

# Media Literacy

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

Learning Outcomes: To learn more about methods and outlets in which information is published, to learn how media literacy improves understanding, to acquire basic skills, to learn about digital media, to reflect upon and discuss the benefits and methods of media literacy<sup>1</sup>

## Energizer

1. Introduction video
2. Watch the YouTube-Video
3. Fulfil the Interactive task 1

## Main activity

1. Watch the Main activity video
2. Watch the YouTube-video
3. Fulfil the Interactive task 2
4. Interactive Task 3

## Evaluation

1. Fulfil the evaluation task

## Exploitation

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

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<sup>1</sup> <https://www.aeseducation.com/blog/what-are-21st-century-skills>

# Guideline for adult education professionals

## Phase 1 Energizer (15 min)

The educator starts presenting the topic by emphasizing the importance of different, reliable sources to get an information or to learn about a topic. You can use the introduction video (transcript - see below).

After the introduction video, the educator opens the video from the link:

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

After the video is watched the educator opens a discussion on the topic and asks to work on interactive task 1:

1. 70% of all youth globally, are online

**0 true**                      0 false

2. Support democracy with a dialogue and respect

**0 true**                      0 false

3. Literacy skills are important to support disinformation and hate speech

0 true                      **0 false**

4. The process how we gain information is traditional in families years ago.

0 true                      **0 false**

5. Lifelong learners prevent false information

**0 true**                      0 false

Hints and Tips for educator:

- Watch the YouTube-video for a second time to make sure that everybody understands the main facts
- Start a discussion about personal experiences
- Ask for Motivation to learn about 21th century skills
- 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 and learn more about detecting disinformation.

In a next step the educator prepares a presentation using the following YouTube-video. The participants shall be actively involved during the presentation and shall fulfil the interactive task

You can also watch the video in class<sup>2</sup>:

[https://www.youtube.com/watch?v=fuZg\\_9Ag7CI](https://www.youtube.com/watch?v=fuZg_9Ag7CI)

### Interactive Task: 2 Detect disinformation

Sort the keywords to a suitable explanation:

Easy to share - Check the Headlines - Use a very big history - Doubt - Hyperlink problem - Emotional reaction

Is it in all caps or with expressive punctuation = \_\_\_\_\_?

Scandalized, fear = \_\_\_\_\_

Probably false history = \_\_\_\_\_

Be careful if it is maybe too short = \_\_\_\_\_

Similarity search and don't share information with others = \_\_\_\_\_

If there are too many popups or other links = \_\_\_\_\_

Here you can see the correct solution:

Check the Headlines	Is it in all caps or with expressive punctuation
Emotional reaction	Scandalized, fear
Use a very big history	Probably false history
Easy to share	Be careful if it is maybe too short
Doubt	Similarity search and don't share information with others
Hyperlink problem	if there are too many popups or other links

### Interactive Task 3:

This is a research task. We give you three headlines and you can research whether they are true or false. You can do it with a partner or in self-learning process.

Headlines:

1. The European Union has passed a law regulating the curvature of cucumbers in the EU.

true                       false

e.g. <https://www.theguardian.com/lifeandstyle/wordofmouth/2008/nov/12/eu-food-veg-cucumber>

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<sup>2</sup> The YouTube video was made before the corona-virus-pandemic and does not explain "cookie-permission-pop-ups". It is helpful to talk about this in class after watching this video.

2. There is a shortage of skilled workers in Germany, e.g. in nursing professions.

true  false

Official statistical data e.g.  
<https://de.statista.com/statistik/daten/studie/172651/umfrage/bedarf-an-pflegekraefte-2025/>

3. Fact-checks can debunk misinformation and improve perceptions of reality surrounding a specific political issue.

true  false

Hints and Tips for educator:

- Why is everything true here? Because we don't want to share false information with you.
- 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.
- The task with the headlines can be supplemented in the classroom with any other headlines of the participants.

## Phase 3 Evaluation (10 min)

Hints and Tips for educators:

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. After hearing the differences between the literacy skills, what do you think how good is your competence in information literacy?
  - (1) Low competences
  - (2) Moderate competences
  - (3) Good competences
2. After hearing the differences between the literacy skills, what do you think how good is your competence in media literacy?
  - (1) Low competences
  - (2) Moderate competences
  - (3) Good competences
3. After hearing the differences between the literacy skills, what do you think how good is your competence in technology literacy before doing the module?
  - (1) Low competences
  - (2) Moderate competences
  - (3) Good competences

4. Is there a connection between the literacy skills and other 21st century skills?
  - (1) There is no connection
  - (2) There could be a connection but mostly there is no connection
  - (3) There is a connection e.g. to critical thinking
  
5. Is “easy to share” a good indicator for credible information?
  - (1) It is, absolutely no doubt.
  - (2) It is not an important sign for a credible information
  - (3) Often, especially when it is easy to share, you have to be careful. If you have doubt – don’t share.
  
6. Everybody loves to read about hate or love and other emotional feelings. Is there a connection to media literacy?
  - (1) There is a strong connection because it is important to share our feelings about facts with the world.
  - (2) There is no connection because information literacy is about facts and reliable sources.
  - (3) There is a connection because you have to be careful when a story deals with big emotions or headlines like “a new chapter of human history” or scandalous panic about an event.
  
7. Is it difficult that the way information spreads all over the world changed?
  - (1) It is difficult because everybody can share an opinion now
  - (2) It is difficult because the possibility of fast information makes panic all around the world in case of tragedy
  - (3) It is difficult because some fake news endanger democracy
  
8. To be honest, what do you think about critical thinking in connection with literacy skills.
  - (1) I think this connection is good to know.
  - (2) I think people need to know more about it
  - (3) I think education is important about this connection.

*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 whether some words remain unclear
- Perhaps fill in the evaluation questions yourself in advance?
- Participants can reflect deeper about their competence – you can offer a group work or talk about tips to become better. 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.

## Phase 4 Exploitation (10 min)

Create your own search list. Choose a topic that is currently on your mind, e.g. looking for a job or vaccination and create a list of good sources (internet, books, magazines, etc.) that can help you to get an overview. Also collect the sources that you come across but seem dubious. Describe why the information seems not credible to you.

Topic: \_\_\_\_\_

Good Internet sources	Why is this a good one?	Bad Internet sources	Why is this a bad one?
https://www.tagesschau.de/	Official German public sources (not a good argument in every country), UN, the guardian, BBC, CNN	Profiles in the social media	Hate speech
Other good sources	Why is this a good one?	Other bad sources	Why is this a bad one?
Local news paper	Local offers – possibility to ask people in your neighbourhood about it		

There is an online interactive task to do in the online environment. After participants has finished their list, sort the keywords to a suitable explanation:

Public known institutions with website e.g. UN, Tagesschau (in Germany), the guardian, BBC, CNN or pages of the European Union - Local newspaper possibility to ask people in your neighbourhood about it - Take care with hate speech, sometimes it is only a single opinion and not reflected from different perspectives - Magazines or publisher known for a radical political position

Interactive task – Order:

Good Internet source \_\_\_\_\_

Other good sources \_\_\_\_\_

Profiles in the social media, role models \_\_\_\_\_

Other bad sources \_\_\_\_\_

Solution:

- Good Internet source      Public known institutions with website e.g. UN, Tagesschau (in Germany) the guardian, BBC, CNN or pages of the European Union
- Other good sources      Local newspaper possibility to ask people in your neighbourhood about it
- Profiles in the social media, role models      Take care with hate speech, sometimes it is only a single opinion and not reflected from different perspectives
- Other bad sources      Magazines or publisher known for a radical political position

## Literature:

Basic about 21<sup>st</sup> century skills:

<https://www.aeseducation.com/blog/top-5-media-literacy-lesson-plans-resources>

Fact-Checker-Sheet:

[https://researchguides.journalism.cuny.edu/ld.php?content\\_id=28534560](https://researchguides.journalism.cuny.edu/ld.php?content_id=28534560)

Social Media User:

<https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/>

Disinformation about COVID-19

<https://en.unesco.org/covid19/disinfodemic>



# Toolkit

## Introduction Video:

*470 words*

Hi, Welcome to module media literacy. Think about all the thousands of information you get in a really short time like you did in the module information literacy. The digitalization of the world has made it more important to be able to identify fake news in for example social media. To get better at these skills, we want to train your literacy skills in our modules.

After doing the module about information literacy and before you will do media or technology literacy you are invited to reflect deeper on the wording and difference of the literacy skills. There are three different literacy skills mentioned in the 21st century skills. Hear the following definition about Literacy skills:

“Literacy skills (IMT) focuses on how students can discern facts, publishing outlets, and the technology behind them. There’s a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.”

As you can see there are already three steps in this definition: see facts, understand different ways to publish information and the technology behind it. Let’s understand the difference of information literacy and media literacy in a first step. You are encouraged to come up with the difference between the words “Information literacy” and “Media Literacy”. Hear the following definitions as a helping hand:

“Information literacy: Understanding facts, figures, statistics, and data

Media literacy: Understanding the methods and outlets in which information is published”

In a second step you should think about the next module that is called “Technology literacy” and hear the following definition:

Technology literacy means...

“Understanding the machines that make the Information Age possible”.

I hope you get an idea about similarities and differences between these words and our different modules. What can this insight be helpful for your life? Well, just think of an article that a friend shares with you on social media. Emotional images, clear words and an opinion of the author that seems plausible at first. The article may scare you - you fear a split in society or see other risks. Instead of panic, it is important to first check the source of your article and then react appropriately. Maybe the "article" is not a credible researched documentation but someone pursues the goal to manipulate other people. Don't fall for it, don't share the article even for fun and point out to your friend that by sharing and clicking on the article he or she supports the creators and that it is not useful to share false information.

Now we will give you a short overview about publishing methods or outlets, different sources and ways to distinguish between the ones that are credible and the ones that aren't. Let's train your information and media literacy skills and see how good you are! Please watch the following YouTube video!

## Main Activity Video:

422 words

Hello again. With the first two videos in this module, we have gained an introduction to the topic of media literacy. We have also learned that there are three different literacy skills and that, in addition to media literacy, there is also information literacy and technology literacy. With Media Literacy, we especially want to learn about the different publication formats and distinguish between reputable and unreliable sources.

As a second introduction video, you have already seen on YouTube that today people are dependent on information, often from the Internet. If something doesn't work in our everyday life, everyone quickly researches with their smartphones and ask e.g. Google or writes a question in a forum. In principle, this is not a bad thing but many people who are looking for advice forget to check the competence of the advisor before taking his or her knowledge as the truth. Here you can see a connection to different other 21<sup>st</sup> century skills, such as critical thinking, is needed to develop good information and media literacy.

The idea for the main activity video of this module is to focus on methods to detect disinformation. Similar to the module information literacy we work more on digital sources because there is a better fit to an online self-learning offer. But please use your new knowledge to think also about books, print magazines or publishers. Here the question is the same one: Is the newspaper well known for scandalous articles or radical political issues? In that case it is always a good idea to use other sources or at least a second research with different sources. Does a credible source also cover the information? How is the choice of words, are there major differences in reporting? Are other sources listed? Is it comprehensible where the author got his or her information from?

I think a first understanding of the importance of literacy skills has already become clear in the module on information literacy. Were you aware of this importance before taking our online course and participating in the modules?

In general literacy skills are not named as an important skill in business context because many people don't think deeper about it, except journalists. As an idea: ask people in your private life about information literacy – and have a look if they'll know about the danger of fake news and how to prevent dubious messages?

As a next step please watch the video and then solve the interactive tasks! In the video you learn how media literacy is distinguished more precisely.