



Tackling Disinformation and Promoting Digital Literacy
Through Education and Training in European Classrooms

TEACHERS' GUIDE



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TEACHERS’ GUIDE

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LIST OF ACRONYMS AND ABBREVIATIONS

EC	European Commission
EU	European Union
DL	Dissemination Leader
GA	Grant Agreement
EACEA	European Education and Culture Executive Agency
WP	Work Package
WPL	Work Package Leader
GDPR	General Data Protection Regulation

EXECUTIVE SUMMARY

The Teacher’s Guide is designed to equip the Master Trainers who will deliver the *Teachers 4.0 Digital Age* University Course and online course with the tools, curricula and knowledge required to upskill the modern day teacher so that they can empower students to think critically, make informed choices and stay safe whilst continuously building their resilience in the digital world.

The Master Trainers will be involved in a large-scale capacity-building action for the initial training and continuous professional development of teachers across Europe. By providing a foundational understanding of the wealth of the available resources, this guide aspires to provide a solid background that will enable the smooth and successful delivery of the *Teachers 4.0 Digital Age* course in all the involved countries.

Chapter 1 of the Teachers’ Guide provides a short introduction to the course. Chapter 2 presents the wealth of the teaching resources that are made available to any organisation or individual willing and able to deliver the *Teachers 4.0 Digital Age* Course. Chapter 3 provides an overview of the existing supplementary teaching and learning material. Chapter 4 provides an overview of the assessment material accompanying the course. Finally, chapter 5, provides practical advice on the delivery of each module of the *Teachers 4.0 Digital Age* Curriculum.

The Teachers’ Guide is an electronic edition developed in English, Greek, Bulgarian, Romanian, Italian and Polish available also in a downloadable and printable version.

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1. INTRODUCTION

1.1. The Teachers 4.0 Digital Age Project

The *Teachers 4.0 Digital Age* is an Erasmus+ Project, with a lifetime of three (3) years, from 2023 to 2026, that aims at equipping pre-service and in-service teachers, with the tools, skills and knowledge to combat disinformation and foster digital media literacy along with critical thinking and resilience among their students. This large - scale capacity building project enhances the digital competencies of two-thousand one hundred (2.100) (pre and in-service) educators in the European territory and more specifically in Bulgaria, Cyprus, Greece, Italy, Poland, and Romania.

The *Teachers 4.0 Digital Age* partnership has developed a comprehensive Curriculum comprised of ten (10) modules that correspond to sixty (60) training hours. The *Teachers 4.0 Digital Age* Course is structured according to the respective Curriculum and will be delivered both as a University Course in six (6) European Universities, and as an online course, via the *Teachers 4.0 Digital Age eLearning Platform*, aspiring to address disinformation and digital media literacy all over Europe. The construction of this eLearning Platform offers blended learning opportunities to thousands of primary and secondary school teachers, providing them with practical tools, lesson plans, and resources.

By investing on teacher capacity, the project aims to create a more resilient and informed school environment, which respectively translates into students who are capable of using critical thinking and adopting a safe, responsible behavior when interacting with contemporary media. Even if the project activities are mainly oriented to teaching staff, its target audience consists primarily of European children and youth, the future of Europe.

The Consortium of the project is composed of sixteen (16) members, coming from seven (7) EU member countries. This geographical approach was chosen based on the fact that the countries of this region showcase a limited level of digital and media skills, which is why initiatives such as the Teachers 4.0 Digital Age project, need to be implemented and promoted. These partner countries are from:

- Bulgaria
- Cyprus
- Greece
- Italy
- Poland
- Romania.

The partnership of the project maintains a threefold structure, with partners coming from diverse backgrounds and demonstrating expertise in a variety of fields:

1. Public Authorities: three (3) consortium members which are active in the public education sector, with a significant outreach potential in their respective national context:

- Cyprus Pedagogical Institute, Cyprus
- Institute of Educational Policy (IEP), Greece
- Ministry Of Education and Research, Romania

2. European Universities - Faculties of Pedagogy originating from the partner countries: six (6) consortium members engaged in upskilling the future teaching staff and educators of Europe:

- European University Cyprus
- National and Kapodistrian University of Athens, Greece
- Sofia University St. Kliment Ohridski, Bulgaria
- West University Timisoara, Romania
- University of Lodz, Poland
- University of Palermo, Italy

3. Adult Education Providers: four (4) consortium members which maintain experience and are active in the field of teacher training:

- The Athens Lifelong Learning Institute, Greece
- MediaWise, Romania
- Lodz Centre for Teacher Training and Practical Education
- CESIE ETS, Italy.

In addition to the previously mentioned partners, the partnership includes two (2) institutions at the forefront of tackling disinformation and fostering media literacy, both in a European and international context. EAVI (the European Association for Viewers Interests) and All Digital, serve as two leading European networks that preserve a significant potential to impact the digital and media literacy levels across Europe, while shaping the policy landscape in the relevant field.

Finally, the Teachers 4.0 Digital Age partnership, incorporates ReadLab, an organization with specialization in delivering innovative tools, such as eLearning solutions.

This plurality of expertise, along with the geographical distribution of the project partners, allows a targeted approach in terms of upskilling those with relatively limited digital knowledge, while ensuring the effectiveness and sustainability of the project's results.

1.2. The Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy

The *Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy*, introduced in 2022 by the European Commission, provide the foundation of the Teachers’ 4.0 Digital Age project. The purpose of these guidelines is to upskill teachers and provide them with the tools and techniques they need, in order to increase digital media literacy in the European school environment and to combat disinformation through teaching practices. This respectively means that the indirect outcome of this groundbreaking tool will be the empowerment of students in exploring the digital world and the promotion of democratic engagement.

The target audience of the Guidelines are educators coming from both primary and secondary levels of education, regardless of their existing digital media education expertise. These Guidelines provide the teachers with a structured approach on how to help their students foster critical thinking and a responsible online behavior. Its practical and accessible format includes various resources that can be seamlessly integrated into teaching materials. The Guidelines feature straightforward explanations of technical concepts, assessment exercises focused on fact-checking that can be implemented in a classroom setting, and advice on adopting positive online habits.

In addition to the aforementioned, the Guidelines provide educators with a series of detailed activity plans that can have an inspirational and supportive effect in the process of developing engaging lessons. These activities are also complemented by a series of respective actionable tips and a set of cautionary notes that shift the focus on more challenging topics and offer guidance on how to address them effectively. This comprehensive approach ensures that educators are well-prepared to face the complexities of digital media literacy and disinformation in a way that is both engaging and educational.

Overall, the purpose of the Guidelines is to support teachers in creating a classroom setting where students are equally informed about digital challenges while also being empowered to think critically and act responsibly in their online interactions. By offering practical tools, real-life examples, and pedagogical strategies, the Guidelines are intended to enhance the quality of digital media education across Europe and help students become informed and active digital citizens.

1.3. The Objectives of the Project

The purpose of this project is to provide a major upskilling opportunity to a total of two-thousands one hundred (2.100) teachers and educators throughout Europe so as to

improve their capacity to deal with issues of disinformation in European classrooms and to collectively contribute to helping young people to be able to think critically, make informed choices online and stay safe whilst continuously building their resilience.

Two (2) main complementary constituent elements that provide the basis for the delivery of this large-scale capacity building intervention are:

1. [The *Teachers 4.0 Digital Age Curriculum*]

The Teachers 4.0 Digital Age curriculum which is in line with the European Commission [*Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy*](#), helps teachers foster an understanding of how digital media literacy can be achieved and help them engage young people with effective ways to assess information and identify disinformation.

2. [The *Teachers 4.0 Digital Age eLearning Platform and Course*]

The Teachers 4.0 Digital Age eLearning platform and course - a high-quality online learning resource - in six (6) European languages - that offers the opportunity to all in-service teachers in the implementation countries to acquaint themselves with the ways to integrate digital media literacy across different subjects or from an interdisciplinary perspective.

2. THE BACKGROUND RESOURCES

2.1. The University Course

2.1.1 Initial Teacher training background information of the course development

The *Teachers 4.0 Digital Age* Curriculum was an orchestrated effort accomplished by the consortium of this large scale European co-funded project. It aspires to help future educators to foster an understanding of how digital media literacy can be achieved, and help them to engage their young students with effective ways to assess information and identify disinformation, misinformation, malinformation and the like.

Specifically, out of the sixteen (16) partner organisations within this project, six (6) major University collaborators from around Europe, as well as three (3) expert organisations were involved in the original development of this University Course. It is important to mention that the participating countries were not chosen randomly, but based on the aim of this project to focus its efforts on the countries positioned at the bottom of the media literacy continuum grounded on the media literacy index¹ and ultimately where the greatest needs in the field of digital and media literacy can be found. Thus, Universities and organisations from these countries were chosen based on their great expertise in the field. The consortium members who developed the modules of the Curriculum, along with the respective assessment activities, and supplementary material are the:

- University of Palermo
- Kapodistrian University of Athens
- European University Cyprus
- Athens Lifelong Learning Institute
- Mediawise organisation from Romania (Bucharest)
- University of Sofia
- European Association for Viewers Interests AISBL (EAVI) located in Brussels
- University of Lodz in Poland
- West University of Timisoara, Romania.

2.1.2. Needs analysis of the Initial Teacher Training

Research on media and information literacy in Europe, observed that, in most EU Member States, zero to little provision of formal teacher training in media literacy or media education² has been done. Teachers can sometimes lack the necessary experience or knowledge to critically assess the pedagogical implications of a particular

¹ Lessenski, M. (2018). Common Sense Wanted: Resilience to “Post-Truth” and its Predictors in the New Media Literacy Index 2018. Sofia: Open Society Institute.

² Frau-Meigs, D., Velez, I. & Flores, J. (2017). Public Policies in Media and Information Literacy in Europe Cross-Country Comparisons.

tool, the familiarity with the ethical issues that digital platforms can raise for student data privacy, or simply the time and resources to build participatory digital literacies³. Initial Teacher Training institutions can lay a solid foundation for teachers’ digital media literacy skills, even though equipping teachers with the necessary competences is a lifelong exercise in a constantly evolving environment⁴. The development of digital media literacy is expected to be most effective if all teachers, rather than only specialised teachers, receive training, a process which should initiate at the pre-service level. The ability to search for relevant and reliable information, assess its validity, and detect biased information is vital for all subjects⁵.

It is undeniable that in-service teachers play a key role in equipping their students with the skills, competences and knowledge required to tackle disinformation and promote digital media literacy in classrooms and schools thus every attempt to equip them with the necessary skills requires that we take a deeper look into what this means in the reality of school environments.

A series of factors such as lack of time, lack of confidence and experience, an overburdened schedule, standard curriculum requirements and increased polarisation within our societies pose a challenge to teachers planning lesson time devoted to the subject of disinformation and digital media literacy.

More specifically:

- *Teachers are already overburdened in their role:* teachers are significantly overburdened and therefore any further demands on their time and energy need to consider the contexts in which they work, their background and the skills they already have, school management expectations, the resources that are available, and the constraints and opportunities afforded by, for instance, the national curricula⁶.

³ Foulger, T. S., Wetzels, K., & Buss, R. R. (2019). Moving toward a Technology Infusion Approach: Considerations for Teacher Preparation Programs. *Journal of Digital Learning in Teacher Education*, 35(2), 79-91. <https://doi.org/10.1080/21532974.2019.1568325>

⁴ Wilson, C. Alton, G. Ramon, T., Kwame A., and Chi K. C. 2013. Media and Information Literacy Curriculum for Teachers. UNESCO.

⁵ European Commission, Directorate-General for Education, Youth, Sport and Culture, Final report of the Commission expert group on tackling disinformation and promoting digital literacy through education and training: final report, Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2766/283100>.

⁶ Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary approaches to teacher professional development. In P. L. Peterson, E. Baker, &

B. McGaw (Eds). *International Encyclopedia of Education* (pp. 548-556). Elsevier.

Caena, F. (2011). Literature review Quality in Teachers’ continuing professional development. European Commission, Education and

Training 2020 Thematic Working Group “Professional Development of Teachers”.

- *The inherently divisive nature of disinformation:* such topics have the potential to trigger strong emotional reactions in the classroom context⁷. Teachers often lack the ability to effectively deal with and manage such emotions among their students. This can easily lead to dissatisfaction, stress and burn out by the students. In the digital world, teachers are increasingly required to move out of the more traditional role of transferring knowledge about a certain subject to their students. Pedagogical approaches relying mainly on a unidirectional transfer of knowledge have been found to be insufficient for addressing controversial topics in the classroom⁸. Competences are not enough. What is truly needed is a sustained process of digital media literacy building, rooted in a critical mind-set and the desire to access and diversify trustworthy media ecosystems. This implies the need for a long-term sustainable, educational and civic project based on democratic values⁹; such as the Teachers 4.0 Digital Age project.
- *The inability to keep up with ICT progress:* providing guidance for promoting digital media literacy and tackling disinformation is not always an easy task, due to the fast-changing nature of technology and the emerging digital communication and media tools. Educators also need more assistance in understanding the more technical aspects of disinformation, as well as how to effectively promote the development of critical thinking skills among young people. This project is based on the presumption that the teacher does “not need to be a tech guru to help its students become digitally literate. Regardless of the technology available in [their] classroom [teachers] can engage students in the wider debate about the many opportunities and risks associated with the digital universe, and about the usefulness of assessing the credibility of the information they encounter”.

2.1.3 Content of the Course

Instead of developing the relevant curriculum from scratch, the *Teachers 4.0 Digital Age project* capitalized on the two (2) main products of the European Commission Expert Group on tackling disinformation and promoting digital literacy

- the *Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy through Education and Training* and
- the final report of the Commission expert group on tackling disinformation and promoting digital literacy through education and training.

⁷ Keegan, P. (2021). Critical affective civic literacy: A framework for attending to political emotion in the social studies classroom. *The Journal of Social Studies Research*, 45(1), 15-24. <https://doi.org/10.1016/j.jssr.2020.06.003>

⁸ Keegan, P. (2021).

⁹ Fowler-Watt, K. and McDougall, J. Sleepwalking into Information War? (in: *Conversations*). In press.

The *Teachers 4.0 Digital Age Curriculum* corresponds to a total of sixty (60) training hours and - inspired by the contents of the above-mentioned documents - it is comprised of the following ten (10) 6-hour modules:

- Introduction to the *Teachers 4.0 Digital Age* course
- Disinformation: What are we talking about?
- More key terms and definitions
- Setting the Scene: Teaching and learning in the digital school environment
- Assessing and evaluating digital media literacy in schools
- Explore the key media practices of children and students
- Teaching digital media literacy and disinformation
- Building digital media literacy competences in the classroom and school: becoming digital citizens
- Students in all their diversity
- Practical examples of lesson plans

All the aforementioned courses are accompanied by suggested teaching methods and tools suitable for our target group and consistent with the course goals.

2.1.4 Design of the course

Presently, initial teacher education courses focusing on digital media literacy are often optional, if existent. Given the critical role that digital media literacy plays in contemporary learning, it is important that digital media literacy courses become more prominently integrated into initial teacher education. In addition to integrating elements of digital media literacy into all initial teacher education courses, a specific course on combating disinformation, building resilience, as well as digital [media] and information literacy was developed as a separate course in all six (6) Pedagogy Departments of the Universities participating in the project. All the Universities were involved in a rigorous validation process that involved scientific review and scrutiny of the course content before its finalisation and translation. The course was originally developed in English and is respectively translated in all partner languages: Greek, Italian, Romanian, Bulgarian and Polish.

The ultimate objective of this University Course is to become a compulsory part of all teacher education programmes. For a start and based on the project’s outcomes, a total of one thousand fifty (1.050) teachers-to-be are expected to participate in this course between the Fall semester of 2024 or the Spring semester of 2025, thus improving their capacity in acquainting children and youth with the dynamic and the manifestations of disinformation and improving their digital media literacy in Cyprus, Greece, Bulgaria, Romania, Poland and Italy.

2.1.5 Supplementary Teaching, Learning and Assessment Material

Alongside the course development, the nine (9) partners involved have also developed relevant supplementary teaching, learning and assessment material for each of the ten (10) modules. The development of supplementary teaching and learning material was considered of central importance since it can contribute substantially to the teaching process, to engaging participants in multi-dimensional learning and to building participants' abilities to apply their knowledge. This task involved a systematic effort for the learning material to include the following three (3) types of interaction:

- (a) learner-learner,
- (b) learner-instructor, and
- (c) learner-content.

Therefore, the partnership has crafted all the material needed in order for the responsible teachers to undertake the responsibility of delivering the University course. The whole spectrum of supplementary teaching and learning material includes amongst others:

- Readymade PowerPoint slides
- Hypothetical scenarios
- Activities
- Lesson's Design Templates
- Evaluation Rubrics
- Films and videos
- Additional bibliography
- Activities on phishing
- Ready-made, interactive self-evaluation questions, e.g using Mentimeter or similar webtools.

The partnership has also determined the weight of each assessment and the overall grading system for the class.

2.2. The eLearning Platform: function, how the seminars are conducted

The *Teachers 4.0 Digital Age eLearning Platform* constitutes the most important tool for the delivery of teacher training courses to in-service teachers.

2.2.1 Why eLearning?

eLearning courses offer a series of serious advantages that can not be ignored in the process of designing such large scale capacity-building activities as the Teachers 4.0 Digital Age project. Their accessibility ensures teachers’ participation regardless of geographic conditions, socioeconomic status or educational background, subsequently enabling providers to reach wider audiences and deliver education at scale. eLearning courses are expected, also, to extend their existence even after the lifetime of the project, continuing thus to provide learning opportunities to in-service teachers in a cost-free, and impactful way.

The *Teachers 4.0 Digital Age eLearning Platform* represents the project’s response to the growing demand for online education solutions, particularly in light of recent technological developments that caused shifts in the educational methodologies and landscape, especially due to the pandemic.

The *Teachers 4.0 Digital Age eLearning Platform*

The *Teachers 4.0 Digital Age eLearning Platform* hosts the learning, training and educational materials for all in-service teachers willing to attend the *Teachers 4.0 Digital Age course*.

The *Teachers 4.0 Digital Age eLearning Platform* is designed to deliver a comprehensive and high-quality online course, aimed at significantly advancing the professional development and digital competencies of in-service teachers. This robust online environment aims to address the evolving needs of teachers by providing them with tools and knowledge essential for navigating digital challenges, particularly in combating disinformation and fostering digital media literacy.

The *Teachers 4.0 Digital Age eLearning Platform* is expected to evolve both as:

- a stand-alone asynchronous eLearning tool that will allow participants to privately undertake their learning experience and
- a supplementary learning tool that will allow the interaction of instructors and peers asynchronously within a blended learning course on the topic.

2.2.2. The content of the eLearning Platform

The content of the eLearning Course is developed in total alignment with the ten (10) Modules developed in terms of the Curriculum built for the University Course. More specifically, the Modules included are the following:

1. Introduction to the *Teachers 4.0 Digital Age* course
2. Disinformation: What are we talking about?

3. More key terms and definitions
4. Setting the Scene: Teaching and learning in the digital school environment
5. Assessing and evaluating digital media literacy in schools
6. Explore the key media practices of children and students
7. Teaching digital media literacy and disinformation
8. Building digital media literacy competencies in the classroom and school: becoming digital citizens
9. Students in all their diversity
10. Practical examples of lesson plans

These modules are designed to build upon each other, creating a cohesive learning experience that addresses various dimensions of the subject matter. Each Module contains: a five to seven minutes – long introductory video, the educational material in its essence and an interactive assessment test. The content of each Module has been built in a way to engage the participant: concise and simple language, short and to-the-point concepts, use of real – life examples, interactions, creation of emotional connections, interactive assessment activities and any additional material needed, according to the needs of the participants.

The *Teachers 4.0 Digital Age* eLearning Platform, aiming at achieving the maximum level of engagement possible, has integrated rich multimedia and interactive sections.

Characteristics of the eLearning Course

In contrast with traditional educational methods which deliver education in a physical classroom setting, an eLearning platform enables learners to consume educational content via digital channels. The Course integrates a diverse range of content formats to cater to different learning styles and preferences. These formats include: narrated slides, searchable PDFs, videos, screencasts, software simulations, or richly interactive slide-based courses. These components are designed to support active learning and reinforce key concepts.

The Profile of the Learner

Participants of the eLearning Course are experienced educators with university-level qualifications and diverse educational backgrounds. Consequently, the course content is pitched at a level that challenges and engages these professionals, ensuring that the learning experience is both relevant and stimulating.

Registration of Participants

[Redacted content]

Enrolment of Participants

[Redacted content]

Delivery of the Course

[Redacted content]

Interacting with Learners

- Forum
- Messages

The Certificate of Attendance

[Redacted content]

3. OVERVIEW OF THE ASSESSMENT MATERIAL

3.1. Initial Evaluation of the Course

The University of Palermo has used an authentic evaluation form, validated in A.A 2020/2021 - 2023/2024 by Giuseppa Cappuccio and Lucia Maniscalco with university students. The form is divided in seven (7) components and is based on a (1-5) Likert Scale providing enough space for comments on strengths and weaknesses of each of the components.

Name	
Last name	
Student ID number	
Undergraduate/graduate course	

Legend/Graphic scale: 1= no 2= only minimally 3= only partially 4= yes, in great extent 5= yes

Subject									
Target audience									
Group									
Component	Item	1	2	3	4	5	Strengths	Weaknesses	
Related competence goals expected	Competence goals or the Competence to be assessed are identified								
	are consistent with the framework of digital media								

	literacy competencies							
	knowledge deemed most relevant is identified							
	the know-how deemed most relevant is outlined							
	the know-how to be considered most relevant is identified							
	competence goals are formulated in an understandable and clear way							
	they are appropriate for the target audience							
Educational objectives	are formulated in a clear and comprehensible manner							
	are consistent with the competence targets/competence							
	are operationally formulated							
	are adequate in number in relation							

	to the competence goals								
	analyse the key components of the dimensions								
Training context	is adequately described								
	contextual characteristics emerge								
Operational delivery	is described effectively, clearly, and comprehensively								
	allows different resolution paths								
	is challenging for pupils								
	specify the resources and constraints within which to carry out the test								
Timing and phases of work	the timing of the work is declared								
	the work steps are described properly to the target audience								

	timing and phases of work provide respect for the different mental processes of the pupils								
Expected product (product constraints)	is clearly indicated and described								
	relevant information is given								
	makes it possible to observe the resource mobilisation process activated by the pupil								
Performance rubric	the use of a performance rubric is envisaged								
	is focused on the key characteristics of the expected performance								
	all its components are reported								
	is adapted to the characteristics of the target audience								
	provides reference points for								

	objective evaluations							
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3.2. Final Evaluation of the Course

The final evaluation of the course is again based on a Likert scale from ‘Strongly Disagree to Strongly Agree’ and divided in subquestions for concepts, practices and processes .

	CONCEPTS	STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE
1	My knowledge on digital media literacy issues has increased.					
2	I can consciously grasp the topics, languages and messages conveyed by different media					
3	I feel more aware of the issues of online misinformati on.					
4	I learned that media use various forms of language (verbal,					

	visual, auditory, etc.) to create meanings.					
5	I realize that media do not simply present the world, but re-present it: they construct versions of reality.					
	PRACTICES	STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE
6	I can design literacy pathways that enable my students to create media content.					
7	I can use and adapt digital resources for different contexts and purposes.					
8	I can reflect on the consequences of potential or actual choices in terms of the meaning that is created or communicated.					

9	I can develop links with other curriculum areas.					
10	At the end of the module, I increased my skills in evaluating a media product.					
	PROCESSES	STRONGLY AGREE	AGREE	PARTIALLY AGREE	DISAGREE	STRONGLY DISAGREE
11	I feel that the content, tools, and methods used in the training module are consistent with my training needs.					
12	I can use imagination and intuition.					
13	I can research and formulate clear questions, gathering evidence methodically, synthesizing and analyzing data systematically.					

14	I can ask questions constructively, respect others points of view, and be open to criticism.					
15	I believe that cooperation and collaboration with the group have been effective tools for my learning of evaluation skills.					

4. PRACTICAL ADVICE ON THE DELIVERY OF THE MODULES' CONTENT

4.1. Practical advice on the delivery of the content

The *Teachers 4.0 Digital Age Curriculum* will be delivered in two different modes depending on the target group reached: it will be offered to pre-service teachers, via conventional/ traditional educational channels - face to face courses in the context of a University Course - and to in-service teachers via the project's eLearning platform, which has been specifically designed for this purpose. Different audiences have different needs and requirements meaning that different methodologies need to be recruited for their delivery of the course, without affecting its content.

This table captures the main distinctions between conventional university courses and MOOCs, reflecting differences in teaching strategies, student engagement, and learning outcomes.

Aspect	University Course	eLearning Course
Access to Course	Restricted to enrolled University students.	Open to anyone with internet access
Instructor-Student Interaction	High, with face-to-face interactions	Low, mostly through forums, emails, or feedback
Learning Pace	Fixed, follows a set schedule	Flexible, often self-paced
Assessment and Evaluation	Personalized, includes graded assignments, exams	Automated grading, peer reviews, objective quizzes
Course Material Delivery	Live lectures, in-class discussions, physical textbooks	Pre-recorded videos, digital resources, and downloadable

		content
Engagement Methods	Interactive sessions, hands-on activities	Videos, discussion forums, quizzes, and online assignments
Feedback and Support	Immediate, in real-time during class or office hours	Asynchronous, through forums or email
Certification and Credit	University degree credits awarded	Often non-credit, certificates issued for completion
Learning Environment	Physical classroom, controlled environment	Virtual, accessible anywhere
Collaboration Opportunities	Group projects, in-person networking	Limited to online forums, discussion boards
Technology Requirement	Basic, like a projector, whiteboard	Access to internet, personal computer

MODULE 1 - Introduction

Introduction to the course

Overview

This introduction is the first step of the University Course. It aims at providing learners with a general understanding of both the Teachers 4.0 Digital project as a whole and the theoretical and methodological approach inspiring the Course.

Introductory Notes

The Teachers 4.0 Digital Age is an Erasmus+ Project, with a lifetime of three years, from 2023 to 2026, that aims at equipping pre-service and in-service teachers with the tools, skills and knowledge to combat disinformation and foster digital media literacy along with critical thinking and resilience among their students. This large-scale capacity-building project involved two-thousand one hundred (2.100) pre and in-service teachers in the European territory, particularly Bulgaria, Cyprus, Greece, Italy, Poland, and Romania.

Learning Outcomes

By the end of this module, participants will be able to:

- know the stakeholders, their expertise and the development process of the Teachers 4.0 Digital Age project
- know the design of the Teachers 4.0 Digital Age course
- know the objectives and deliverables of the Teachers 4.0 Digital Age project
- know the Content of the Course based on a comprehensive Curriculum encompassing ten (10) Modules corresponding to sixty (60) training hours (30 hrs for direct instruction + 30 hrs for individual study)
- know the crucial EU documents supporting the Teachers 4.0 Digital Age project development
- know the different delivery formats for pre-service and in-service teacher formal training on digital media competencies.

Keywords

Digital Media Competencies, Teacher Training, Pre-Service Teacher Training, In-Service Teacher Training, Disinformation, Misinformation, Malinformation.

Background Resources

European Commission, Directorate-General for Education, Youth, Sport and Culture (2002), *Final report of the Commission expert group on tackling disinformation and*

- promoting digital literacy through education and training: final report*, Publications Office of the European Union, <https://data.europa.eu/doi/10.2766/283100>
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<https://doi.org/10.1080/21532974.2019.1568325>
- Frau-Meigs, D., Velez, I. & Flores, J. (2017). *Public Policies in Media and Information Literacy in Europe Cross-Country Comparisons*, Routledge.
- Wilson, C. Alton, G. Ramon, T., Kwame A., and Chi K. C. (2013). *Media and Information Literacy Curriculum for Teachers*. UNESCO.

MODULE 2 - Disinformation: What are we talking about?

Introduction to the course

Overview

This module defines disinformation by offering a formal definition and exemplifying it through specific examples and case studies. It discusses disinformation in relation to misinformation, malinformation and fake news. It further connects disinformation to concepts such as participatory culture and examines relevant phenomena such as echo chambers and the filter bubble while discussing its detrimental consequences for democracy, democratic institutions and values and equal participation in the digital world.

Introductory Notes

Disinformation has been identified by a number of institutions, including the European Commission and the United Nations, as one of the main challenges the Western world is currently facing and a major threat to western democracy. We have recently seen several examples of the way disinformation can be used to instigate social unrest and political upheaval resulting in racial conflicts or major hate speech campaign against vulnerable groups and/or individuals. The force with which disinformation affects the public through a variety of technological means and digital outlets is such that action to prevent its spread and to develop mechanisms to control its consumption is currently a priority. Education plays an important role in promoting knowledge around disinformation through digital media literacy as to empower users to fight disinformation. Revealing the ways in which disinformation develops and spreads allows for the development of critical skills, necessary to process information in this digital age.

Learning Outcomes

By the end of this module, participants will be able to:

- Define disinformation, misinformation, and malinformation, distinguishing between them.
- Identify various forms and sources of disinformation, including social media, traditional media, and political propaganda.
- Analyze the impact of disinformation on individuals, societies, and democratic processes.
- Develop critical thinking skills to discern credible information sources and verify the accuracy of information encountered online.

Keywords

Disinformation, Misinformation, Malinformation, Fake News, Participatory Culture

Background Resources

- European Commission (2022). *Guidelines for teachers on tackling disinformation and promoting digital literacy through education and training*. European Union. [Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training - Publications Office of the EU \(europa.eu\)](#)
- European Commission (2022). *The Strengthened Code of Practice on Disinformation*. European Union. [2022 Strengthened Code of Practice on Disinformation | Shaping Europe's digital future \(europa.eu\)](#)
- European Union. (n.d.). *Tackling Disinformation*. Retrieved August 22, 2024. From <https://digital-strategy.ec.europa.eu/en/policies/online-disinformation> Fondation Descartes. (n.d).
- Filter Bubbles and Echo Chambers. Retrieved August 22, 2024. From <https://www.fondationdescartes.org/en/2020/07/filter-bubbles-and-echo-chamber>
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- World Economic Forum (2022). The four key ways disinformation is spread online. <https://www.weforum.org/agenda/2022/08/four-ways-disinformation-campaigns-are-propagated-online/>
- World Economic Forum (2024). Disinformation is a threat to our trust ecosystem. Experts explain how to curb it. <https://www.weforum.org/agenda/2024/03/disinformation-trust-ecosystem-experts-curb-it/>
- World Economic Forum. (2024, Feb 25). Defending Truth. [Video]. YouTube. <https://www.youtube.com/watch?v=H7eLpPFOVns>

Overview of the Supplementary Teaching and Learning Material

All Supplementary Material necessary for the delivery of the course is available [here](#). The relevant material has been developed as follows:

- [S.M 2.1](#): 'Snakes have legs' video is intended to initiate discussion and introduce the ideas developed via this module
- [S.M 2.2](#): PowerPoint Presentation covering the terminology covered within the module (misinformation, disinformation, malinformation, conspiracy theories, echo chambers, filter bubble, algorithms, fact-checking, participatory culture)
- [S.M 2.3](#): Six (6) minute clip of Nariyah Testimony, one of the most emphatic examples of disinformation
- [S.M 2.4.1](#): 1st example of a 'Conspiracy Theory' (discussion connecting COVID 19 spread and 5G)
- [S.M 2.4.2](#): 2nd example of a 'Conspiracy Theory' (discussion connecting vaccines

- and autism)
- [S.M 2.4.3](#): 3rd example of a ‘Conspiracy Theory’ (discussion on sexual education and sexual orientation)
 - [S.M 2.5](#): Participatory Culture practical activity via the worldwide known example of ‘Pizza Gate’
 - [S.M 2.6](#): Assessment Rubric (provides a comprehensive framework for evaluating the learners’ understanding and execution of the disinformation task).

Overview of the Assessment Material

For this module there is only one Assessment activity. Full instructions on how this activity is to be completed by students and assessed by instructor should be made available and explained to students just before assignment. A rubric on how this is to be evaluated by instructor is available in the Supplementary Material for the Module.

MODULE 3 - More Key Terms and Definitions

Introduction to the course

Overview

The aim of this module is to approach basic terms related to digital media literacy and disinformation, on a theoretical and practical level. First, a glossary is provided, which includes a conceptual clarification of key terms (e.g. digital citizenship, digital footprint, cloaking, troll, phishing etc.) and indicative examples of each. This is followed by activities which, through the active participation of the trainees, aim to familiarise them further with these terms, such as troll, phishing, cheap fake, deepfake and verification.

Introductory Notes

In today’s digital age, media literacy has become a crucial life skill. With an overwhelming amount of information available online, the ability to critically assess what we read, watch, and share is essential for making informed decisions in all aspects of life. Disinformation, whether in the form of phishing, trolling, or deepfakes, can have serious consequences, from personal security breaches to influencing public opinion on a large scale. By understanding how digital content can be manipulated, we protect ourselves from falling victim to scams, false narratives, and emotional manipulation. Moreover, media literacy helps us engage more responsibly in online communities, fostering healthier discussions and contributing to a more informed society. In a world where misinformation spreads rapidly, the ability to discern truth from falsehood is not only a defense mechanism but also a way to uphold truth, transparency, and trust in our digital interactions.

Learning Outcomes

By the end of this module, participants will be able to:

- Use skills to critically evaluate the credibility and reliability of online sources;
- Communicate respectfully and effectively in various digital environments, including emails, social media, and forums;
- Realise the importance of protecting personal information and the risks associated with sharing personal data online;
- Identify various forms of cyber threats, such as phishing, troll, malware, deep fake, etc.

Keywords

Digital Citizenship, Troll, Deep Fake, Verification, Online Safety

Basic Resources

- European Commission (2022). Guidelines for teachers on tackling disinformation and promoting digital literacy through education and training. European Union. [Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training](#) - Publications Office of the EU (europa.eu)
- Christian, S. E. (2019). *Everyday media literacy: an analog guide for your digital life*. Routledge.
- Savage, M. (2015). *Digital literacy for primary teachers*. Critical Publishing.

Supplementary Resources

- Alkhalil, Z., Hewage, C., Nawaf, L., & Khan, I. (2021). Phishing attacks: A recent comprehensive study and a new anatomy. *Frontiers in Computer Science*, 3, 563060. <https://doi.org/10.3389/fcomp.2021.563060>
- Riina, V. U. O. R. I. K. A. R. I., Stefano, K. L. U. Z. E. R., & Yves, P. U. N. I. E. (2022). DigComp 2.2: The Digital Competence Framework for Citizens-With new examples of knowledge, skills and attitudes (No. JRC128415). Joint Research Centre.
- Tomaiuolo, M., Lombardo, G., Mordonini, M., Cagnoni, S., & Poggi, A. (2020). A survey on troll detection. *Future internet*, 12(2), 31. <https://doi.org/10.3390/fi12020031>
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Overview of the Supplementary Teaching and Learning Material

All Supplementary Material necessary for the delivery of the course is available [here](#). The relevant material has been developed as follows:

- [S.M3.1](#): Includes a PowerPoint presentation of “Digital Citizenship”, which can be used by the instructor
- [S.M3.2](#): Includes a PowerPoint presentation of basic terminology associated with digital media literacy, which can be used by the instructor (Digital Revolution, Digital Footprint, Cyberbullying, Cloaking, etc.)
- [S.M3.3](#): Includes an online activity for spotting the troll
- [S.M3.4](#): Contains a PowerPoint presentation of “Phishing”, which can be used by the instructor
- [S.M3.5](#): Activity with examples on “Phishing”
- [S.M3.6](#): Links for videos on the activity of “Deep Fake & Cheap Fake”
- [S.M3.7](#): Includes links on the activity of “Verification”
- [S.M3.8](#): “Awareness Quiz”

- [S.M3.9](#): “Digital Detective – Detection Awareness”

Overview of the Assessment Material

This Module contains two (2) assessment and evaluation methods:

- An Awareness Quiz ([S.M3.8](#)), for evaluating learners’ newly acquired knowledge on the key terms and definitions presented on the module
- A Digital Detective - Detection Awareness activity ([S.M3.9](#)), which includes scenarios - hypothetical situations, True - False statements and open-ended questions. All activities include the concepts analyzed in this module to evaluate each learner’s understanding.

Both documents have been developed as a part of the Supplementary Material of the Module, as indicated. More detailed instructions on how the instructor can use the assessment material, are included in Module 3 of the Curriculum and the relevant Supplementary Material.

MODULE 4 - Setting the Scene for Teaching and Learning in the Digital School Environment

Introduction to the course

Overview

This module provides educators with instructions on how to create a fertile learning environment, where students upgrade their digital and media skills, enhance their critical thinking and develop the ability to combat and stay resilient against disinformation. Module 4 highlights the significance of building an inclusive, safe space, where students can touch upon matters related to disinformation, including controversial – sensitive topics. Last but not least, it focuses on the role of the teacher, in the three (3) implementation phases of the educational process: before, during and after carrying out the activities relevant to disinformation.

Introductory Notes

Building a positive learning environment has become one of the top priorities in an educational context. It comprises the psychological, social, cultural and physical setting in which the educational process takes place and allows individuals to explore their personal motives, to recognize and manage their emotions, to engage in an educational process and to socially interact. Cultivating a culture of respect and openness is the first step for creating a fertile learning environment, where students can become digitally literate and learn how to combat disinformation. Establishing a safe educational space is an ongoing, dynamic process, where the teacher has to be present and act in a certain way, before, during and after the classroom activities.

Learning Outcomes

After navigating through this module, participants will be able to:

- recognise the importance of building a positive learning environment and a safe space when addressing topics related to disinformation,
- identify useful approaches in the digital media literacy field, for the creation of a positive learning environment which fosters digital media literacy and resilience to misinformation, malinformation, and disinformation,
- understand the role of the teacher before, during and after the implementation of activities related to disinformation and digital media literacy,
- value the cooperation of different educational stakeholders when addressing controversial and/or sensitive issues related to disinformation.

Keywords

Disinformation, Learning Environment, Safe Space, Before – During – After Class

Background Resources

Basic Bibliography

European Commission (2022). *Guidelines for teachers on tackling disinformation and promoting digital literacy through education and training*. European Union. [Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training - Publications Office of the EU \(europa.eu\)](https://publications.ec.europa.eu/publication-detail?publication=9440141-2022-1&lang=en)

Rusticus SA, Pashootan T, Mah A. (2023) What are the key elements of a positive learning environment? Perspectives from students and faculty. *Learn Environ Res*, 26(1), 161-175. doi: 10.1007/s10984-022-09410-4. Epub 2022 May 7. PMID: 35574193; PMCID: PMC9076804. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9076804>

Fievre M.J. (2021) *Cultivating the Classroom as a Safe Space*. Available at: <https://www.edutopia.org/article/cultivating-classroom-safe-space/>

Additional Bibliography

Benes S., Alperin H., *Essentials of Teaching Health Education: Characteristics of a Positive Learning Environment*, Available at:

<https://us.humankinetics.com/blogs/excerpt/characteristics-of-a-positive-learning-environment>

Bennett T. (2017) *Creating a Culture: How school leaders can optimise behaviour*. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

Skirius L. (2024) *The Disinformation Challenge: the power of game-based learning in strengthening media literacy*. Available at

<https://media-and-learning.eu/subject/media-literacy/the-disinformation-challenge-the-power-of-game-based-learning-in-strengthening-media-literacy/>

Hawthorne H. (2022) *How to Create a Positive Learning Environment*, available at: <https://www.highspeedtraining.co.uk/hub/how-to-create-a-positive-learning-environment/>

Overview of the Supplementary Teaching and Learning Material

All Supplementary Material necessary for the delivery of course is available [here](#). The relevant material has been developed as follows:

- [SM4.1](#): includes a PowerPoint presentation of the Module, which can be used by the instructor,
- [SM4.2](#): includes a series of questions which can be used by the instructor in the context of an interactive activity (e.g. when using *Mentimeter*),

- [SM4.3](#): provides with a multimedia resource: a video on game-based learning
- [SM4.4](#): also contains a Video on The Disinformation Challenge game, while providing relevant information,
- [SM4.5](#): includes a video on Teaching Controversial Issues,
- [SM4.6](#): represents an analysis of a case study, provided by the European Commission’s *Toolkit for teachers - How to spot and fight disinformation*,
- [SM4.7](#): is the self-assessment questionnaire, also listed in the assessment material subcategory, and
- [SM4.8](#): is an Action Plan that provides the instructors with instructions on how to lead an assessment discussion, again included in the assessment material.

Overview of the Assessment Material

This Module contains two (2) assessment and evaluation methods:

- a [Self-reflection questionnaire](#) ([SM4.7](#)), which will enable participants to self-assess their newly acquired knowledge and skills, and
- an [Activity Plan](#) ([SM4.8](#)), which includes guidelines for educators, on how to lead a discussion in a classroom context, including asking questions, requesting written answers and exchange of opinion about them. More detailed instructions on how the instructor can use the assessment material, are included in Module 4 of the Curriculum and the relevant Supplementary Material ([SM4.7](#) and [SM4.8](#)).

MODULE 5 - Assessing and Evaluating Digital Media Literacy in Schools

Introduction to the course

Overview

Becoming a “digital media literate” person means developing digital media literacy competencies to use them more responsibly and play an active role in creating a democratic, pluralistic, and connected society. This module offers a theoretical framework for mapping and measuring these competencies and developing assessment and evaluation tools and methods. It also provides activities with some practical examples and exercises focused on disinformation issues.

Introductory Notes

This Module proposes a Digital and Media Competencies Framework to assess students’ digital and media literacy skills. This Framework is accompanied by theoretical insights and practical resources for assessing students’ competencies. The theoretical insights are enriched by case studies and are followed by activities that promote teachers’ design, assessment and evaluation competencies of their students’ digital media literacy in classroom practices. A further valuable element is the final evaluation activities aimed to activate learners’ self-reflection at a metacognitive level to gain awareness of the strengths and weaknesses of their teaching process.

The learners trained through this Curriculum are the pre-service teachers attending in-presence courses and the in-service teachers attending online courses, both organised by the Consortium Universities via the tools developed during the Teachers 4.0 Digital Age project lifespan.

Learning Outcomes

By the end of this module, learners will:

- Learn about a theoretical model for teaching and learning about digital media literacy
- Learn about a theoretical framework for assessing and evaluating digital media literacy competencies
- Learn about examples of tools and methods for assessing and evaluating digital media literacy competencies
- Learn to develop assessment tools to measure the acquisition of digital media literacy skills.

Keywords

Digital Media Literacy Framework (Dmlf), Digital Media Literacy Competencies, Digital Media Literacy Competencies Assessment And Evaluation, Disinformation, Misinformation, And Malinformation Teaching And Learning.

Background Resources

Basic Bibliography

- Buckingham, D. (2003). *Media Education: Literacy, Learning, and Contemporary Culture*. Polity Press.
- Buckingham D. (2014), *Developing Media Literacy: Concepts, Processes and Practices*. <https://davidbuckingham.net/wp-content/uploads/2015/04/media-literacy-concepts-processes-practices.pdf>
- European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S., & Punie, Y. (2022a). *DigComp 2.2, The Digital Competence framework for citizens – With new examples of knowledge, skills and attitudes*. Publications Office of the European Union. <https://data.europa.eu/doi/10.2760/115376>
- European Commission, Directorate-General for Education, Youth, Sport and Culture. (2022b). *Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training*. <https://data.europa.eu/doi/10.2766/28248> (Also available in other languages).
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- Winn, W. (1993). Instructional design and situated learning: Paradox or partnership. *Educational Technology*, 33(3), 16-21. <https://www.jstor.org/stable/44427985>
- Young, M.F. (1993). Instructional design for situated learning. *Educational Technology Research and Development*, 41(1), 43-58. <https://doi.org/10.1007/BF02297091>

Supplementary Bibliography

- Centre for the Development of Teaching and Learning. *An A-Z of Assessment Methods*. https://sites.reading.ac.uk/curriculum-framework/wp-content/uploads/sites/35/2022/03/A-Z_of_Assessment_Methods_FINAL_table.pdf
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- Grizzle, A., Wilson, C., Tuazon, R., Cheung, C. K., Lau, J., Fischer, R., Gordon, D., Akyempong, K., Singh, J., Carr, P. R., Stewart, K., Tayle, S., Suraj, O., Jaakkola, M., Thésée, G. & Gulston,

C. (eds.). (2021). *Media and information literate citizens: think critically, click wisely!* UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000389216>

Overview of the Supplementary Teaching and Learning Material

All Supplementary Material necessary for the delivery of the course is available [here](#). The relevant material has been developed as follows:

- [SM5.1](#) - A Framework for Digital Media Literacy competencies
- [SM5.2](#) - Interactive brainstorming with Mentimeter
- [SM5.3](#) - Six-dimension analysis model of media literacy
- [SM5.4](#) - Rubric evaluation form
- [SM5.4.1](#) - Rubric design template
- [SM5.5](#) - Authentic task evaluation form
- [SM5.5.1](#) - Authentic task design template
- [SM5.6](#) - Evaluation Plan of a Lesson plan on digital media literacy based on the DMLF proposed in this Module
- [SM5.7](#) - Self-reflection final questionnaire on acquired meta-evaluative knowledge and skills.

Overview of the Assessment Material

All this Module is designed for the assessment and evaluation of digital media competencies, but two (2) Activities are specifically targeted to process evaluation and summative assessment for students' critical self-reflection of the tools created and experimented in the Module:

- a self-reflection process of critical and systematic analysis of the tools [SM5.4](#) and [SM5.5](#) proposed in the Module's Activities aimed to encourage learners' metareflection and review of identified weaknesses
- a self-reflection final questionnaire ([SM5.7](#)).

MODULE 6 - Explore the Key Media Practices of Children and Students

Introduction to the Course

Overview

The module provides some theoretically informed reasons for why media educators should learn about and engage with their students’ media practices. Then, the module describes and discusses one possible theoretical framework for understanding children’s digital practices and their influence on children’s wellbeing, highlighting how many variables at micro, mezzo and macro level shape this influence. This way, we set the scene for teachers to understand how media and digital literacy can benefit children’s wellbeing. The module ends with some examples of activities that can be used to find out more about students’ digital and media cultures. These activities also make students aware about their digital practices helping them to broader situate them in their lives.

Introductory Notes

Some would argue that school should stay away from students’ digital and media culture, as taking it on board and engaging with it would legitimize it. Nonetheless, in this module we will argue the opposite idea, that exploring students’ digital practices is crucial for media educators, especially those aiming to teach students how to tackle disinformation. Enhancing the relevance of the learning process, improving student engagement in learning activities, and offering just-in-time knowledge that students can quickly apply in their digital lives are key reasons why engaging with students’ digital practices is beneficial. Adding to them, in the module, we will discuss the theoretical foundations of these reasons, to help teachers situate these exploratory activities within their conceptual framework and confidently use them in their classrooms. More exactly, we will approach these reasons from three main paradigms – children’s rights in the digital era, pedagogical and media and communication studies – offering, where possible, more than one theory that can support the importance of exploring children’s digital practices in media education classes.

For instance, in line with the principles stated in the [GC 25 of UNCRC](#), by listening to children and integrating their’ digital experiences into the curriculum, teachers not only guide students in navigating digital spaces safely and responsibly, reinforcing the right to a secure online environment, but they also support students’ rights to information, freedom (of expression, thoughts and association), and their right to privacy and therefore support the development of responsible digital citizens who understand their rights and responsibilities in the digital age (see the short video [Children’s rights in a digital world](#), developed as part of the [ySkills project](#)).

Learning Outcomes

By the end of this module, participants will be able to:

- Recognise the importance of exploring students’ media practices in teaching media education in general and critical thinking and how to tackle disinformation in particular.
- Be able to offer different perspectives and arguments for the importance of exploring children’s media practices.
- Learn some theoretical anchors and a theoretical framework that help teachers to make sense of various information they get on children’s digital lives.
- Learn about possible practical activities to be used with their students in order to explore their media practices and to integrate elements from their students’ media experiences into their teaching activities.

Keywords

Children’s Rights In A Digital World, Culturally Responsive Pedagogy, Situated Learning Theory, Media Theories, Eu Kids Online Theoretical Framework, Children’s Wellbeing.

Background Resources

- Boyd, D. (2014). *It’s Complicated: The Social Lives of Networked Teens*. Yale University Press.
- Cannon, M., Connolly, S., & Parry, R. (2020). Media literacy, curriculum and the rights of the child. *Discourse: Studies in the Cultural Politics of Education*, 43(2), 322–334. <https://doi.org/10.1080/01596306.2020.1829551>
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- United Nations (2021). *General comment No. 25 (2021) on children’s rights in relation to the digital environment*. Available at: https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRC/C/GC/25&Lang=en

Overview of the Supplementary Teaching and Learning Material

All Supplementary Materials necessary for the delivery of course are available [here](#).

The supplementary materials (SM) for this module are conceived both to help the instructor to provide the course (offering PPT presentations that can be used as such or adapted by the instructor to fit students' needs) and to help students with some supplementary readings, in case they want to go deeper in certain topics. The SM also offers guided learning and assessment activities to be used by the instructor. The SM for the assessment activity are listed in the next section.

- [SM6.1](#) Introduction - PPT presentation.
- [SM6.2](#) Introduction - Guidance plan.
- [SM6.3](#) Reading material: Wigley, T. (2017, October 12). If kids are looking at their phones instead of our exhibits, it's our fault – not theirs. LinkedIn
- [SM6.4](#) Theoretical insights - The PPT presentation.
- [SM6.5](#) Reading material: UNCRC-summary_save the children
- [SM6.6](#) Reading material: Convention-rights-child-text-child-friendly-version
- [SM6.7](#) Learning Activity Plan: "My Daily Digital Universe"
- [SM6.8](#) learning activity Worksheet "My Daily Digital Universe"
- [SM6.9](#) Learning Activity Plan "What Does the Internet Know About Me?"
- [SM6.10](#) "Digital Footprint Discovery" Handout.

Overview of the Assessment Material

- [SM6.11](#) Handout with essay instructions for "Self and group reflection assessment"
- [SM6.12](#) Assessment activity plan "Self and group reflection assessment"
- [SM6.13](#) Assessment activity plan: "Slow Reading Using Critical Friend Conversations"
- [SM6.14](#) Handout with indicative questions "Slow Reading Using Critical Friend Conversations"

MODULE 7 - Teaching Digital Media Literacy and Disinformation

Introduction to the course

Overview

The module “Teaching digital media literacy and disinformation” helps learners understand the essence of media texts in their various manifestations, recognize cognitive bias, develop critical thinking when dealing with media messages and products, get familiar with different techniques and tools for fact-checking, as well as get an idea about the essence and the specifics of creating and distributing media content.

Introductory Notes

Digital media literacy is closely related to media studies. It offers additional insights on important issues, such as media understanding (knowledge and skills needed for a critical analysis of the media tools and content), media awareness (knowledge related to the different types of media and their classification – traditional and online, public and private; the benefits and challenges consumers encounter when using them), media attitude (the appropriate way people feel about using media, digital technology, and the opportunities they offer), and media behaviour (critical media usage and application for the needs of upward personal and professional development). Those four attributes of media consumption may be referred to as media wisdom, which is an important prerequisite for every consumer, as with, or without our participation, the media exists, it is all around, and will continue to play an important role in people’s lives.

Learning Outcomes

By the end of this module, participants will be able to:

- Understand the intentional nature of media messages and the nature of mediated “text”
- Construct and deconstructing media messages
- Verify sources to avoid misinformation, disinformation, and malinformation
- Analyse media texts to get below the surface of the message

Keywords

Media Literacy, Digital Literacy, Media Message

Background Resources

References

Celot, P. (2021). *MEDIA COACH How to become a media literacy coach*. EAVI.

https://eavi.eu/wp-content/uploads/2021/09/The-Media-Coach-Book_How-to-become-a-media-literacy-coach.pdf

Centre for Media Literacy. (2012). *Media literacy. A system for learning any time, any where. Part 2: Tools for deconstruction.* <https://www.medialit.org/sites/default/files/Part%20%20ToolsforDeconstruction2012.pdf>

Cortesi, S., Hasse, A., Lombana-Bermudez, A., Kim, S., & Gasser, U. (2020). *Youth and Digital Citizenship+ (Plus): Understanding Skills for a Digital World.* Berkman Klein Center Research Publication.

<http://dx.doi.org/10.2139/ssrn.3557518>

Hobbs, R. (2010). Digital and media literacy: a plan of action. The Aspen Institute.

https://www.aspeninstitute.org/wp-content/uploads/2010/11/Digital_and_Media_Literacy.pdf

Jolls, T., & Wilson, C. (2014). The Core Concepts: Fundamental to Media Literacy Yesterday, Today and Tomorrow. *Journal of Media Literacy Education*, 6(2), 68-78. <https://doi.org/10.23860/jmle-6-2-6>

Multimedia resources

BBC. (2024). *Editorial Guidelines.*

<https://www.bbc.com/editorialguidelines/guidelines>

Crash Course. (2018, May 8). *Media Skills: Crash Course Media Literacy #11.* Youtube.

<https://www.youtube.com/watch?v=Be-A-sCIMpg>

Overview of the Supplementary Teaching and Learning Material

All Supplementary Materials for the course delivery are available [here](#). The relevant material has been developed as follows:

- [SM7.1](#): Picture 'Say what you see'. It is an introduction task for encouraging students to identify, analyze, and verify a media message.
- [SM7.2](#): PowerPoint Presentation "Why should we understand media literacy?". It Introduces the milestones within the module: authorship, format, audience, content, and goals, concerning the understanding of media messages
- [SM7.3](#): "Cultural conversations" – two pictures (the first one is a representation of Bulgaria in Entropa sculpture, and the second one is a map of Bulgaria with its historical and cultural landmarks)
- [SM7.4](#): Pictures of the representations of the EU countries in the Entropa sculpture.

Overview of the Assessment Material

Two evaluation activities are planned for this module, using the following materials:

- [SM7.3](#): “Cultural conversations” – two pictures (the first one is a representation of Bulgaria in Entropa sculpture, and the second one is a map of Bulgaria with its historical and cultural landmarks)
- [SM7.4](#): Pictures of the representations of the EU countries in the Entropa sculpture.

MODULE 8 - Building Digital Media Literacy Competencies in the Classroom: Becoming Digital Citizens

Introduction to the course

Overview

Module 8 *Building Digital Media Literacy Competencies in the Classroom and School: Becoming Digital Citizens* aims to equip learners with digital media literacy skills essential for responsible and informed participation in the digital world. The module provides educators with strategies, activities, and resources to foster critical thinking, ethical awareness, and digital content creation and analysis skills in their learners, preparing them to be effective, media literate digital citizens.

Introductory Notes

In today's digital age, where information flows rapidly across diverse platforms and digital tools have become integral to both personal and professional spheres, fostering digital media literacy has emerged as a crucial component of modern education. Module 8 focuses on equipping learners with the skills and knowledge needed to navigate the digital landscape responsibly and effectively. This module aims to transform learners into well-informed, ethical, and proactive digital citizens who can critically analyze and engage with digital content and participate in the digital world.

The concept of digital citizenship encompasses a range of competencies that go beyond mere technical skills. It involves understanding the ethical and social implications of digital interactions, recognizing the impact of one's digital footprint, and making informed decisions while navigating the complex digital landscape. As such, this module provides educators with a structured approach to teaching digital media literacy, offering strategies, activities, and resources to help learners develop essential digital competencies. By integrating digital literacy education into the classroom, educators can help learners cultivate critical thinking skills, ethical awareness, and a deeper understanding of their roles as digital citizens.

Learning Outcomes

By the end of this module, learners will be able to:

- Critically Evaluate Media Messages: Understand how to assess and analyze media messages for credibility, bias, and context.
- Develop Digital Literacy Skills: Gain proficiency in using digital tools for information retrieval, content creation, and ethical sharing.

- Demonstrate Responsible Online Behavior: Practice safe and ethical online engagement, recognizing digital rights and responsibilities.
- Engage in Critical Discussions: Participate in informed discussions about the influence of digital media on society, democracy, and individual identities.

Keywords

Media Literacy, Digital Literacy, Digital Citizenship, Critical Thinking, Media Consumption, Digital Wellbeing, Digital Safety, Digital Ethics, Artificial Intelligence.

Background Resources

EAVI. (2009). *Study on Assessment Criteria for Media Literacy Levels. A comprehensive view of the concept of media literacy and understanding of how media literacy level in Europe should be assessed: Final report for the European Commission*. Publications Office of the European Union.

https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf

European Commission. (2007). *Communication from the Commission to the European Parliament, the Council, The European Economic and Social Committee and the Committee of the Regions: A European approach to media literacy in the digital environment*.

<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM%3A2007%3A0833%3AFIN%3AEN%3APDF>

European Commission: European Education and Culture Executive Agency. (2017). *Citizenship education at school in Europe*. Publications Office of the European Union.

<https://data.europa.eu/doi/10.2797/536166>

European Commission: Directorate-General for Education, Youth, Sport and Culture. (2019). *Key competences for lifelong learning*. Publications Office.

<https://data.europa.eu/doi/10.2766/569540>

European Commission: Directorate-General for Education, Youth, Sport and Culture, Digital education action plan 2021-2027. (2023). *Improving the provision of digital skills in education and training*. Publications Office of the European Union.

<https://data.europa.eu/doi/10.2766/149764>

European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S., & Punie, Y. (2022). *DigComp 2.2, The Digital Competence framework for citizens – With new examples of knowledge, skills and attitudes*. Publications Office of the European Union.

<https://data.europa.eu/doi/10.2760/115376>

Overview of the Supplementary Teaching and Learning Material

All Supplementary Material necessary for the delivery of course is available [here](#).

- [S.M. 8.1](#) provides an educational activity using AI-generated images to help learners understand how different visual elements can evoke various emotions and influence emotional responses.
- [S.M. 8.2](#) provides an activity where learners analyze AI-generated propaganda examples to identify techniques like misinformation, emotional manipulation, fostering critical thinking and media literacy.
- [S.M. 8.3](#) provides an activity where learners analyze different scenarios of online behavior to learn about digital etiquette.
- [S.M. 8.4](#) provides an activity called "Digital Wellbeing Adventure," where learners explore various scenarios related to digital habits and their impact on wellbeing.
- [S.M. 8.5](#) introduces a self-assessment tool for evaluating learners' digital literacy, focusing on their understanding of digital footprints, information control, media literacy, and responsible digital citizenship.
- [S.M. 8.6](#) provides an activity where learners create a mind map to reflect on their digital citizenship skills.
- [S.M. 8.7](#) outlines an interactive card game designed to teach learners key concepts in media and digital literacy.

Overview of the Assessment Material

For this module there are two assessment activities:

- [S.M. 8.5](#) introduces a self-assessment tool for evaluating learners' digital literacy, focusing on their understanding of digital footprints, information control, and digital media literacy.
- [S.M. 8.6](#) provides an activity where learners create a mind map to reflect on their digital citizenship skills.

Full instructions on how these activities are to be completed by learners and assessed by instructors are included in the Module 8 of the curriculum. Both of these Assessment materials are a part of the Supplementary Material of the Module 8, as indicated above.

MODULE 9 - Students in all their Diversity

Introduction to the course

Overview

The aim of this module is to approach basic terms related to students' diversity in the classroom, on a theoretical and practical level. First, diversity is described as a multi-faceted concept that can contain many elements and levels of distinction. Then factors that create the phenomenon of student diversity expanding worldwide (such as immigration, socio-economic differences, acceptance of various genders and sexual identities, and the push for inclusive education) are considered. Then the main focus is put on the most common types of students' diversity that can be present in the classroom to show how disinformation and fake news can affect the social groups in the class.

Introductory Notes

Different perspectives and experiences and diversity enrich classroom discussions and promote critical thinking. From one hand, students in classrooms with diverse personalities and cultures can interactively develop skills, learn faster to challenge assumptions, challenge stereotypes and consider alternative viewpoints. Diversity is crucial for primary students because it helps them appreciate the differences between people and cultures. On the other hand, members of specific social identities that can be identified in the classroom may react differently or be more sensitive to fake news and disinformation of a certain type. Such groups, their characteristics and members are also frequent targets of disinformation or fake news. Understanding how fake news can affect certain groups is an important part of the fighting with disinformation.

Learning Outcomes

By the end of this module, learners will by the end of this module, participants will be to:

- Realize the importance of and define diversity.
- Reflect on the importance of students' diversity, stereotypes, and bias language.
- Identify most common types of students' diversity that can be present in the classroom
- Appreciate the importance of language in discussing multicultural and social justice.
- Identify how disinformation and fake news can affect the social groups in the class.

Keywords

Diversity, Culture, Bias Language, Stereotypes, Stigmatised Minorities

Practical advice on the delivery of the content

The curriculum will be delivered in two different modes for two different audiences: it will be offered to pre-service instructors (university learners) using the conventional mode and to in-service instructors via e-learning using a MOOC specifically designed for this purpose. It is important to note that different audiences have different needs and requirements, and that different methodologies concern the delivery of the course but not its content. The module combines theory with activities and the acquisition of practical skills. It begins by defining diversity. It points out why it is important and how deep fake affects the various groups that can be identified in the classroom. There is a presentation available in the supplementary materials folder for this purpose (SM9.1). The module includes exercises related to defining the participants’ own culture and exercises related to the importance of definitions and the impact of language used in discussions of multicultural issues and social justice. The module concludes with several additional exercises that teachers can use in class.

Background Resources

- Basilici, M.C., Palladino, B.E., & Menesini E. (2022). Ethnic diversity and bullying in school: A systematic review. *Aggression and Violent Behavior*, 65(4), <https://doi.org/10.1016/j.avb.2022.101762>
- Davies, M.J., Highfield, C., & Foreman-Brown, G. (2023). Secondary teachers’ beliefs about the relationship between students cultural identity and their ability to think critically. *Journal of Pedagogical Research*, / (4), 75-90. <https://doi.org/10.33902/JPR.202320538>
- Iniesto, F., & Bossu, C. (2023). Equity, diversity, and inclusion in open education: A systematic literature review. *Distance Education*, 44(4), 694–711. <https://doi.org/10.1080/01587919.2023.2267472>
- Fontenelle-Tereshchuk, D. (2020). Diversity in the Classrooms: A Human-Centered Approach to Schools. *Interchange*, 51, 429-439. <https://doi.org/10.1007/s10780-020-09402-4>

Overview of the Supplementary Teaching and Learning Material

All Supplementary Material necessary for the delivery of course is available [here](#). The relevant material has been developed as follows:

- [SM9.1](#): Includes a PowerPoint presentation of “Students Diversity”, which can be used by the instructor.
- [SM9.2](#): Includes a Report presenting recent policy initiatives by each EU country “Promoting diversity and inclusion in schools in Europe” that is used as a reference and is a basic literature for optional Activity 3.
- [SM9.3](#): Includes Instructor Notes for Activity 1.

Overview of the Assessment Material

For this module there is one assessment activity: Myth/Stereotype Debunking Poster.

Following materials can be used:

- [SM9.4](#): Includes the pdf on The Debunking Handbook which can be used for Assessment and evaluation project.
- [SM9.5](#): Includes the final project evaluation scoring proposal.
- [SM9.6](#): Includes a set of paper where CHAPTER 8 is a basic for assessment and evaluation project.

MODULE 10 - Practical Examples of Lesson Plans

Introduction to the course

Overview

Teaching requires careful planning, from the Informational content to the selection of the best methods, materials and setting for its delivery. Disinformation is an especially difficult subject to tackle, requiring more complex materials and methods compared to traditional instruction. To support teachers in their effort to turn students into responsible internauts, this module proposes an instructional model for designing effective lesson plans as well as practical examples to be used, adapted or serve as inspiration.

Introductory Notes

In a world of information disorder and infodemics, researchers and authorities call for actions against misinformation (European Commission, 2018; Wardle & Derakhshan, 2017; Zarocostas, 2020). In this call, education is described as a key defence against disinformation (European Commission, 2018). While research from around the world has long pointed to the need for such information literacy skills to be taught early on in students’ formal schooling experiences (e.g. Batool & Webber, 2019; Bowler et al., 2001; Moore & Kearsley, 2005), widespread K-12 instructional practice remains wanting and inconsistent. Over a decade ago, one of the top concerns teachers reported in an early study was that many “students lack skills to critically evaluate online information” (Vega & Robb, 2019). At the same time, there is substantive research showing instructional practices that develop digital media literacy do work. Indeed, several studies show that when students are given such literacy learning opportunities to practise their skills, their abilities do in fact improve (Echeverria et al., 2018; Kohnen et al., 2020; McGrew, 2020). Explicit teaching of information and media literacy has been found to increase the likelihood that students will correctly distinguish between accurate and inaccurate online content (Kahne & Bowyer, 2017). Taken together, these studies show that middle school, high school, and college students who received lessons designed to improve their abilities to judge digital content became more able to do so.

Thus, our module aids participants in designing effective lesson plans, in the specific context of developing students’ competences of tackling disinformation. Lesson planning is the cornerstone of organizing the instructional process, supporting the teacher in creating a balance between instructional objectives, learning contents, instructional strategies (methods and instructional materials) and assessment strategies (methods and assessment tools). In this module, the activities are focused on effective lesson planning based on a modern instructional design model (Ilie, 2014a), and a set of principles guiding the elaboration of the lesson plan (Ilie, 2012, pp. 60-63).

Valverde-Berrocoso, J., González-Fernández, A., & Acevedo-Borrega, J. (2022). Disinformation and multiliteracy: A systematic review of the literature. *Comunicar*, 30(70), 97-110.

Overview of the Supplementary Teaching and Learning Material

All Supplementary Material necessary for the delivery of course is available [here](#).

- [SM10.1](#) - A description of the 12 instructional events according to Gagné's adapted instructional model.
- [SM10.2](#) - A general description of the *introductory* component of a lesson plan. It presents the key sections and the type of information to be included in each section.
- [SM10.3](#) - A general description of the *descriptive* component of a lesson plan. It presents the key sections and the type of information to be included in each section.
- [SM10.4.1](#) - Provides an example of a lesson plan according to the requirements of the lesson type entitled: *Lesson of training skills and abilities*.
- [SM10.4.2](#) - Provides an example of a lesson plan according to the requirements of the lesson type entitled: *Lesson of consolidation*.
- [SM10.4.3](#) - Provides an example of a lesson plan according to the requirements of the lesson type entitled: *Lesson of assessment*.
- [SM10.4.4](#) - Provides an example of a lesson plan according to the requirements of the lesson type entitled: *Lesson of acquiring knowledge*.
- [SM10.5](#) - Contains links for the learning materials used in lesson plan example 1 ([SM10.4.1](#)).
- [SM10.5.1](#) - PowerPoint presentation - Learning materials used in lesson plan example 1 ([SM10.4.1](#)).
- [SM10.5.2](#) - Media resources - Learning materials used in lesson plan example 1 ([SM10.4.1](#)).
- [SM10.5.3](#) - Padlet with solution to the exercise - Learning materials used in lesson plan example 1 ([SM10.4.1](#)).
- [SM10.5.4](#) - PowerPoint presentation - Learning materials used in lesson plan example 1
- [SM10.6](#) - Provides indications regarding how operational objectives should be elaborated.
- [SM10.7](#) - Provides a list of student-centered teaching methods that can be employed/adapted by teachers.
- [SM10.8](#) - Links for the two main resources used in developing the module.
- [SM10.9](#) - Presents three well known taxonomies of didactic principles, for each of them we offer specific definitions as well as indicators of their integration in the instructional activities.

- [SM10.10](#) - Provides examples of methods/activities useful for formative assessment.
- [SM10.11](#) - Provides examples of methods/activities useful for summative assessment
- [SM10.12](#) - Provides a list of resources teachers can access to aid them in designing lesson plans on the subject of tackling disinformation. They vary from informational articles to educational games.

Overview of the Assessment Material

Two assessment activities are used in this module:

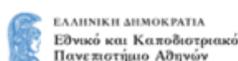
1. At the end of the module feedback is collected regarding participants' views of the module contents and delivery method, using an online form with open-ended questions.
2. All participants are tasked with designing an entire lesson plan for a discipline of their choosing on the subject of tackling disinformation. The participants write these lesson plans outside of the module and send them to the instructors to receive feedback on them.

ANNEX 1

Overview of the Generic Supplementary Material - (Applicable to all modules)

- Participants' List
- Attendance List
- Seminar Reporting Template
- Participation Certificates
- Evaluation Forms : Pre & Post Training

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Project number: 101132893.



Participants' List

Country:	
Partner Organisation:	
Seminar ID:	

N.	Name and Surname	Telephone number	Email	Organisation	Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					



N.	Name and Surname	Telephone number	Email	Organisation	Signature
13.					
14.					
15.					

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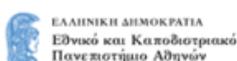
Participants' List

N.	Name and Surname	Telephone number	Email	Organisation	Signature
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
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26.					
27.					
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30.					

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Attendance List

Country:		Date	
Partner Organisation:		Time	
Seminar ID:		Venue	
		N. of Session	

N.	Name and Surname	Date	Start Time	End Time	Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

N.	Name and Surname	Date	Start Time	End Time	Signature
13.					
14.					
15.					

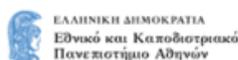
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Attendance List

N.	Name and Surname	Date	Start Time	End Time	Signature
16.					
17.					
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19.					
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Seminar Report

Partner Organisation	
Country of Delivery	
Code Number of Seminar	
Mode of Delivery	
VENUE OF DELIVERY	
Organisation	
Address	
Contact Details	
CONTENT OF THE SEMINARS	
Date and Time	
Duration	
Trainers/Facilitators	
PARTICIPANTS	
Number of Participants	
Names of Participants	
Summarized Information / Short Profile of Participants	
OTHER ISSUES	
You may here provide a short description of any other issue you would like	
ANNEXES	
Annex 1. Attendance List	
Annex 2. Photos	
Annex 3. Presentations used (Powerpoint, Prezi etc.)	
Annex 4. Evaluation forms	

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Certificates of Attendance: Canva Template

(Copies should be translated & adapted to each national context.)

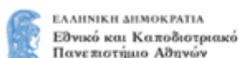
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Pre - Training Evaluation Form

SECTION 1: INFORMATION AND DEMOGRAPHICS (Just put an X in the appropriate box!)

1.1. Please indicate the country where your training will take place.

1.	<input type="checkbox"/>	Cyprus
2.	<input type="checkbox"/>	Romania
3.	<input type="checkbox"/>	Greece
4.	<input type="checkbox"/>	Poland
5.	<input type="checkbox"/>	Bulgaria
6.	<input type="checkbox"/>	Italy

1.2. Please indicate your gender by selecting the appropriate answer.

1. Male
2. Female
3. Prefer not to answer

1.3. Please indicate your age in years: _____

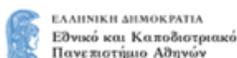
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SECTION 2: EDUCATIONAL BACKGROUND & GOALS

2.1. Have you previously participated in any training focused on digital literacy or media education?

1. Yes (if yes, proceed to Question 2.2)
2. No (if no, proceed to Question 2.3)

2.2. If yes, what kind of training did you receive? (Please specify)

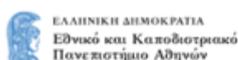
2.3. How important is it for you to improve your skills in digital literacy and combating disinformation?

1. Not Important
2. Slightly Important
3. Moderately Important
4. Important
5. Very Important

2.4. What are your primary goals for participating in this training? (You may choose more than one answer.)

1. To improve my digital literacy skills
2. To learn how to identify and combat disinformation
3. To enhance my ability to teach critical thinking
4. To integrate new digital tools into my teaching
5. To better support my students in understanding and using digital media
6. Other (Please specify): _____

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ŁÓDZKIE CENTRUM DOBRONAJENIA NAUCZYCIELI I KSZTAŁCENIA PRAKTYCZNEGO



Please rate your agreement with the following statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree):

SECTION 3: SELF-EVALUATION OF ICT SKILLS & MEDIA LITERACY

3.1 Computer Use Self-Efficacy

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
3.1.1. I am skillful in using computers.			1	2 3 4 5
3.1.2. I feel it is easy for me to learn to use computer programs.			1	2 3 4 5
3.1.3. I feel capable to understand words relating to computer software.			1	2 3 4 5
3.1.4. I feel competent to manage a computer task without help.			1	2 3 4 5
3.1.5. I believe that it is easy for me to master computer skills.			1	2 3 4 5
3.1.6. I am able to solve problems related to computers.			1	2 3 4 5
3.1.7. I feel I have control over what I do when I use a specific computer programme.			1	2 3 4 5

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3.2. Perceived Usefulness of E-learning Systems

1	2	3	4	5			
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree			
3.2.1. I believe e-learning systems are useful leaning tools.			1	2	3	4	5
3.2.2. I believe using e-learning is effective for learning.			1	2	3	4	5
3.2.3. I believe e-learning contents are informative.			1	2	3	4	5
3.2.4. I intend to use e-learning tools to enhance my teaching skills.			1	2	3	4	5
3.2.5. E-learning will help me stay motivated in my professional development.			1	2	3	4	5

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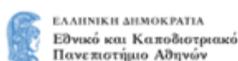
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SECTION 4: MEDIA LITERACY AND CRITICAL THINKING

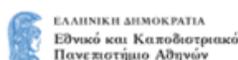
4.1. Understanding Media

1	2	3	4	5				
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree				
4.1.1.	I know that media represent information in a selective way and know how to interpret media messages (e.g. explicit versus implicit media language)		1	2	3	4	5	
4.1.2.	I know how media production and distribution works (e.g. from source to article, the filtering of news)		1	2	3	4	5	
4.1.3.	I know how media content is tailored to the target audience (e.g. personalized online offer through cookies, newspapers/television channels/websites and their target audience)		1	2	3	4	5	
4.1.4.	I can evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects)		1	2	3	4	5	
4.1.5.	I am aware of the potential negative effects of media, such as misinformation or bias.		1	2	3	4	5	
4.1.6.	I am aware of my own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour)		1	2	3	4	5	

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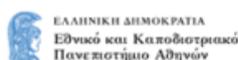
4.2. Perceived Usefulness for Future Self

1	2	3	4		5				
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree Nor Disagree		Strongly Agree				
4.2.1.	Integrating technology will improve my teaching effectiveness.		1	2	3	4	5	6	7
4.2.2.	Using digital tools will enhance my engagement with students.		1	2	3	4	5	6	7
4.2.3.	Promoting digital literacy is crucial for preparing students for the future.		1	2	3	4	5	6	7

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Post - Training Evaluation Form

SECTION 1: INFORMATION AND DEMOGRAPHICS *(Just put an X in the appropriate box!)*

1.1. Please indicate the country where your training will take place.

1.	<input type="checkbox"/>	Cyprus
2.	<input type="checkbox"/>	Romania
3.	<input type="checkbox"/>	Greece
4.	<input type="checkbox"/>	Poland
5.	<input type="checkbox"/>	Bulgaria
6.	<input type="checkbox"/>	Italy

1.2. Please indicate your gender by selecting the appropriate answer.

1. Male
2. Female
3. Prefer not to answer

1.3. Please indicate your age in years: _____

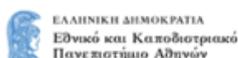
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SECTION 2: TRAININGS' ASSESSMENT

2.2. Organization of the activities.

1 = strongly disagree, 2= disagree, 3= not sure, 4= agree, 5 = strongly agree (Just put an X in the appropriate box!)		1	2	3	4	5
2.1.1	The objectives of the training were clearly defined.					
2.1.2	Participation and interaction were encouraged.					
2.1.3	The topics covered were relevant to me.					
2.1.4	The content was well-organized and easy to follow.					
2.1.5	The materials distributed were helpful.					
2.1.6	What I have learned will be useful in my work/ life.					
2.1.7	The trainer was knowledgeable about the training topics.					
2.1.8	The trainer was well prepared.					
2.1.9	The training objectives were met.					
2.1.10	The time allocated for the training was sufficient.					
2.1.11	I found the courses and activities of the Training Programme to be engaging.					
2.1.12	The Training Programme successfully achieved its learning goals.					
2.1.13	The Training Programme enhanced my communicational and interpersonal skills.					
2.1.14	The ICT and media literacy skills I developed in this Training Programme will increase my potential for employment after release.					
2.1.15	The meeting room and facilities were adequate and comfortable.					
2.1.16	Overall, the content of this Training Programme was of good quality.					

2.2. Evaluation of the activities.

2.2.1. What did you like most about this training (please write up to 3 aspects)?

1. _____
2. _____
3. _____

2.2.2. What aspects of the training could be improved?

2.2.2. How do you hope to change your teaching practice as a result of this training?

Thank you!

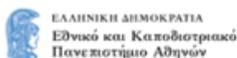
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