Information Literacy

<u>Duration:</u> 60 min (classroom, excluded exploitations) or 3 hours – self-paced

<u>Learning Outcomes:</u> To learn more about understanding facts, figures, statistics and date, to learn how to separate fact from fiction, to acquire this foundational skill, to learn about data points, to identify honesty [1]

Energizer

1. Introduction video
2. Listen to the video
3. Fulfil the Interactive task 1

Main activity

1. Listen to the second video
2. Fulfil the Interactive task 2 / 3 / 4

Evaluation

1. Fulfil the Evaluation

Exploitation

1. Fulfil the home task 1
2. Fill in the final part of the module with the homework results and earn points

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[1] https://www.aeseducation.com/blog/what-are-21st-century-skills

Guideline for adult education professionals

Phase 1 Energizer (15 min)

Let's start with the introduction video. After watching the introduction start with the video link:

https://www.youtube.com/watch?v=MZXGcKGTttI

Watch the video carefully. Think about how to define "Information Literacy". What does this mean to you? Try to find pictures that express your idea of "Information Literacy" (e.g. a picture that shows "fake news") and try to define "Information Literacy" with your own words.

Show as an inspiration / or after working on the task: https://rumors.newslit.org/.

Interactive task 1:

Present pictures in the group or explain your picture while upload a short explanation what the picture means to you and why it fits to "Information Literacy" from your point of view.

> Hints and Tips for educator:
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> - When participants can't start working because of language problem try to explain the words "information" and "literacy" separate from each other and make sure that everybody understands
> - Make the class into pairs and let each pair work on the definition.
> - Encourage them to do some research for pictures. Otherwise they can draw or use old magazines to make a collage.
> - Give the tip that they can also look for pictures that represent fake news. Maybe they heard about some fake news in advance.
> - Remind participants that they can watch the videos more often and set the speed of Youtube sources slower. Also, you can select automatic translation in the settings there.

Phase 2 Main activity (30 min)

Watch the Main activity video. Then go on with the YouTube video.

The educator prepares a presentation using the following video about Information Literacy. The Participants shall be actively involved during the presentation and do all the interactive tasks.

https://www.youtube.com/watch?v=3BAfs_oDevw

> Hints and Tips for educator:
>
> - A presentation prepared by the educator is a good option to get a better fit to the group of learners (background, educational level…) than only watching the video
> - Make clear that a focus on one or two aspects is a good option to remember something better.
> - Ask for daily news rituals of participants in class
> - Remind participants that they can watch the videos more often and set the speed of Youtube sources slower. Also, you can select automatic translation in the settings there.

Interactive task 2:

The participants should summarize the video (self-learning or in groups) and present the most important information to class – or to a person close to them or as an open text answer in the online environment. Highlight in an open answer text especially one point that seems to be the most important / most surprising point from your point of view in an open answer text (not more than five sentences).

Advise for online-learner or class: Use https://trello.com/de. Here you can organize things. You may use it to summarize the important things from the video

Order:

Ask yourself – What is real, what is not real

Prevent real world consequences of fake news

Find news on my phone

When in doubt, do a second research

Identify false information

Solution:

1. Find news on my phone
2. Ask yourself – What is real, what is not real
3. When in doubt, do a second research
4. Identify false information
5. Prevent real world consequences of fake news

Interactive task 3:

What is your daily news ritual? _____
(free text answer)

Or as a second step multiple choice:

☐ Newspaper

☐ Radio

☐ News in television

☐ Social Media

☐ Conversation with friends and family

☐ Podcasts

Interactive task 4 – Order:

A newspaper that stands more for rumours or scandals: _____

News were presented in a comedic way and reflect social issues: _____

False information as facts: _____

Infomercials that seems to be articles: _____

look for public information, otherwise be sceptical: _____

Go back to the original article and look for mistakes e.g. grammar: _____

Here you can see the solution:

Tabloid news	A newspaper that stands more for rumours or scandals
Satirical news	News were presented in a comedic way and reflect social issues
Fake news	False information as facts
Sponsored content	Infomercials that seems to be articles
Author	look for public information, otherwise be sceptical
Source	Go back to the original article and look for mistakes e.g. grammar

Phase 3 Evaluation (10 min)

Hints and Tips for educator:

> 3 Points are the most valuable answer.

> If you don't want to use the online tool you need to mix the answer options to make it not too easy for participants

1. What are the dangers of a person not having information literacy?
(1) There is almost no downside to not knowing this difference
(2) The person will not use digital sources and cannot get up-to-date information from books.
(3) The person does not understand the difference between fake news and facts that correspond to reality

2. I second-guess the sources from which I draw my information.
(1) Disagree
(2) Agree
(3) Totally agree

3. I search for authors after reading content that is not from a recognized source.

(1) Disagree
(2) Agree
(3) Totally agree

4. I know credible sources in my current country and understand the information even if they are not written in my mother tongue.
(1) Disagree
(2) Agree
(3) Totally agree

5. It is easy to me to separate tabloid news, satirical news or sponsored content from real information.
(1) Disagree
(2) Agree
(3) Totally agree

6. Was it easy for you to define information literacy in the beginning?
(1) Difficult
(2) Moderate
(3) Easy

7. Is information literacy easier to define after completing this module?
(1) Consistent
(2) Easier
(3) I definitely gained new information

8. How can you reduce the damage of fake news?
(1) There is no possibility for a single person
(2) I tell everybody about my new knowledge
(3) I share my thoughts about credible sources, look for the authors and information about them.

24 points in total

24-16 = excellent

16-8 = acceptable

8-0 = maybe you can repeat parts of the module - or in this case you were just too honest or too critical of your own abilities

Hints and Tips for educator:

-       Encourage participants to be honest

-       Give support weather come words remains unclear

-       Perhaps fill in the evaluation questions yourself in advance?

Phase 4 Exploitation (5 min)

The participants are encouraged to come up and write down some statements to the following four questions during the upcoming week. There is no right or wrong about the answers. It is more about the idea to reflect skills or new content.

What is Information Literacy to me?

How good am I at Information Literacy? Am I better in Information Literacy after finishing this module?

What was the information the most surprising to me in this module?

They can upload a free text answer – whether they want some feedback they need to contact a mentor.

Hints and Tips for educator:

- Ask the participants in the following days whether they have written the answers already.

- Participants can reflect about other questions that may go deeper. You can switch some questions, depending on questions in your class. You shouldn't have more than three questions to keep it simple.

- They can also work in groups or present their results to each other. Make sure that there is an atmosphere of respect in class when the participants talk about skills they will develop in future or during the module.

Literature:

The idea of a Post-Truth world:

https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html

Structure from our Main part Video:

https://www.aeseducation.com/blog/5-essential-steps-to-teach-information-literacy-in-middle-school

Podcast about the new situation in journalism – everybody can be a "journalist" now:

https://newslit.org/podcast/who-are-journalisms-new-gatekeepers/

A Project from the UNESCO:

https://www.youtube.com/watch?v=bjYhmTC3lrc

A Video about fake news:

https://www.youtube.com/watch?v=O6RS2M8N5uk

Toolkit

Introduction Video:

Hi, Welcome to the module Information literacy. Think about all the thousand information you get in a really short time. All the ups and downs, different ways to get information and different opinions how reliable a source is. Therefor information literacy is an important thing for citizens in our globalized world. The digitalization of the world has made it more important to be able to find a clear path through this thicket of information and not to bet on the wrong horse.

Let's start this module with a short video about fake news and people who engage to prevent them. You can find the link below. As you can see in the video, there are several possibilities to create fake news. Some are made by algorithm. It is important to recognize these messages to distinguish them from the provable messages.

There can be many different reasons why someone would create fake news. On the one hand, financial interests may be behind it, on the other hand, political interests may be easier to implement through fake news. Especially during an election campaign or during the Corona pandemic, fake news could be identified again and again, which had previously been spread on the Internet as news.

The aim of this module is to report on the importance of true information and to show ways how you can come to realistic news.

Information literacy is even more important when you come to a new country and have perhaps language problems there. By looking on your own situation from different angles and perspectives - think about your experience. Are there situations where you were hardly looking for correct information in your current place to be or in your home country?

Maybe you haven't thought about how important it is to be able to distinguish true from untrue information. In the end, this is what is meant by "information literacy". So, let's start with the module and see how good you are!

Main Activity Video:

I hope the introduction to the module has already given you some good insights? How important is the work of people trying to unmask fake news on the Internet? It's good that there are these experts in research. I don't think their work is very easy. Especially when the information situation is very poor and you don't know which people with which interests could spread false information. Have you ever been taken in by false information and assumed that it was true? In fact, especially older people have not learned in school how to deal with the flood of information from the Internet, for example, in social media. In this module today, we want to expose a few weaknesses of this system. We want to give you tips on how to do your research and information gathering in the future. Especially if you have a strange feeling, experience strong emotions or already have the thought in your head: Can this really be the truth? Fake news is a term to make clear that there is information that are trustworthy and some that are untrustworthy. But how can you make a difference?

First, you should ask yourself how you find new information. Is it a morning ritual or do you spend time on the Internet all day, getting news here and there? Especially in social media, you have to realize that there is often a filter behind it, that already decides for you what information in this world might be relevant to you based on your interests. It is clear that the

search for reputable sources on the Internet can be more difficult. Therefore, it can be helpful to occasionally use, for example, a credible newspaper to supplement your previous knowledge based on the headlines. Here also highlights are set and it is decided for you which information could be important, but by a (hopefully) well-trained journalist.

It's the same with news broadcasts on public television channels. Nevertheless, a certain diversity and the use of reputable sources allows for a higher degree of safety that the news heard actually happened. But this does not mean that people who spend a lot of time in front of the media are always better informed!

Let's generate tips that identify a good source in a second step. Newspapers, for example, are awarded for their journalistic work, good articles are often marked with the author and about him you can research whether he has a good reputation. Check carefully the whole web presence and especially go from the social media platform to the place where the article was originally published. The address and the layout of the website should make a credible impression.

You can see here again how strongly the 21st century skills work together. Someone who has the talent to research on the internet finds a safer access to credible media and someone who is good in critically thinking recognizes the need for research. Therefore, it is important to learn the competencies of the other modules as well.

In the main assignment of this module, we'll have a look at a presentation by an information expert. He also describes how to search for good information. Afterwards there will be some tasks for you, to reflect and apply the knowledge you have learned. Enjoy the next video. Don't forget to check, who gave the talk and if that person has credibility!