

INFOREADY

E-Guide

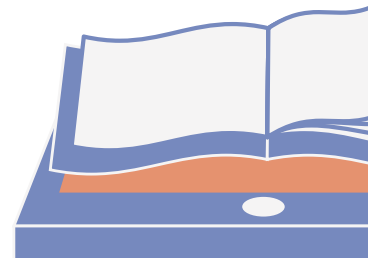
How to effectively utilise the InfoReady app and platform



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Introduction



With the spread of information and democratic participation, **social media and the Internet have led to profound consequences on the quantity and quality of information** made available as well as their mechanisms for dissemination.

Indeed, it has given rise to several challenges such as **mal-/mis/dis-information, hate speech, online propaganda** (Ferrante & Parroco, 2021) **as well as political misinformation** (Jerit and Zhao, 2020). False information is dangerous in many aspects, triggering the wrong reactions, as well as the development of false conclusions.

Despite efforts from the EU to fight disinformation related to the pandemic, as well as ways to tackle online disinformation, **the "Media Literacy Index 2023" by the Open Society Institute – Sofia evaluates the resilience of societies in the EU and other regions against disinformation and misinformation. indicates that media literacy resources are mainly aimed at teens and older students, while there are fewer resources for adults.** The war in Ukraine has rapidly evolved disinformation tactics making it even more urgent to develop citizen prosperity, readiness, critical thinking and digital literacy a for a digitally resilient society.

InfoReady aims at preparing adult citizens to become critical users of online information and empower them to critically evaluate them and resist disinformation.

Specifically, adults will be supported in conducting research and applying criteria in filtering information. Through the project, **a mobile application will be developed** that evaluates people's readiness for digital literacy and resistance to disinformation. The application will **enhance their digital literacy and disinformation filtering skills.**

Introduction

Digital skills for work and for life are at the top of the European Policy Agenda. The EU digital skills strategy and related policy initiatives have the objective of enhancing digital skills and competences for the digital transformation.

The **European Skills Agenda**, of 1 July 2020, supports digital skills for all, including by supporting the objectives of the **Digital Education Action Plan**, which has the objectives of

- 1) *Enhancing digital skills and competences for the digital transformation while*
- 2) *Fostering the development of a high-performing digital education system*

The **Digital Compass** and the **European Pillar of Social Rights Action Plan** set the ambitious policy targets of *reaching a minimum of 80% of the population with basic digital skills and having 20 million ICT specialists by 2030.*

Following the wider frames of digital transformation, this is an attempt to create a digital tool to tackle disinformation and fake news based on this **DigiComp Framework**, while at the same time making it widely available across 5 EU countries and audiences.

From universities to research centres, to media communication experts, digital literacy and technology experts, this consortium comes to **deliver an effective solution for enhancing resilience and resistance against disinformation and support adults and adult educators in being effective in relevant practices.**

The opportunities relating to preparing adults for dealing with misinformation via digital means are rare, therefore conducting this project is necessary for **aligning the future of our European societies – preparing citizens** that are equipped with the digital skills and means to develop their critical thinking skills, research and evaluation of information and questioning skills.

Introduction



Purpose of the Guide

This guide is designed to support users in effectively utilising the InfoReady application and website, enhancing their ability to combat disinformation through informed, practical approaches. It serves as a comprehensive resource for understanding and applying the content and methodologies developed in the InfoReady project.

Who is this Guide For?

Direct Target Groups:

- Adult Trainers and Education Practitioners - This includes professionals working within the adult education sector, particularly those who aid adults interested in enhancing their digital literacy skills and combating disinformation.
- Adults Seeking Skills Development - Individuals keen on developing critical skills for identifying misinformation and navigating various information channels effectively.
- Young Adults (18-30 Years) - Those who have hands-on learning experiences and are actively seeking ways to counteract fake news.

Indirect Target Groups:

- NGOs and Organizations - Entities focused on adult education, offering tools and activities to improve performance, enhance skills, and encourage active participation.
- Media Experts and Academics - Professionals with expertise in journalism and information communication, crucial for developing educational content and strategies.
- Stakeholders Across Levels - Including media specialists, influencers, educational institutions, governmental bodies, and local authorities at local, regional, national, and EU levels, all of whom contribute to maximizing the project's long-term value.

Infoready's Project Partners

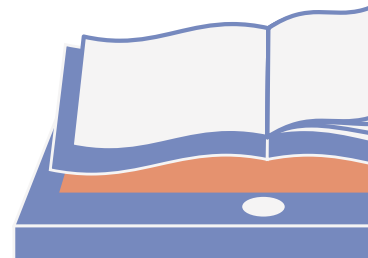


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The key objectives



The **key objectives** of InfoReady are to

O1: Promote transnational and cross-sectoral collaborations for enhancing adults' critical thinking, questioning and digital research skills in regards to tackling disinformation and fake news, through a digital tool (a mobile application) that is based on the EU DigiComp Framework



O2: Utilise co-creation methods involving adult practitioners and adults for the development of innovative curriculum, digitalised resources and a mobile application.



O3: Develop digital tools that are interactive and informative in enhancing adults' critical thinking and online research skills.



The key objectives

The Goals

- Development of a **User Scrutiny Panel** consisting of 30 adult educators and adult learners from all partner countries to ensure a participatory action approach in all our activities and to apply the aspect of co-creation.
- A **learner-centred curriculum** guided by the EU DigiComp Framework with 15 interactive activity streams and 50 multimedia resources, in 5 languages (EN, BE, IT, GR, ES)
- A **readiness scheme digital tool** to evaluate adults' digital readiness and resilience skills.
- A **website and mobile application in 5 languages** (EN, BE, IT, GR, ES) that will host the project's curriculum, readiness scheme tool and the activity streams.
- A **digital train the trainer guide** available in 5 languages (EN, BE, IT, GR, ES)

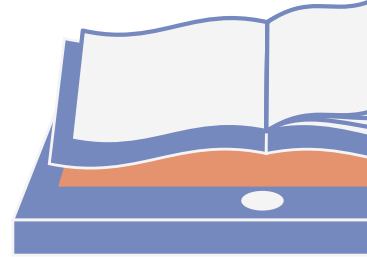
The key objectives



The Goals

- A **train the trainer transnational virtual event** involving a 3-hour training of 30 adult trainers and practitioners on the InfoReady curriculum and the activity streams around disinformation, misinformation and fake news.
- **Implementation of the mobile application tool** with 120 adults (20 per partner country), through the InfoReady mobile application.
- One **Knowledge Acceleration documentary video** in all partner languages on adults' experiences and adult-led ways of being resilient against online disinformation with links to the project tools and mobile application.
- Five **local awareness-raising events**, one social media campaign, and a final international hybrid conference (in applicant country) aiming to reach more than 250,000 people through national and EU-wide dissemination, sustainability, and exploitation of the project results to relevant stakeholders, adult-serving organisations, civil society organisations, private and public bodies, and general population.

Toolkit overview



At the start of the project, the consortium formed a **User Scrutiny Panel**, consisting of representatives from adults, adult trainers, workers in the communication sector and education practitioners across partner countries.

This panel actively engaged in co-creating and evaluating project outcomes. In addition to the user-scrutiny panel *alignment workshops* were held in each country to collaboratively shape the curriculum structure.

Partners worked closely with them and the User Scrutiny Panel to validate Infoready Framework skills.

From here a **Learning Outcomes Matrix** and **Curriculum Design**, outlining educational objectives was developed.

The Learning Outcomes Matrix outlines the knowledge, skills and attitudes achieved upon completion of the curriculum.

The Basis of the Learning Outcomes Matrix were the findings of the Alignment Workshops.

The Learning Outcomes Matrix assured **a solid outline of the skills to be developed in the curriculum** providing a clear guide for partners to develop the curriculum and avoid unnecessary delays.

Toolkit overview

The following *Learning Outcomes Matrix* presents the knowledge, skills and attitudes that have been achieved through completing the following five modules:

- **Module 1:** Introduction to Misinformation, Disinformation, Mal-information and Fake News
- **Module 2:** Misinformation, Disinformation, Mal-information, Fake News and related literacies
- **Module 3:** Upskilling for Misinformation, Disinformation, Mal-information and Fake News
- **Module 4:** Ethical, social and moral aspects of Misinformation, Disinformation, Mal-information and Fake News
- **Module 5:** Navigating Misinformation, Disinformation, Mal-information and Fake News across domains



The objectives of each Module



MODULE 1.

This module introduces learners to misinformation, disinformation, mal-information and fake news, offering fundamental insights into the news sources, the definition of the terms, the factors influencing the public's acceptance and distribution and the identification of the stakeholders involved. It delves into the legal and regulatory Frameworks dimensions, while also examining the dangers and the consequences.

MODULE 2.

This module examines the literacy skills to critically evaluate Misinformation, Disinformation, Mal-information, Fake News.

MODULE 3.

This module focuses on introducing learners to the skills they need to develop to combat misinformation, disinformation, mal-information and fake news. Additionally, it presents examples of platforms and tools that contribute to recognizing fake news.

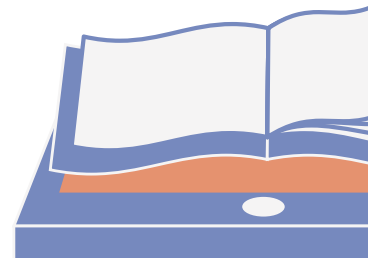
MODULE 4.

This module examines the ethical social and moral dimensions related to misinformation, disinformation, mal-information.

MODULE 5.

The objective of this module is to equip learners with a comprehensive understanding of misinformation, disinformation, mal-information and fake news and their impact on various domains. Focusing on their intersection with technology, democracy/politics, health, science/climate change, and history, the module aims to foster critical thinking, awareness, and practical skills for effectively navigating these information landscapes

Toolkit components



The document outlines the curriculum and readiness scheme aimed at developing adults' media information literacy skills. It provides a comprehensive framework of the learning outcomes organised by modules, detailing the knowledge, skills, and attitudes that learners are expected to achieve upon completion.

Structure of the Content

1. Introduction and Overview:

- Presents the importance of understanding misinformation, disinformation, mal-information, and fake news.
- Explains the setup of the Learning Outcomes Matrix based on findings from Alignment Workshops.
- Assures a structured approach to curriculum development, facilitating clear guidelines for partners.

2. Detailed Module Descriptions (Modules 1 through 5):

- Each module is designed with a specific focus area, beginning with an introduction to various forms of misinformation and extending to practical applications and domain-specific challenges.
- Objectives are clearly stated for each module to outline expected learning outcomes.

3. Learning Outcomes for Each Module:

- Detailed tables listing knowledge, skills, and attitudes categorised under specific topics within each module.
- Breaks down the curriculum into manageable learning segments that cover understanding, skills enhancement, and attitudinal changes.

Toolkit components

Structure of the Content

4. Specific Topics Covered in Each Module:

- Module 1 deals with the basics of misinformation and its stakeholders.
- Module 2 expands on literacy skills necessary to critically evaluate misinformation.
- Module 3 focuses on upskilling to recognise and combat fake news.
- Module 4 examines the ethical, social, and moral aspects of misinformation.
- Module 5 navigates misinformation across various domains like technology, democracy, health, science, and history.

5. Methods and Tools for Learning:

In order to make the most of the modules, the learner should go through all the activities. In case their answer is wrong, they will be directed to the training content related to the topic they are in. To pass this module, the learner will need to go through all the activities correctly. In case the answer is wrong, the activity will lead them to the training content.

6. Educational Goals:

- Aims to foster an interdisciplinary mindset and promote a responsible approach to handling misinformation.
- Strives to equip learners with the tools to critically analyse misinformation across different domains, enhancing their media literacy and responsible citizenship.

Infoready Platform



Go to the link: www.appinfoready.eu

The platform offers five comprehensive modules designed to enhance media information literacy. Access to these modules is gated, requiring users to register first. Registration helps track progress and personalises the learning experience. Once registered, learners can freely choose which module to start with, allowing for a self-directed learning approach that caters to individual preferences and needs.

How to Access

Registration: Users must create an account providing basic information such as name, email, and a password.

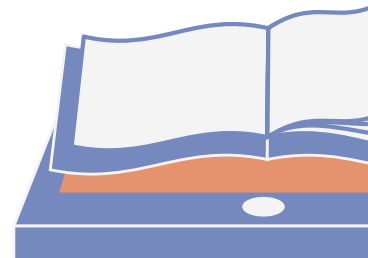
Selection: After registration, users can browse the list of available modules and select any they wish to engage with, without any predefined sequence.

Course Content

Each module on the platform is structured to include a comprehensive course description that outlines the objectives, key concepts, and the overall framework of the module. Accompanying the description are various learning materials, including:

- Readings - Articles and papers that provide in-depth information on the topics.
- Multimedia - Interactive media such as infographics and videos that complement the readings and offer visual explanations of complex concepts.

Infoready Platform



Navigation

- Interactive Links - Each topic within a module is equipped with clickable titles that lead to detailed content. This content is enhanced with video links and other interactive tools that make the learning process more engaging.
- Supplemental Materials - Additional resources are provided to deepen the learner's understanding of the subject matter.

Activities

At the conclusion of each topic within a module, learners encounter an activity designed to test their comprehension and application of the material covered. These activities vary in form, including quizzes, short essays, or practical projects, and are crucial for advancing through the course.

Progression

- Immediate Feedback - Activities are designed to provide instant feedback, helping learners understand mistakes and correct misconceptions in real-time.
- Completion Requirement - To progress to the next topic within the module, learners must complete the activity successfully. Incorrect answers prompt a review of materials and reattempt of the activity.
- Module Completion - Completing all activities within a module successfully marks it as complete. This completion is often prerequisite to unlocking advanced modules or receiving a certificate of completion.

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MODULE 1

- ***Introduction to Misinformation, Disinformation, Mal-information and Fake News***

This module aims to *introduce learners to misinformation, disinformation, mal-information, and fake news*, offering fundamental insights into the news sources, the definition of the terms, the factors influencing the public's acceptance and distribution, and the identification of the stakeholders involved. It also delves into the dimensions of legal and regulatory frameworks, while it also examines the dangers and consequences.

The **topics** included in this module are:

- *1.1 Introduction to the news sources*
- *1.2 Definition of misinformation, disinformation, mal-information, and fake news*
- *1.3 Factors influencing the public's acceptance and distribution of false information*
- *1.4 Identification of the stakeholders involved*
- *1.5 Legal and Regulatory Frameworks*
- *1.6 Dangers and consequences*

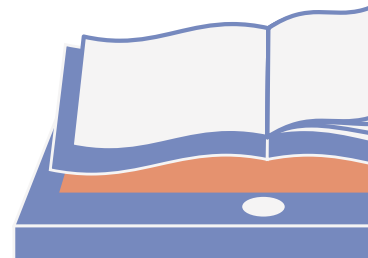
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At the end of each topic, you will find **3 activities**.

You will **have to answer with the correct answer in order to advance** to the next topic and the next module. In completing the module learners will:

- **Understand and critically analyse** the news sources including traditional media, online platforms, and alternative sources.
- **Understand the definitions and distinctions** between misinformation, disinformation, mal-information, and fake news.
- Be able to **recognise psychological and social factors** that contribute to the creation and spread of false information, as well as manipulation techniques.
- **Acknowledge the key stakeholders**, including individuals, media organizations, tech platforms, government bodies and their interests and motivations
- **Understand the legal and regulatory considerations** associated with misinformation, disinformation, malinformation and fake news.
- Be able to **assess the severity of potential danger and consequences** of misinformation, disinformation, malinformation and fake news.



MODULE 2

- **Misinformation, Disinformation, Mal-information, Fake News and related literacies**

This module examines the literacy skills to **critically evaluate** Misinformation, Disinformation, Mal-information, Fake News.

The topics include in this module are:

- 2.1 Information Literacy
- 2.2 Media Literacy
- 2.3 Digital Literacy
- 2.4 Data Literacy

At the end of each topic, you will find **3 activities**.

You will have to answer with the correct answer in order to advance to the next topic and the next module. In completing the module learners will:

- **Understand the principles of information literacy**, including information seeking, source evaluation, and citation practices.
- **Understand the media literacy concept**, including media messages, media ownership, and the impact of media on public perception.
- **Get familiar with digital literacy**, covering online communication, digital platforms, and navigating the digital information landscape.
- **Understand the principles of data literacy**, including data interpretation, data sources, and the potential for data-driven misinformation.

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MODULE 3

- ***Upskilling for Misinformation, Disinformation, Mal-information and Fake News***

This module focuses on **introducing learners to the skills they need to develop to combat misinformation, disinformation, mal-information and fake news**. Additionally, it **presents examples** of platforms and tools that contribute to recognising fake news.

The topics include in this module are:

- *3.1 Source Evaluation: how to critically evaluate the credibility of sources, including websites, authors, and organizations and identify reliable sources from unreliable ones*
- *3.2 Digital Forensics: how to verify the authenticity of images, videos, and other digital content*
- *3.3 Fact-Checking Skills: how to verify information through reliable fact-checking websites and tools*
- *3.4 Examples of platforms and tools focused on fake news recognition*

At the end of each topic, you will find **3 activities**.

You will have to answer with the correct answer in order to advance to the next topic and the next module. In completing the module learners will:

- ***Know the criteria for evaluating the credibility of sources, including accuracy, authority, objectivity, currency, and relevance.***
- ***Get familiar with techniques for verifying the authenticity of images, videos, and other digital content.***
- ***Know the principles of fact-checking.***
- ***Be aware of the platforms and tools designed to identify and combat fake news.***



MODULE 4

- ***Ethical, social and moral aspects of Misinformation, Disinformation, Mal-information and Fake News***

This module examines the ***ethical social and moral dimensions*** related to misinformation, disinformation, mal-information and fake news

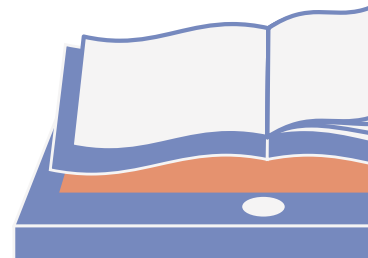
The topics include in this module are:

- *4.1 Promoting responsible sharing and critical thinking*
- *4.2 Advocating for media and news transparency and accountability*
- *4.3 Encouraging dialogue and engagement with communities/social environment*
- *4.4 Reporting instances*

At the end of each topic, you will find **3 activities**.

You will have to answer with the correct answer in order to advance to the next topic and the next module. In completing the module learners will:

- *Know how information shared online can **impact** individuals and communities.*
- ***Understand mechanisms*** in place for holding media organisations accountable for their content.
- *Know **how communities engage with and respond** to information.*
- *Know **available channels for reporting instances** of misinformation.*



MODULE 5

- *Navigating Misinformation, Disinformation, Mal-information and Fake News across domains*

The objective of this module is **to equip learners with a comprehensive understanding of misinformation, disinformation, mal-information and fake news and their impact** on various domains.

Focusing on their intersection with technology, democracy/politics, health, science/climate change, and history, the module aims to foster critical thinking, awareness, and practical skills for effectively navigating these information landscapes.

The topics include in this module are:

- *5.1 Technology*
- *5.2 Democracy/Politics*
- *5.3 Health*
- *5.4 Science and Climate Change*
- *5.5 History*

At the end of each topic, you will find **3 activities**.

Infoready Platform

You will have to answer with the correct answer in order to advance to the next topic and the next module.

In completing the module learners will:

- **Develop a deep understanding** of how Misinformation, Disinformation, Mal-information and Fake News manifests in technology, democracy and politics, health, science and climate change, and history, **recognising the unique challenges and nuances in each domain.**
- **Understand the role of technology** in the spread and counteraction of misinformation.
- **Grasp the impact** of misinformation on political and democratic processes.
- Acquire knowledge about **how misinformation affects health, healthcare systems, and public health initiatives.**
- **Understand the impact** of misinformation on scientific communication, research, and public understanding of science.
- **Gain insights** into how misinformation influences public perception and policy discussions related to climate change.
- **Recognise historical instances of misinformation** and their consequences, drawing lessons from the past.



CLASSROOM INTEGRATION

We have created a model agenda that could be used by trainers to integrate the INFOREADY toolkit into classroom lessons.

Proposed Agenda for Implementing Training with Adults

Introduction to Training

Objective: To familiarize trainers with the Infoready toolkit structure and content.

Duration: 30 minutes

Activities:

- Welcome and Registration: Ensure all participants are registered to track progress and tailor the training.
- Icebreaker: Facilitate a brief interactive activity to introduce participants to each other and the training theme.

Module Walkthrough

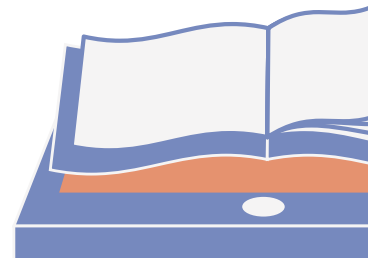
Objective: To provide an overview of each module's purpose and content.

Duration: 1 hour

Activities:

- Interactive Presentation: Use slides and video links from the Infoready toolkit to outline key topics and learning outcomes for each module.
- Discussion: Allow time for questions to clarify the module contents and their application.

Infoready Platform



Engaging with Course Content

Objective: To guide trainers on how to effectively use the course materials and integrate them into their teaching practices.

Duration: 2 hours

Activities:

- **Hands-On Tutorial:** Demonstrate how to access and navigate through different modules, highlighting interactive elements like quizzes and videos.
- **Group Activity:** Small groups explore specific course content, then present how they could use it in their educational settings.

Practical Application of Tools and Methods

Objective: To train participants on applying participatory methodologies and non-formal education methods.

Duration: 3 hours

Activities:

- **Workshops:** Focus on participatory methods such as World Café or Fishbowl to encourage active learning and discussion.
- **Role-Playing:** Simulate a training scenario using the Infoready toolkit content to resolve a misinformation challenge.
- **Tool Demonstration:** Show how to use digital tools included in the Infoready toolkit for creating engaging educational experiences.

Feedback and Closure

Objective: To gather feedback and discuss the application of the training in real-world settings.

Duration: 1 hour

Activities:

- **Feedback Session:** Use surveys or digital polls to collect participants' thoughts on the training and materials.
- **Final Discussion:** Facilitate a roundtable to discuss how trainers plan to implement what they've learned.
- **Certification:** Provide certificates of completion to acknowledge participation and encourage the practical application of skills learned.

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Helpful Tools for Training Implementation

Participatory Methodologies:

- **World Café:** Engage learners in constructive dialogue by rotating them through different discussion stations, each focused on a module topic.
- **Fishbowl:** Facilitate an inner circle discussion among a few participants while others listen, then rotate roles to ensure everyone is actively involved.

Non-Formal Education Methods:

- **Interactive Storytelling:** Use real-world scenarios from the Infoready toolkit to create narratives that participants can discuss and manipulate to explore different outcomes.
- **Problem-Based Learning:** Present a misinformation challenge and guide learners through the process of using Infoready toolkit resources to find solutions.

Infoready Resources



Video Resources

- **MODULE 1**

1. [Introduction to the news sources](#)



Click for link

2. [Definition of misinformation, disinformation, mal-information and fake news](#)

3. [Factors influencing the public's acceptance and distribution of false information](#)

4. [Identification of the stakeholders involved](#)

5. [Legal and Regulatory Frameworks](#)

6. [Dangers and consequences](#)

- **MODULE 2**

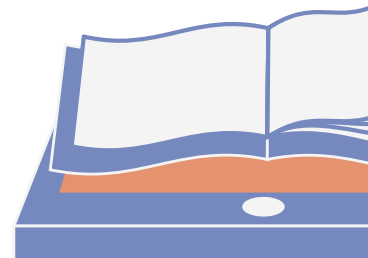
1. [Information Literacy](#)

2. [Media Literacy](#)

3. [Digital Literacy \(but also...\)](#)

4. [Data Literacy](#)

Infoready Resources



• MODULE 3

1. Source Evaluation: how to critically evaluate the credibility of sources, including websites, authors, and organizations and identify reliable sources from unreliable ones

2. Digital Forensics: how to verify the authenticity of images, videos, and other digital content

3. Fact-Checking Skills: how to verify information through reliable factchecking websites and tools

4. Examples of platforms and tools focused on fake news recognition

• MODULE 4

1. Promoting responsible sharing and critical thinking

2. Advocating for media and news transparency and accountability

3. Encouraging dialogue and engagement with communities/social environment

4. Reporting instances

• MODULE 5

1. Technology

2. Democracy/Politics

3. Health

4. Science and Climate Change (but also...)

5. History

Training Materials

The materials provided in this guide are **crafted to assist trainers in various educational settings**, whether they be formal classrooms, community workshops, or online platforms.

They are intended to serve as a foundation for **constructing interactive and impactful learning experiences** that encourage adult learners to critically analyse information, discern truth from falsehood, and navigate the complex media landscape confidently.

How to Use These Materials

- *For Structured Learning:* Use the proposed agenda to structure your sessions, ensuring a logical progression that builds on learners' understanding incrementally.
- *For Skill Development:* Leverage the tools and resources to enhance your teaching methods, incorporating participatory methodologies and non-formal education techniques to make learning dynamic and engaging.
- *For Customization:* Adapt the content to meet the specific needs of your audience, modifying activities and discussions to reflect local contexts and challenges related to misinformation.

These resources are designed not only **to educate** but also **to inspire** trainers to foster environments where critical thinking and media literacy are prioritised.

By using these materials, **you can help cultivate a society that values truth and is equipped to challenge misinformation effectively.**

Proposed Agenda



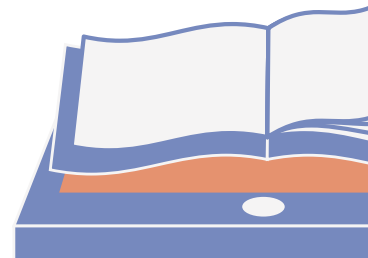
The following agenda is **designed to be highly adaptable**, allowing facilitators to tailor it to the specific length and circumstances of their training sessions.

This flexibility ensures that **the training can be effectively integrated into various educational settings and schedules**, accommodating the diverse needs and constraints of both trainers and participants.

Adaptability Features

- *Modular Design*: The agenda is structured in modules that can be expanded or condensed based on the available time and the depth of coverage desired for each topic.
- *Customizable Activities*: Each activity suggested in the agenda can be scaled to suit different group sizes, time allocations, and learning environments, ensuring relevance and engagement.
- *Optional Components*: Facilitators can choose to include or omit certain elements based on the participants' prior knowledge, interest levels, and the specific objectives of the training.

Proposed Agenda



AGENDA

1- Introduction to Media Literacy and Disinformation

Objectives:

- Understand the impact of misinformation and fake news.
- Define key concepts: misinformation, disinformation, and mal-information.

Activities:

- Icebreaker: "Truth or Myth" game to introduce the topic.
- Presentation: Overview of media literacy.

2- Critical Analysis Tools and Techniques

Objectives:

- Equip trainers with tools to analyse and critique sources of information.
- Practice identifying biases and unreliable information sources.

Activities

2.1 - Workshop: Analysing News Sources

- Introduce frameworks such as the CRAAP Test (Currency, Relevance, Authority, Accuracy, and Purpose) or the ABCD Method (Author, Bias, Content, Date).
- Provide a handout or infographic that summarizes the questions for each component of the chosen framework, offering participants a structured approach to source evaluation.
- Focus on distinguishing between reliable and unreliable information through these frameworks to enhance critical analysis skills.

Proposed Agenda

2.2 - Group Activity: Evaluating Credibility of News Sources

- Present participants with various types of news sources (e.g., mainstream news, independent news websites, blogs, social media posts).
- Guide them in applying the selected framework (CRAAP or ABCD) to assess each source's credibility, engaging them in discussions to analyse differences in reliability and bias.
- Facilitate the activity by encouraging participants to consider how elements like author credentials, publication dates, and content presentation can influence the perceived reliability of a source.

2.3 - Activity Process: Identifying Bias

- Provide a worksheet with examples of different types of bias (e.g., political, corporate, cultural) along with guiding questions for identifying these biases.
- To enhance participants' understanding, the facilitator will guide discussions on how these biases manifest in various types of media, using real-world examples.
- The facilitator's role will also include supporting participants as they work through identifying these biases in sample articles or videos, promoting a collaborative learning environment.

3- Digital Tools and Resources

Objectives:

Introduce digital tools that assist in fact-checking and verifying claims, providing specific resources to support facilitators.

Explore apps and websites that enhance digital literacy.

Activities:

3.1 - Demonstration: Using Fact-Checking Websites and Digital Literacy Apps

- Showcase tools like FactCheck.org, Snopes, and other international fact-checking websites to equip participants with reliable resources for verifying information.

Proposed Agenda



3.1.1 - News Literacy Project (NLP) Checkology

An interactive platform that teaches users to distinguish reliable news from misinformation. It covers news analysis, bias detection, and media credibility.

3.1.2 - MediaWise by the Poynter Institute

MediaWise offers digital literacy tools, including fact-checking tutorials, aimed at helping users of all ages evaluate online information effectively.

3.1.3 - Bad News Game

This app is a simulation game where users learn how misinformation and fake news are created, helping them recognize manipulative techniques in real-world content.

3.1.4 - Factitious

A game where players swipe on articles to indicate whether they think each one is real or fake. It helps build skills in identifying credible and misleading information.

3.1.5 - Spot the Troll

Created by Clemson University, this app allows users to analyse social media profiles to identify trolls, teaching them to spot common red flags.

3.1.6 - CrashCourse Media Literacy (YouTube Series)

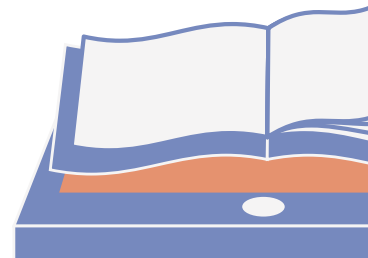
While not an app, this video series offers lessons on media literacy, including analysing sources, detecting bias, and understanding digital media's impact on perceptions.

3.1.7 - Get Badges

This gamified learning platform offers a "Fake News" module, where users can earn badges by completing digital literacy exercises focused on source evaluation.

Explore digital literacy apps that help improve skills in evaluating online content.

Proposed Agenda



3.2 Hands-on Session: Practicing with Tools on Sample Content

- Participants will practice using these tools on sample news articles or social media posts, allowing them to independently apply fact-checking and verification techniques.

4- Developing Training Modules

Objectives:

- Develop skills to create engaging and educational training modules.
- Understand how to implement interactive and participatory teaching methods.

Activities:

- Workshop: Design a short training module using non-formal education techniques.
- Peer review: Exchange modules for feedback and refinement.

5- Simulation and Role-Playing

Objectives:

- Engage in role-play to simulate teaching situations.
- Practice handling questions and misinformation effectively.

Activities:

- Role-playing: Handling difficult classroom scenarios and misinformation.
- Group discussion: Reflect on the role-playing experience and gather feedback.

6- Evaluation and Feedback

Objectives:

- Evaluate the knowledge and skills gained through the training.
- Gather feedback to improve future training sessions.

Activities:

- Feedback session: Trainers provide feedback on the training.
- Quiz: Assess the trainers' understanding and readiness to teach others.

Key Points for Effective Training

Before, During, and After the Session

To ensure a seamless and impactful training session, consider the following key points organised around the stages of before, during, and after the training session:

Before the Session

Preparation and Setup:

- Ensure all materials and technological tools are prepared and functioning. This includes presentations, handouts, and access to digital tools or platforms.
- Arrange the physical or virtual space to facilitate interaction and engagement, such as setting up breakout rooms or discussion circles.

Registration and Welcome:

- Have participants register upon arrival or log into the platform, ensuring you have a record of attendance and any necessary participant information.
- Prepare an icebreaker or a welcome activity that introduces participants to the session and to each other, setting a collaborative tone.

Key Points for Effective Training



During the Session

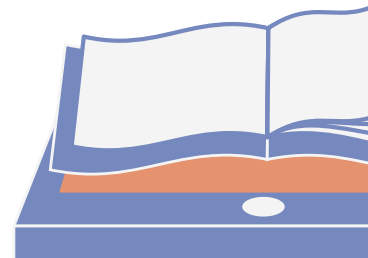
Engaging Delivery:

- Use a variety of teaching methods to cater to different learning styles, including discussions, multimedia presentations, and hands-on activities.
- Break up content with diverse media, such as short, thought-provoking videos or visually rich slides. For example, when discussing misinformation, show two contrasting news headlines to spark a discussion on recognizing bias.
- Keep the session dynamic with regular breaks, especially for longer workshops, to help maintain energy and focus.

Active Participation:

- Encourage questions and interactions among participants to foster a participatory learning environment.
- Implement real-time activities that require participants to apply what they've learned, such as group problem-solving tasks or role-plays. For example, in a session on critical thinking, split participants into teams and provide a controversial article for analysis, with discussions on credibility held in breakout rooms.

Key Points for Effective Training



After the Session

Feedback and Evaluation:

- Distribute a feedback form or conduct an informal feedback session to gather participants' thoughts on the training. This can include what they found useful, what could be improved, and how they plan to apply the knowledge.
- Evaluate the effectiveness of the training based on participation, engagement, and the results of assessments or quizzes.

Follow-Up and Continued Learning:

- Provide participants with a digital “resource pack” that includes additional articles, short video tutorials, and links to relevant forums. If the session focused on misinformation/disinformation, include recommended fact-checking sites and a printable “credibility checklist” for quick reference.
- Offer follow-up sessions or a forum where participants can discuss how they are applying their skills in real-world scenarios, and address any challenges they encounter.

Additional Considerations

Documentation:

- Keep detailed records of what was covered during the session, including participant contributions and any emergent themes or questions that could inform future sessions.

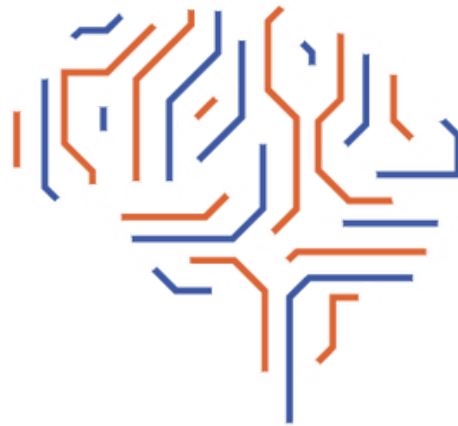
Celebration of Achievements:

- Acknowledge participants' efforts and achievements during the session, perhaps with a certificate of completion or a digital badge, to provide recognition and encouragement for further professional development.

THANK YOU!

And remember...

**JOIN INFOREADY
BECOME AWARE!**



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