any misleading elements or inaccuracies in the information?

3. Are there any logical fallacies or biased language used in the presentation of information?

4. Evaluates the authority and trustworthiness of the sources backing the information.

5. What motivations might lie behind the creation and dissemination of this misinformation?

6. How might this misinformation affect the beliefs or emotions of individuals who encounter it?

7. How could this misinformation influence social dynamics or relationships?

8. How could the negative consequences of this misinformation be mitigated or prevented?

9. How can education settings foster a culture of critical thinking and media literacy to prepare students to effectively identify and combat misinformation?

Note: Please keep this handout with you for reference throughout the activity. Be ready to share your thoughts and insights during the discussion and reflection segments.

Building Resilience and Critical Thinking: Strategy Sharing and Educational Intervention Challenge

About the activity:

In this part of the activity, you will be given 15 minutes to brainstorm and design a concise educational intervention with your group members. Your task will be to incorporate critical thinking and media literacy aspects into a plan that is both engaging for students and effective in advancing their resilience to misinformation. To facilitate a meaningful discussion and ensure the effectiveness of your interventions, we encourage you to use the provided list of questions as a guide. As you work through these questions, engage in open discussions with your peers to share insights, challenges, and innovative solutions.

We'll then come together for a group discussion to share your ideas and gather feedback, concluding with a reflective session on how these insights can be integrated into your teaching practices.

Let's get started!

Educational Intervention Challenge

Key questions to consider:

Understanding the Audience
- Who is the target audience for this intervention? (Age, educational level, background)
- What prior knowledge or misconceptions does the audience have about misinformation?

Defining Objectives
- What are the specific learning objectives of this intervention?
- How does this intervention align with broader educational goals or standards?

Content, Format and Materials
- What content will be covered, and how is it relevant to the audience?
- What materials or resources are needed to effectively deliver this intervention?
- How will the intervention address different types of misinformation (e.g., fake news, deepfakes, biased reporting)?

Methodology and Delivery
- What teaching methods will be used? (e.g., lectures, workshops, interactive activities)
- How will technology be integrated into the intervention?
- What measures will be taken to ensure the intervention is engaging and interactive?

Evaluation and Feedback
- How will the effectiveness of the intervention be measured?
- What tools or metrics will be used to assess learning outcomes?

Practical Considerations

- What is the timeline for developing and implementing the intervention?
- Are there any budgetary constraints to consider?
- What are the logistical requirements (e.g., space, equipment, internet access)?

Brainstorming/Group Discussion

Write down some reflections on what you have learned from this exercise and how you might apply the strategies and interventions discussed in your own teaching practice.

Note: Please keep this handout with you for reference throughout the activity. Be ready to share your thoughts and insights during the discussion and reflection segments.

List of Resources

(linked in text)

- Fake News: Examples: https://library-nd.libguides.com/fakenews/examples
- Fake-Off: Examples of fake news relevant for young people: https://www.fake-off.eu/toolbox/contents/English/Examples%20News%20-%20online%20version.pdf
- How Silent Brainstorming Easily Engages Introverts On The Project TeamCoolors, a colour palette generator: https://thedigitalprojectmanager.com/projects/leadership-team-management/silent-brainstorming/
- Misinformation & Fake News: A guide to discerning fake news sources, including articles, videos, and links to other resources: https://libguides.lib.cwu.edu/c.php?g=625394&p=4391900

Additional Resources

- The effects of an infodemic: https://www.who.int/europe/news/item/01-09-2022-infodemics-and-misinformation-negatively-affect-people-s-health-behaviours--new-who-review-finds
- The consequences of fake news: https://libguides.exeter.ac.uk/fakenews/consequences
- The fake news pandemic: https://www.youtube.com/watch?v=wT2m3kIjcSU
- How to critically analyse digital media: https://edtechbooks.org/mediaandciviclearning/critical_visual_analysis

Workshop 12 – Activity Sheets

Activity 12.1

Workshop Title	"Understanding of Media and Information Literacy (MIL) and Information Access"

Activity Title	Group work on analyising presented data in an article and how to make improvements & presentations	**Activity Code**	A12.1
Type of resource	Activity sheets (AS)	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Understanding the importance of evaluating the credibility of sources, navigating diverse media formats, and engaging with information ethically and responsibly.

Aim of activity	By participating in this activity, the educators will recognise the integral role of MIL in shaping informed and responsible citizens. They will foster attitudes that value the diversity of information sources, encourage a curiosity for lifelong learning, and promote ethical engagement with information in the digital age.
Materials Required for Activity	Activity Handout & PowerPoint presentation
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Present the participants with an overview of the subject via the PowerPoint presentation. • Following this, divide the participants into groups of 2 people and encourage the participants to read the article that is specified in the adaptation section and is suitable for each group. Alternatively, the facilitator could search for a relevant article based on the profile of the educators taking part in the workshop. • Now distribute the handouts with the key concepts of MIL and ask the participants to review the article in the light of these principles. The pair can either divide the concepts or

	work on all of them together. Allow 20 minutes for the groups to work on this. • At the end of the activity, each group will have a few minutes to present what they have come up with.
Handout	The activity handout (A12.1) is attached below.
Follow-up/ Assessment	Participants could self-reflect on the workshop content including the ideas from other groups and find ways to integrate these into their existing/planned teaching practice.

Activity 12.2

Workshop Title	"Understanding of Media and Information Literacy (MIL) and Information Access"

Activity Title	Creation of lesson plan to teach about information access	**Activity Code**	A12.2
Type of resource	**Activity sheets (AS)**	**Type of learning**	Face-to-Face
Duration of Activity	40 minutes	**Learning Outcome**	Expanding the comprehension of the evolving nature of information access in the digital era. Gain an understanding of the importance of providing the learners with effective search strategies, utilizing the library and online resources, and fostering the ability to discern the relevance and reliability of information across various platforms.
Aim of activity	The educators will gain an understanding of the benefit of providing their students with attitudes that value the exploration of diverse perspectives, encourage intellectual curiosity, and promote the responsible use of information to contribute positively to academic pursuits and broader societal engagement.		
Materials Required for Activity	Activity Handout & PowerPoint presentation		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Explain the activity and provide the participants with the activity handouts. • The participants will create a lesson plan that they can use in their own class on the subject of information access. The aim of the lesson will be to make sure the students will gain knowledge about strategies to facilitate information access, including understanding the principles of information literacy, library research, and digital databases. Students should learn effective search strategies, utilising library, and online resources, and fostering the ability to discern the relevance		

	and reliability of information across various platforms. Educators can use a template in the handout. • The facilitator should guide the participants to read through the resources advised in the adaptation section. • Follow this with a group discussion where educators can introduce their lesson plans and justify the steps used in the plan and the benefit of each step. Educators should also highlight the learning outcome from their lesson plan. • Answer any questions the participants have.
Handout	The activity handout (A12.2) is attached below.
Follow-up/ Assessment	Participants could self-reflect on the workshop content including the ideas from other groups and find ways to integrate these into their existing/planned teaching practice.

Analyising an article in the light of the 8 MIL principles

About the activity:

After reading through the article, analyse the information provided in the article in the light of the 8 MIL principles. To guide you in the reviewing process there are some questions added in the brackets that you could use as guidance. As you are working in pairs, you could carry out the tasks individually and have a discussion later or you could divide the principles between the two of you and have a discussion after.

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1. **All media messages/ information is constructed:** Media do not simply reflect external reality. Rather, they present carefully crafted constructions that reflect many decisions and are the result of many determining factors. (*Who created this article? What purpose does it serve? What possible assumptions or beliefs does the author have that are reflected in the content? Make sure to double-check the date of publication. Depending on when an article was published, it might have information that's no longer relevant or has been disproven.*)

   ✓
   ✓
   ✓
   ✓
   ✓

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2. **Media construct versions of reality:** Media are responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations, and conclusions already built in. Thus media, to a great extent, give us our sense of reality. (*Do you feel like the article is guiding you to feel a certain way about the subject? Is every aspect of the issue included in the article or is it trying to shine the light only on the positive or negative side of the issue?*

   ✓
   ✓
   ✓
   ✓
   ✓

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3. **Audiences give meaning to media content:** If media provides us with much of the material upon which we build our picture of reality, each of us finds or "negotiates" meaning according to individual factors: personal needs and anxieties, pleasures or troubles of the day, racial and sexual attitudes, family and cultural background, moral standpoint, and so forth. (*How might different people reading this article see it differently? Did you have any personal bias before you started to read the information in the article? Do you feel affected by the subject?*)

   ✓

THINK TWICE

✓
✓
✓
✓

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4. **Media have commercial implications:** Media literacy aims to encourage awareness of how media are influenced by commercial considerations, and how these can impinge on content, production, and distribution. Most media production is a business and therefore must be profitable. Questions of ownership and control are central, particularly when a relatively small number of companies owns and controls the publications, networks, and platforms that provide news, information, and entertainment. *(Why has the article been written? Who wins if people get to know the information in it? And how has this intent been communicated to the reader?)*

✓
✓
✓
✓
✓

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5. **Media content contains ideological and value messages:** All media products are examples of advertising that, in some sense, proclaim values and ways of life. Media convey, explicitly or implicitly, ideological messages about such issues as the virtue of consumerism, the role of women, unquestioning patriotism, and acceptance of the "other." *(Who and/or what has been in positive/negative light in the article and why? Who and what has been left out of the article? What conclusions is the reader meant to draw from this article? Check the original source material to make sure the information has been understood and shared with the correct interpretation and that other articles aren't trying to skew the information to adhere to a specific agenda or cause.)*

✓
✓
✓
✓
✓

6. **Media messages and content contain social and political implications:** Media have great influence and can lead to political and social change. Media can have a significant impact on our response to events, such as civil rights demonstrations, refugee crises, and political campaigns. They give us an intimate sense of national issues and global concerns in such a way that we have become part of a "global village," a phrase coined by Canadian communication theorist Marshall McLuhan. (*Who is the author of the article? Might this suggest to what is the purpose of the article? Are the author and facts used credible? Also, make sure to carefully scrutinise graphs and charts that might manipulate scales or omit data intentionally to mislead readers.*)

✓
✓
✓
✓
✓

7. **Form and content are closely related in media messages:** As McLuhan noted, each medium has its own "grammar" and codifies reality in its own particular way. Different media will report the same event but create different impressions and messages. McLuhan also emphasised the importance of examining the impact of media on existing "environments" as well as those that are created through our use of technologies, thus reminding us to pay attention to what a technology does, regardless of its content or intended purpose. *(Cross-reference the information used in the article - however, even if you can find several articles with the same claims, be sure that the articles themselves are from reputable sources. Has the same data been used by other publications in a slightly different light? Are there any other articles on this subject that agree with the points made in this article?)*

✓
✓
✓
✓
✓

8. **Each medium has a unique aesthetic form:** Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so should we be able to enjoy the pleasing forms and effects of different media. (In reality, did you find this article easy to digest, if so why, if not why? Do you think the information could have been relayed to the reader in a better format?)

✓
✓
✓
✓
✓

Create a Lesson Plan about Information Access

About the activity:

Now that you have learned more about the importance of being Media and Information Literate you have an opportunity to create an engaging lesson plan for your students about Information Access. You can use the following template as a guide or create a new one, either way, make sure to include the aim of the activity and the learning outcomes to discuss these with the rest of the group later in the workshop. Use further resources in the links provided by the facilitator.

Activity Title	<Insert Activity Title>	Type of learning	Face-to-Face
Type of resource	**Activity sheets (AS)**	**Learning Outcome**	<Insert learning outcome to be achieved on completion of activity>
Duration of Activity	**<Insert duration in minutes>**		
Aim of activity	<Insert short description of the aim of the activity>		
Materials Required for Activity	<Insert list of all materials that are required to deliver this activity>		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: • Step 1… • Step 2… • Step 3… • Step 4… • Step 5… • Step 6…		
Handout	<If relevant, include the handout or activity sheet that is required to deliver this activity>		
Follow-up/ Assessment			

Additional Resources

- Step-by-Step Fact-Checking: Ensuring Authenticity Online
- https://originality.ai/blog/ensuring-authenticity-online
- 3 big questions in Irish primary school education right now
- https://www.rte.ie/brainstorm/2024/0109/1425395-ireland-primary-schools-education-teaching-curriculum-challenges/
- Pupils know the rules at our school – no smartphones. Here's how it's working
- https://www.theguardian.com/commentisfree/2023/jul/31/pupils-school-smartphones-parents-teachers-social-media
- Irish secondary schools among the most socio-economically equal for reading literacy
- https://www.tcd.ie/news_events/articles/2023/irish-secondary-schools-among-the-most-socio-economically-equal-in-europe-for-reading-literacy-/
- Lack of accredited teachers limiting the expansion of computer science, report says
- https://www.breakingnews.ie/ireland/lack-of-accredited-teachers-limiting-expansion-of-computer-science-report-says-1453672.html
- How to Teach Your Kids to Be Critical Consumers of Media
- https://www.verywellfamily.com/media-literacy-how-to-teach-kids-to-be-critical-consumers-5181306
- MediaWise - Topic 1: What is the media? (Infants and 1st & 2nd class)
- https://www.youtube.com/watch?v=FavihU8zrW0
- What is fake news? Tips For Spotting Them - Fake News for Kids
- https://www.youtube.com/watch?v=D0Cd9-eJ-No
- What is Media Literacy?
- https://www.youtube.com/watch?v=GIaRw5R6Da4
- Helping Students Identify Fake News with the Five C's of Critical Consuming
- https://www.youtube.com/watch?v=xf8mjbVRqao
- Sarah Harte: Is it worth doing a master's straight after a degree? Not according to employers
- https://www.irishexaminer.com/opinion/columnists/arid-41244787.html
- Age is just a number: 74-year-old woman masters digital literacy, forges stronger connections.
- https://www.rte.ie/lifestyle/living/2023/0808/1398732-age-is-just-a-number-74-year-old-woman-masters-digital-literacy/
- InfoShield – resilience to disinformation – Media Literacy Course
- https://www.debunk.org/infoshieldcourse?gad_source=1&gclid=CjwKCAjw5ImwBhBtEiwAFHDZx2gQtHB2Gb3ChP4snFzjsBVuIOWLxMdff6IJ0C3_rnlzkorDR0YOZBoCEIIQAvD_BwE
- Media Literacy Education: Not Just for Kids
- https://medium.com/everylibrary/media-literacy-education-not-just-for-kids-6a26bac944da
- Media and Information Literate Citizens: Think Critically, Click Wisely!
- https://www.youtube.com/watch?v=bjYhmTC3lrc
- Media Literacy resources for primary school teachers
- https://www.webwise.ie/teachers/resources/#Webwise-Primary-Resources
- All aboard for DigiTown! - A learning path for 9 -12-year-olds to become smart digital citizens.

- file:///C:/Users/FIPL/Downloads/All-aboard-for-Digitown.pdf
- Media Literacy resources for secondary school teachers
- https://www.webwise.ie/teachers/resources/#Webwise-Post-Primary-Resources
- An Introduction to Digital Media Literacy - Connected
- file:///C:/Users/FIPL/Downloads/8345_PDST_Connected%20(1).pdf
- A website with information on how to be media smart
- https://www.bemediasmart.ie/
- Media Literacy for adults – workshop in a box
- https://www.medialiteracyireland.ie/training-development/workshop-in-box/

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