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Commission



Teaching Media Literacy and fighting Disinformation with eTwinning

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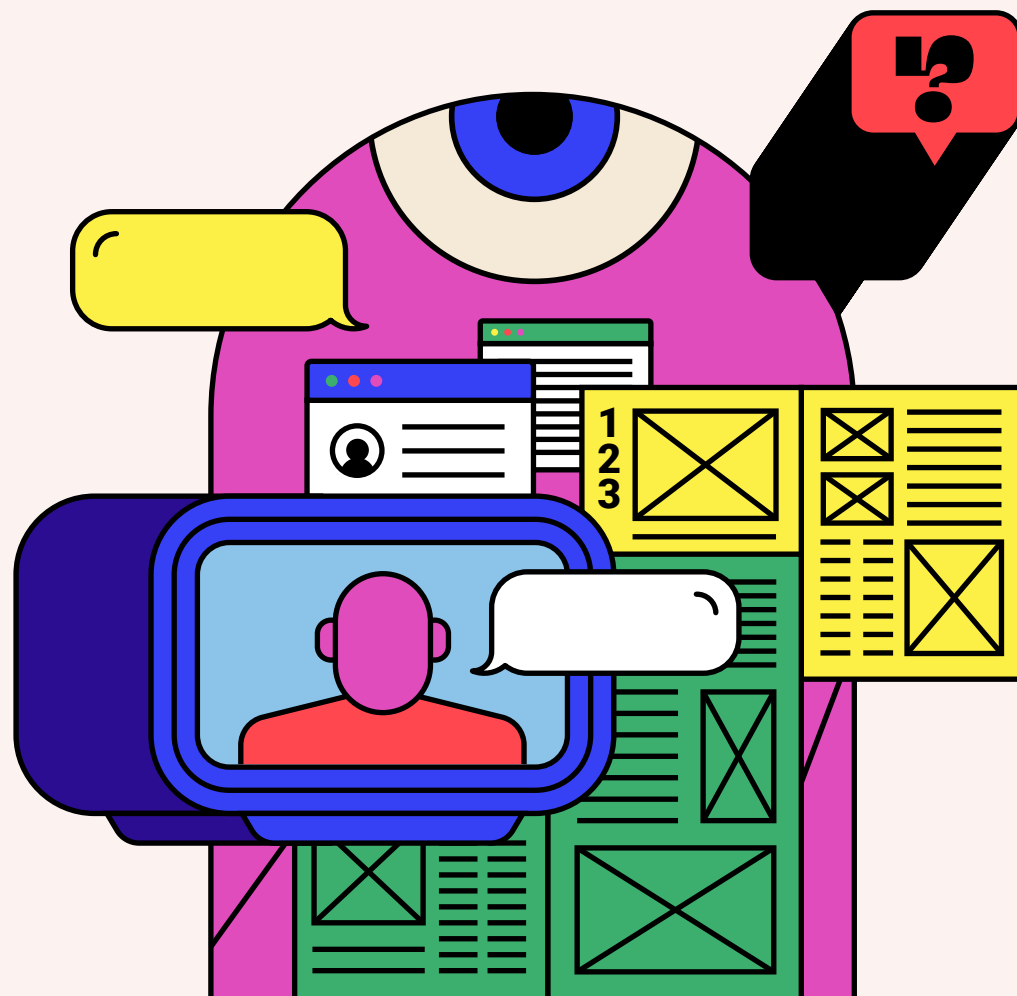
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Foreword

Dear Reader,
We all live in extremely challenging and interesting times. On the one hand, the information flows freely from all directions and is readily available in a matter of seconds.



On the other hand, the easiness of access creates myriad of opportunities for disseminating incorrect messages, which may lead to manipulation. In fact, studies have shown that, paradoxically, **the new information age has not increased the level of knowledge and understanding** among the general population because we often seek only information that confirms our existing beliefs or because information (or disinformation) travels so quickly and widely in a globalised, digital world. This situation **puts in danger the functioning of our democratic forms of governance** and our efforts to tackle today's global issues like climate change, sustainable development, and socio-economic inequality.

Therefore, for the sake of the future generations and the future of the

planet, **it is imperative for us to provide educational systems** across the EU with powerful tools that could help students to develop their critical thinking ability to distinguish fact from fiction and science from pseudo-science. The European Commission has already developed **some reference documents** that help Member States in their efforts to improve the critical thinking and media literacy skills among EU citizens in a lifelong learning perspective. Media literacy is included in the digital competence, which is described in the Council Recommendation on Key Competences as well as in the more detailed LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence.

Students need to develop awareness of potential biases in the data and one's

personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources. The next level involves comparing, analysing, assessing, and synthesising information, ideas, and media messages in order to draw logical conclusions. **Finally, students need to be ready to act.** They should be empowered to develop creative ideas, synthesise and combine concepts and information from different sources in view of solving problems.

This is a tall order of tasks, which requires the mobilisation of educators and teaching institutions, of media outlets and businesses. It is clear that **teachers have a central role** in leading their pupils on towards media literacy. They help their students develop critical thinking and online savviness. eTwinning has for many years provided valuable tools to support teachers in this effort. **This year's eTwinning theme "Teaching Media Literacy and fighting Disinformation with eTwinning"** has helped to boost awareness, cooperation and tools to further help teachers to be equipped with solid digital and

media literacy skills. Thanks to its very collaborative nature, eTwinning offers the perfect opportunity to explore innovative teaching methods and innovative pedagogical concepts. Moreover, the transnational component of eTwinning projects allows all participants to gain a multiplicity of perspectives – especially useful in breaking echo-chambers.

This book should **help teachers in their classroom work** with concrete examples of success stories, pedagogical strategies and activities, tools and resources.



Therefore,
its publication is a
significant milestone in
our journey
towards better media
literacy for all.

1 https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

2 <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>

Introduction

“Media Literacy – our capacity to access, have a critical understanding of, and interact with the media – has never been as important as it is today. It enables citizens of all ages to navigate the modern news environment and take informed decisions” (European Commission, 2019).

Media Literacy can be defined as “the ability to access the media, to understand and critically evaluate different aspects of the media and media contexts and to create communications in a variety of contexts” (European Commission, 2007).

To be an **independent and informed thinker** in the digital world of the 21st century is a real challenge and, in reality, few people are prepared effectively to navigate the online environment. This deficit in Digital Media Literacy across the world has been identified as a critical factor explaining widespread belief in online false information, be it **misinformation** or **disinformation**, which has led to changes in education policy

across Europe and the world, changes in the governance of personal data and the rethinking of the design of technology platforms.

This widespread belief in false information circulating online is a critical challenge for today’s societies. Indeed, this has become even more apparent in the last year during the pandemic. “The time is now,” tweeted the European Commission: “There has never been a more urgent need for an **Internet free of false or misleading information** than during the coronavirus pandemic.”

Media Literacy is crucial to being **safe, positive and respectful** online. Information can come from a wide range of sources and in a variety of

formats online, from news websites to social media content to podcasts to content in videogames. Understanding **how to navigate, select and critically evaluate** information are skills that all online users should possess in order to manage the risks associated with issues such as disinformation, online scams, hate speech and managing online relationships.

With children and young people increasingly turning to social media or video sharing platforms to find news or information, critical reasoning skills have never been so important in enabling and empowering youth to be **critical users of online content**. The ability to distinguish fact from opinion and truth from falsehood has consequences not only for their own personal safety online, but also for their actions that may impact on the well-being of other online users and of the whole society.

The modern online lives of children and young people offer many opportunities to explore, learn, create and communicate. However, they also present a number of complex challenges that youth must be aware of in order to **enjoy safe and positive online experiences**. As young people do not encounter information purely from traditional news materials (such as newspapers, news websites,

radio and TV broadcasts) they must understand how to successfully process information through other channels where **fact-checking** becomes more tricky – for example: following advice from their favourite vlogger, distinguishing between promoted posts (paid advertising) and regular posts on social media, recognising photoshopped or edited images and video, or encountering conspiracy theories or false information shared by family or friends.

Understanding the motivations behind why an online user may edit or omit key details, how they may blend facts and opinions in their messages, how they select an audience and what they wish that audience to do as a result of hearing their messages are all key **Media Literacy skills** that all people in general and young people in particular need in order to make **positive choices online and offline**.



Alongside user behaviour, a young person's online experiences include Internet and technology products that are increasingly driven by **users' personal data** – the more a service, device or app knows about you as a consumer, the more it can adjust what you see and experience in order to better meet what it perceives to be your needs or interests. Media Literacy also plays a key role here – empowering youth to understand that what they see on social media feeds and in search engines results can differ from what others see, and that they can take control over how their data are collected and used online.

The role of technology in filtering, selecting and delivering the information we encounter online has given rise to concepts such as **“filter bubbles”** (where users encounter only information that conforms to and reinforces their

own beliefs) and **“echo chambers”** (where like-minded users interact and reinforce a single viewpoint to the exclusion of alternatives, creating a false impression that an opinion is more widely held in society than it actually is).

Providing educational opportunities for children and young people to explore and discuss how to manage and evaluate online information in all its forms is fundamental to empowering youth to be **positive** and **safe online**.

eTwinning has been promoting Media Literacy for the last 16 years by focusing on the **integration of digital tools in the everyday lives of teachers and students**, with a special emphasis on the effect such tools have on our lives.

Media Literacy, in particular digital media literacy, is crucial in today's world and this book is designed to show how eTwinners approach this fundamental tenet of living in the digital age, teaching their pupils to take control and not be controlled by the digital world. We hope you enjoy reading it.



In this book, the topic of Media Literacy and how it can be used to combat disinformation forms the central topic, to help teachers work in classrooms with their pupils to address this challenge for their futures.

CHAPTER 1

Gives the European viewpoint, providing information on why the theme of Media Literacy has been chosen, what is the impact on the educational community and how it has been channelled through eTwinning.

CHAPTER 2

Some of friends of eTwinning explain the concept of disinformation, through current and historical lenses, and exploring the power of algorithms in the creation of news.

CHAPTER 3

Looks at how young people engage with the media, where they consume news and how they analyse information with the cooperation of the Better Internet for Kids initiative.

CHAPTER 4

Showcases outstanding eTwinning projects on Media Literacy and disinformation.

CHAPTER 5

Gives examples of tools and resources that are available to use in classroom work and eTwinning project.

CHAPTER 6

Proposes some classroom activities on the topic for each age group.



CHAPTER 1

Media Literacy

Exploring the concepts through European policy

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Education and training have a fundamental role to play in equipping citizens with the critical thinking required to exercise judgement in the online world, taking into consideration its rapidly evolving nature, the emergence of new technologies, the impact of algorithms and the unprecedented risks related to information bubbles and echo chambers.

A rapidly changing media and information landscape, coupled with a plethora of online media platforms and sources of information, requires that people are not only confident but also knowledgeable, aware and critical users when navigating the media, particularly in the online world.

Although Media Literacy has a long history in relation with the means of mass communication available, we focus on very recent policy developments. From the implementation of the Paris Declaration on Promoting

citizenship and the common values of freedom, tolerance and non-discrimination through education (adopted by the European Commission and EU Education Ministers in March 2015) to the newly adopted Digital Education Action Plan 2021-2027, it is clear that teachers and educators continue to play a vital role in empowering young people to benefit from and contribute to online debate and discussion as part of the democratic process.

The Paris Declaration mobilised

education to promote common EU values and acknowledged that the primary purpose of education is not only to develop knowledge, skills, competences and attitudes, but also to help young people – in close cooperation with parents and families – to become active, responsible and open-minded members of society. The Declaration highlighted the **importance of enhancing Media Literacy and critical thinking skills**, particularly in the use of the Internet and social media, so as to raise awareness of risks related to the reliability of information sources and to help exercise sound judgement in view of rising populism, xenophobia, radicalisation and the spread of disinformation.

The Strategic Framework for European Cooperation in Education and Training (ET 2020), which included a dedicated Working Group bringing together Member States and stakeholders and focused on promoting common values, inclusive education and the implementation of the Paris Declaration¹. Furthermore, the European Council conclusions of May 2016 on developing Media Literacy and critical thinking through education and

training emphasised that education and training should provide learners with the competences and values required “to access, interpret, produce and use information and other media content, notably in the context of the Internet and social media, in a safe and responsible manner.” In a similar vein, the Council Recommendation on Common Values, Inclusive Education and the European Dimension of Teaching (22 May 2018) underlined the need to continue promoting common values as vectors of cohesion and inclusion, favour the implementation of participatory learning environments at all levels of education, improve training for teachers on citizenship and diversity, and enhance the Media Literacy and critical thinking skills of all learners.

The importance of Media Literacy development is also strengthened in the reviewed European Framework of **Key Competences for Lifelong Learning**² (May 2018). Together with sustainability, European common values, openness to cultural diversity and innovation, Media Literacy is one of the five underlying concepts which underpin the eight key competences relevant for citizens of all ages. Also, the Commission’s

¹ The group published a Thematic Fiche on Uses and Abuses of Modern Media, available here: <https://op.europa.eu/en/publication-detail/-/publication/cd9faea8-ba77-11ea-811c-01aa75ed71a1/language-en/format-PDF/source-search>

² 2018/C 189/01; https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

³ COM (2020) 790 final

Digital Competence Framework for Citizens identifies information and data literacy, online safety and digital content creation as part of the wide mix of digital competences needed by all learners today.

Moreover, **the May 2020 Council Conclusions on Media Literacy in an Ever-Changing World** stated that the exposure of citizens to a large amount of disinformation, especially in times of major global crisis, such as the COVID-19 pandemic, emphasises the importance of a systematic approach to the development of Media Literacy. According to the Council Conclusions, Media Literacy should not be limited to learning about tools and technologies but should also aim to equip citizens with the critical thinking skills required to exercise judgement, analyse complex realities and recognise the difference between opinion and fact. Likewise, the Council Conclusions stress the importance of developing and sharing Media Literacy teaching and training materials, and the development of a systematic approach for enhancing the competencies of professionals in different fields, including teachers, with a view to strengthening their role in developing citizens' Media Literacy.

Building on the **European Democracy Action Plan**³ presented in December 2020, the Commission has stepped up its efforts to combat the spread of misleading, inaccurate and

potentially harmful information in the digital world. The profound impact of the disinformation phenomenon has become increasingly critical in view of the rapid emergence of new technologies and the outbreak of the COVID-19 pandemic. The so-called "infodemic", namely the flood of false information around the virus, mainly through social media, emphasised the substantial role digital technologies can play in disseminating a plethora of (dis) information and ultimately affecting the decisions of EU citizens, especially in periods of global crisis. The need for a more coordinated action was addressed in the Joint Communication on Tackling COVID-19 Disinformation⁴, published in June 2020.

At the centre of EU efforts to combat disinformation lies the **Code of Practice on Disinformation**. In force since 2018, the Code of Practice is a self-regulatory instrument bringing together major online platforms and other actors to step up the fight against disinformation. To address certain shortcomings of the Code, the Commission has recently issued guidance to strengthen its application and ensure a more transparent and trustworthy online ecosystem, while preserving freedom of expression, as enshrined in the Charter of Fundamental Rights. The strengthened Code will aim at creating a bridge with the proposed Digital Services Act (DSA)⁵.

Education has a key role to play in the fight against disinformation. Equipping teachers, educational staff, students and parents, as well as lifelong learners, with solid digital and Media Literacy skills can contribute enormously to shaping a well-informed public audience, capable of assessing the credibility of online sources and detecting potentially fake news, while fostering a healthy public democratic debate.

To this end, the **Digital Education Action Plan (2021-2027)** focuses one of its two strategic priorities on developing digital skills and competences for the digital transition of people of all ages. Digital literacy and addressing disinformation play a key role in this vision. With a view to this, the Commission is developing common guidelines for teachers and educators on promoting digital literacy and addressing disinformation through education and training. The guidelines will provide **teachers and educational staff with insight and practical guidance** on how to promote a broad understanding of digital literacy through education and training; foster better awareness and knowledge on disinformation; and allow for the responsible and safe use of digital technologies. The guidelines will be

published in September 2022 as part of a "Back to school" campaign.

Lastly, in working to achieve the **European Education Area** and its ambitious vision for excellence in education for all learners across Europe, building democratic education environments free from bullying, harmful speech and disinformation is key. To this end, teachers and educators play a vital role in helping to create a safe learning environment free of discrimination including through the development of critical thinking.

The flagship funding programmes of the Commission, namely **Erasmus+** and the **European Solidarity Corps**, have been supporting a number of projects in Media Literacy and will continue doing so under the new programming period. Since 2014, over 2,600 Erasmus+ projects dealing with Media Literacy and disinformation among other topics have been selected for funding, with an overall budget of over EUR 241 million. Not to mention, of course, the eTwinning projects in this area, which we will further examine later in this book.

To complement the work carried out by the Directorate-General for Education, Youth, Sport and Culture

⁴ JOIN (2020) 8 final

⁵ Proposal for a Regulation of the European Parliament and the Council on a Single Market For Digital Services (Digital Services Act) and amending Directive 2000/31/EC - (COM (2020) 825 final)

(DG EAC), Media Literacy is further supported by the Directorate-General for Communications Networks, Content and Technology (DG CNECT)'s Media Policy Directorate, which is responsible for disinformation policy and concrete actions to combat disinformation online.

DG CNECT is responsible for a **Media Literacy Expert Group** which provides a forum for exchange of good practice across Europe on Media Literacy, working closely with the 27 Member States and a range of organisations working in Media Literacy including UNESCO, European Audiovisual Observatory, European Digital Media Observatory and others.

DG CNECT is working closely with UNESCO on the implementation of the 2021 edition of the **European Media Literacy Week**, which will, for the first time, take place in late October alongside UNESCO's regular Media and Information Literacy event.

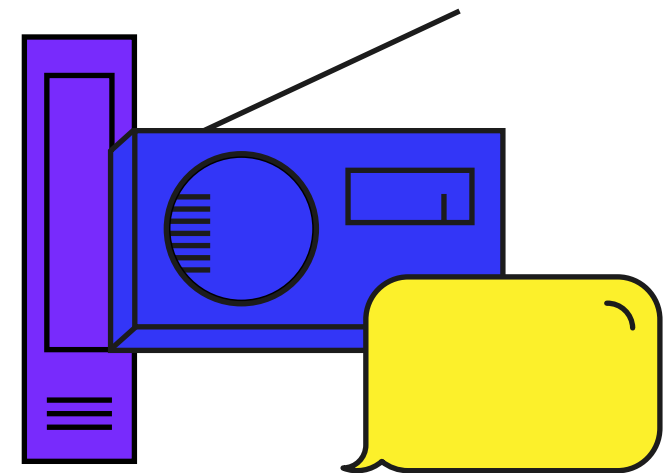
DG CNECT has from 2016 supported the implementation of the European Parliament's Pilot Project and Preparatory Action "**Media Literacy for All.**" This has enabled the Commission to provide seed funding to a wide range of innovative projects in the field of Media Literacy, covering a diverse range of subjects from educational toolkits to fact-checking projects which harness

the power of influencers in the fight against disinformation online.

From 2022, the activities supported under "Media Literacy for All" will be mainstreamed within the **Creative Europe** Programme's Cross-sectorial scheme with an increased budget. DG CNECT's ambition is to build on the lessons learned during the implementation of Media Literacy for All, in order to scale up existing successful activities across Member States' cultural and linguistic borders, whilst continuing to seek innovative ways to improve Media Literacy skills in Europe in a fast-moving media ecosphere.

In addition to the new Creative Europe Media Literacy scheme, DG CNECT supports the work of the **European Digital Media Observatory (EDMO)**, <https://digital-strategy.ec.europa.eu/en/policies/european-digital-media-observatory> which includes within its objectives the creation of a repository of Media Literacy tools and materials, to be made available to practitioners across Europe. Furthermore, a number of regional hubs will be set up during 2021 to support national Media Literacy activities on disinformation.

All of these bodies, programmes and initiatives are of enormous benefit to teachers working with the topic of Media Literacy in schools and demonstrate the attention given by European institutions to such an essential skill, fundamental to empower active and digital citizenship.





CHAPTER 2

Disinformation & critical thinking

In this chapter we have contributions from two organisations from the “Friends of eTwinning” network. One is from [Lie Detectors](#), which focuses on how to deal with disinformation and equip young people with the skills to recognise the false from the true. The other comes from [Anne Frank House](#) and examines the role of propaganda in the development of attitudes to groups.

2.1

Detecting lies in the digital world

LIE DETECTORS

Juliane von Reppert-Bismarck
and Adeline Brion

Even before the COVID-19 pandemic, online disinformation was eroding trust in facts and science and threatening to stifle public debate in Europe. The pandemic has situated Media Literacy as a skill that is as **central to securing public health as it is to safeguarding democracy**.

It is easy to think about disinformation as working along partisan lines, trying to sway us in one political direction or another. But very often we see that its design is simply **to confuse and sow uncertainty about basic facts, public institutions and our own communities**. The questions remain: by whom, and why, and to what end?

The pandemic has thrown up much new disinformation, from the idea that COVID-19 can be cured by eating garlic to the notion that it's designed to distract us while a killer technology called 5G takes over the world. The effect has been a hollowing-out of trust in facts and basic science, making informed decision-making – and with

that the basis of the democratic process – increasingly difficult.

A growing body of evidence and Lie Detectors' own work have shown that young people seek out information about these and other facts world **not only via traditional media or in educational environments but on encrypted and image-based online platforms**, chatrooms and gaming platforms where fact-checkers rarely reach, such as Instagram, WhatsApp, TikTok, Twitch, YouTube and gaming apps such as Fortnite and Roblox.

Traditional print and broadcast media, meanwhile, have moved their news content online. At first glance, the online look and feel of a gaming blog or of political advertising can often be deceptively similar to professionally written journalism.

It is not only the ease with which blogs or vloggers can look like quality news. Platform algorithms often keep us on our screens in a **custom-made information universe** that presents information less in terms of quality or credibility and more in terms of our own preferences. This means that in a single classroom, children and teachers may inhabit widely diverging information

universes without being aware of this. Without a common basis of understanding or knowledge, **discussion about basic themes can become increasingly difficult**.

Luckily there are ways for classrooms to tackle the problem of disinformation. At Lie Detectors, an independent and award-winning Media Literacy organisation, we work to equip young people and teachers to tell apart fact from falsehood and opinion online. Our participating journalists deliver 90-minute sessions – either face-to-face or, during the pandemic, via videoconferencing – taking children through the **basics of checking facts and media bias** and explaining how journalism works. Preparatory materials constructed along a series of news

challenges guide children and teachers to apply basic journalistic investigative methods to checking online content for truthfulness. These simple techniques are rooted in **source-checking, testing of context and personal bias, and technical search-engine applications**. Increasingly, we train teachers in how to integrate critical Media Literacy into teaching routines.

We've found that Media Literacy teaching in the classroom can have a **direct impact on how children interact with the posts they encounter online**.

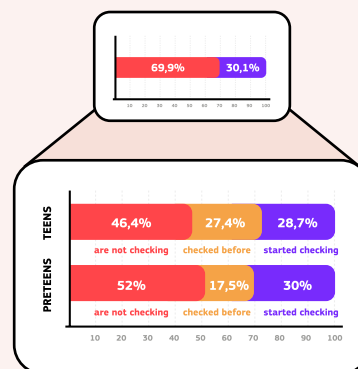
As may be seen from the graph above, since the pandemic, there has been **a rise of about 30% in the number of children who say they have changed their behaviour as a result of working on Media Literacy modules**, becoming more aware of the need to check sources. Our work has increased the number of teenagers and pre-teens who said they were now checking sources.

Children report being increasingly concerned about **how to deal with conspiracy theories and viral content online**. Similarly, the work has shown the pandemic to be acting as a powerful catalyst for the digital transformation, bringing teachers and educators into **closer contact with children's online experience**.

Yet while a growing number of teachers name critical Media Literacy in an online

MEDIA LITERACY HAS AN IMPACT

Did kids change their behavior?



Covid-Era Subset 2 - 09 - 12/2020
Question: «Have you started checking the sources of your online messages since taking our news challenge?» Y/N/Checked Before, answers from 1378

universe as a essential literacy tool, a limited number are willing to broach this sensitive issue in the classroom.

Teachers who aren't already teaching Media Literacy can learn to do it. It's easier than it probably seems, as long as they keep a few basic principles in mind.

- Firstly, literacy work in the classroom should explore **children's online news consumption habits**. Open questions about news-gathering habits can bring widely diverging answers from one classroom to another and often lay the foundations of all subsequent discussion.
- Secondly, it can be wise to keep **Media Literacy free of politics**: the aim need not always be to discuss sensitive or political issues.
- Thirdly, the more age-relevant, **engaging and gamified the approach**, the more Media Literacy training can help children boost their critical online thinking. A vast trove of resources exists online, from UNESCO curricula

to fact-checking sites and online Media Literacy games.

- Finally, the aim must not be to prescribe a list of trusted news sources and forbid the use of others. 21st-century learning must **equip children with the ability to gauge credibility wherever they are**.

If you'd like to get started today, see our partial list of favourite resources below or request a classroom visit by a participating journalist by visiting the Lie Detectors website. We provide free teacher-training via the eTwinning partnership.

A set of curated materials from Lie Detectors may be seen in Appendix 1: **Materials for developing Media Literacy – a curated selection from Lie Detectors**



2.2. Stereotypes and prejudice: tools for teaching young people awareness and empathy

ANNE FRANK HOUSE
Karen Polak

We live in a world of constant exposure to advertising, 24-hour news cycles and limitless sources of information and entertainment online. More than ever, we need to commit time and resources to **understanding the messages bombarding us**. We also need to distinguish between **unintentional use of biased imagery and propaganda or deliberate disinformation**.

As recently as April 2021 a left-wing Dutch national newspaper published a cartoon depicting a public figure using antisemitic imagery with echoes from the Nazi-era. Neither the cartoonist nor the editors had antisemitic intentions and none of them was aware of the prejudice it portrayed: a Jewish puppeteer, controlling the world. The apologies were profound, and safeguards were promised, but the question remains: how it is possible that they all lacked the historical awareness to recognise the image? They are not alone.

Dove soap was accused of racism over an advert on Facebook in 2017 showing a black woman turning into a white woman. The brand apologised, admitting it had “missed the mark in representing women of colour thoughtfully,” but the fact that individuals and societies so often fail to recognise the persistence of prejudices and hurtful images is a challenge educators face when teaching about discrimination. For example, anti-Roma and anti-Muslim imagery also feature frequently in newspapers and the advertising world.

Editors, marketing teams, educators and students often lack the knowledge and skills to be aware of such issues, and do not take the time to look carefully or think deeply about them.

Understanding the mechanisms of propaganda and hate

Propaganda, the spreading of information to influence public opinion on an issue, can be based on facts, arguments, rumours, half-truths, or lies. Although propaganda may use half-truths or lies, this need not be the case, but the currently much used term “**disinformation**” involves deliberately false information, presented with the aim of deceiving. It comes from the Russian *dezinformatsiya*, the name given to Stalin’s KGB department dedicated to “black propaganda” – designed to create the impression that it was being sent out by the very people it attacks. It is always relevant to teach students to ask “Who is sending out this message, and why?”

There are various excellent educational resources available to **deconstruct the techniques** used in both propaganda and disinformation: the way strong emotions are activated, the simplified use of facts, half-truths, opinions and lies; and the attacks on opponents to insult or belittle them. [Media Education Lab](#) gives insight and offers a growing collection of contemporary examples.

There are, however, also advantages to using historical examples, as the passage of time may **highlight the**

manipulation and raise awareness about what has changed over time – and what has not changed. The [Mind over Media](#) project run by the United States Holocaust Memorial Museum offers lesson plans using Nazi-propaganda posters to analyse the mechanisms used. The exhibition “[Fake or Real: A history of forgery and falsification,](#)” at the House of European History (2021) shows how forged documents were used during the Dreyfus Affair in France to stoke antisemitism.

Recognising propaganda and hateful stereotypes and being able to put them into context is a complex process, requiring **critical thinking**. [Project Zero](#) at Harvard University has developed various accessible and attractive “**visible thinking**” routines. The idea is that the routines reveal the learning process, empowering the learner. “What do I know?” at the start of a lesson is contrasted with “What do I know now?” at the end. Learning that even complex issues can be unravelled by taking time and care gives students a sense of achievement. The “See-Think-Wonder” routine helps them look more closely, examine the ideas or associations triggered (What do I think?) and then consider questions the image raises (What do I wonder?). Careful observation and thoughtful interpretation set the stage for inquiry.

In the online [Stories that Move](#) toolbox

[against discrimination](#), the module “[Mastering the media](#)” uses the visible thinking routines to look at racist, sexist, antisemitic, anti-Roma and anti-LGBT+ imagery in adverts and propaganda, helping students **unpick the different layers of meaning and exploring why advertisers or politicians are using these images**. It is one of the [5 learning paths](#) offered here.



The message of this poster, for example, is that the umbrella of nationalism “protects” the family from many threats. It is also valuable to **show students positive examples**: journalists and educators providing counter-narratives to hateful propaganda. Large numbers of migrants arriving in Europe in 2015 triggered a lot of anti-refugee propaganda, so the UNHCR put together a useful guide: [Countering toxic narratives about refugees and](#)

[migrants](#). The website “[Teaching about refugees](#)” includes animations showing that “**words matter**”. Looking carefully at terms such as migrants, asylum seekers, refugees and displaced persons helps us to think critically about the way people who have left their countries of origin are portrayed in simplified messages.



Emotional intelligence

A next step is understanding the **impact of discrimination**. This requires emotional intelligence. Essential elements of emotional intelligence, such as **self-reflection and empathy**, need to be developed, and can be taught. Understanding how stereotypes and prejudices are used in advertising campaigns is not the same as realising how painful this can be.

Young people talking frankly about their experiences with discrimination are central to the [Stories that Move project](#). For example, a young boy called Tyrell recounting how a classmate wanted to “rub out the colour of his skin” with an eraser adds a **personal dimension** to the Dove soap advert.

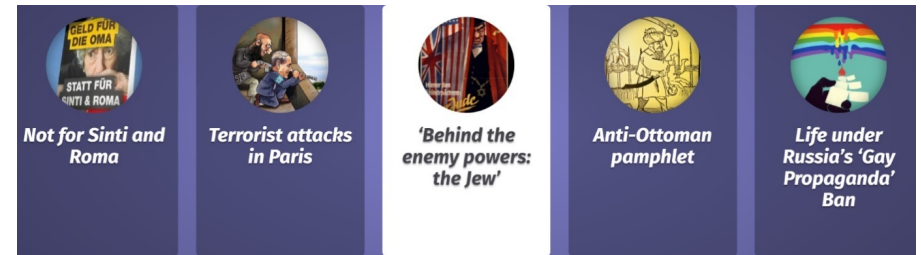
Students also respond well to [Sophie Haber's](#) story from Vienna in the 1930s. “A girl at school called me a ‘Jewish pig’. So, I smacked her. The head teacher asked: ‘What got into you?’ And I am actually proud of my answer. I said: ‘She called me a Jewish pig. I am a Jew, and I am not ashamed of it, but I am not a pig. And that is why I smacked her. Because of the word pig.’ And the matter was settled there and then.”

Taking time to listen to stories and to discuss where hurtful words and nasty images come from can sensitise students to **look more carefully**, and to

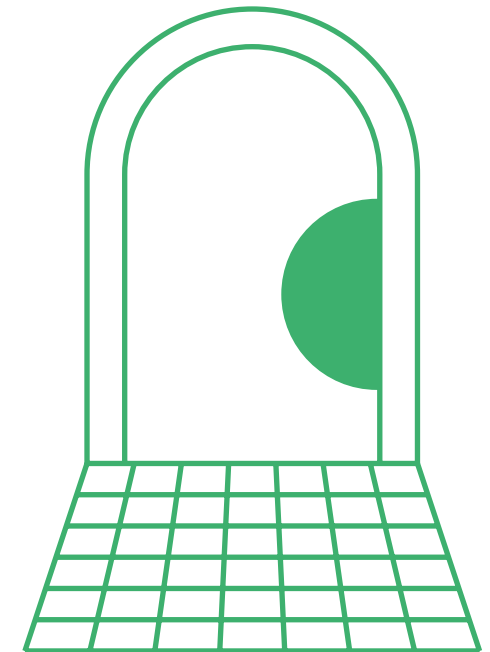
consider the (historical) background and the aim of messages.

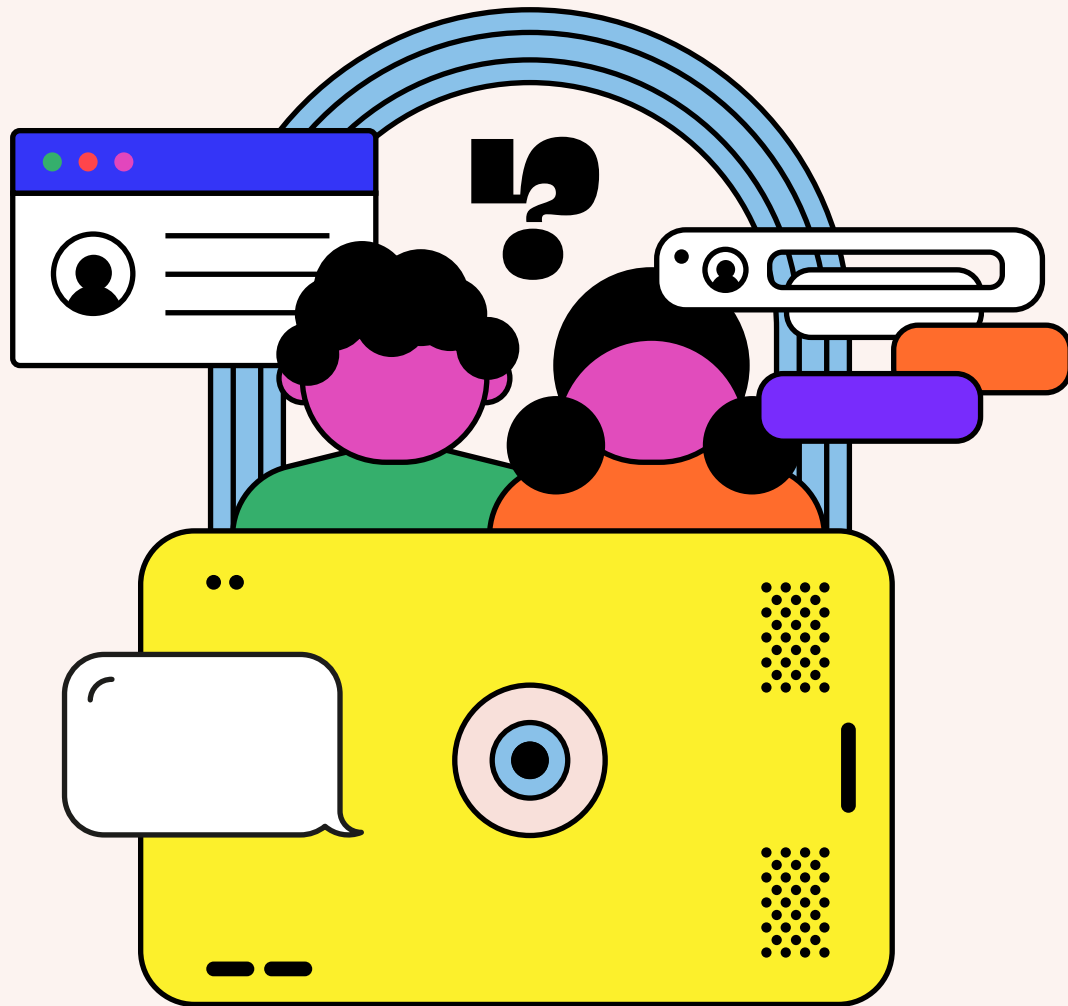
The basic mechanisms of propaganda have not changed much, despite our fast-moving Internet world. We see it happening today. The conspiracy theories around the contribution of the introduction of 5G technology to spread of Covid saw public anger unleashed against an invented enemy. We can all learn from the past, but we need to take time to **think critically** and to learn the skills that can help us see which media bubbles we are in and how clickbait can catch us out.

The focus on Media Literacy in the eTwinning network this year offers a timely opportunity for teachers and students geographically far apart to **learn together how to strip the mask from disinformation and “fake news”**. It would be wonderful to see projects making use of TwinSpace to develop the understanding and skills needed to achieve this.



From Stories that Move – Some examples of propaganda





CHAPTER 3

Youth & the media

Another Friend of eTwinning is the [Better Internet for Kids](#) network.⁶

Under the Better Internet for Kids (BIK)⁷ umbrella, a BIK Youth⁸ Ambassador programme was established giving young people a platform to share their experiences and to voice their opinion on how to build a better Internet. Today, the community of BIK Youth Ambassadors consists of 40+ committed young people, aged 12 to 24, from across Europe.

In this section, they share their views on Media Literacy education and how to identify and deal with disinformation online.

STUDENT QUOTES

"I feel it is one of the most important skills to have these days. In school, in the job and in private life – perhaps even in kindergarten – Digital Media Literacy plays a huge role. Without it, the Internet can be used, but not in a sustainable way from which you can benefit."

Lili, 22, Austria

"To me it is very important in order to counteract issues such as cyberbullying, evaluate data I see online and to generally navigate through the Internet in a good way."

Piero, 12, France

1 What does "Digital Media Literacy" mean to you and how does it impact you?

"To me, it means being able to navigate the Internet confidently. Understanding what we are giving when we use the Internet and what we are gaining."

Eiman, 18, Ireland

"For me, digital literacy means in particular, the development of competences to find one's way in the digital world. By this I mean finding suitable sources quickly and specifically, understanding how to interpret them correctly and then disseminating the findings via suitable online channels. Digital literacy among teachers and students must therefore be promoted at an early stage. Progress in e-learning should be maintained even after COVID-19. For me, digital literacy also means, as I get older, that I want to or should at least fundamentally understand profound topics in the field of digitisation. This includes, for example, topics such as digital standards, digital sovereignty, data spaces, platform regulation and the functioning and use of data streams. Above all, the area of data literacy is also moving more and more into the focus for me personally. Unfortunately, many people are not aware of the regulations that should benefit us."

Kathrin, 24, Germany

2 What kind of offline tools of communication do you engage with (reading books or print newspapers, for example)?

"It is hard to go away from the feel of going through the pages of a paper book, so there is always one of those on my bedside table. I do also like to casually open a print newspaper at my local coffee shop. Why? It saves my battery and I am sure that the information is already curated and not personalised. In a biased way."

João Pedro, 24, Portugal

"As digital media has become a very powerful tool of communication, traditional offline tools are still popular outside of the Internet world. I personally still engage with leaflets that are handed out on the streets, the radio, but most importantly, in-person events, where you socialise with other people and educate each other through conversation."

Violeta, 17, Greece

6 During the pandemic, through the European network of Safer Internet Centres, a number of resources were produced in national languages to respond to issues such as scaremongering and infodemics, as well as strategies for fact-checking online information. Further resources covering other aspects of Media Literacy and online safety can also be found on the Better Internet for Kids portal at betterinternetforkids.eu.

7 Under the Connecting Europe Facility (CEF), EUN Partnership AISBL (hereafter European Schoolnet) is developing and maintaining – on behalf of the European Commission – a Better Internet for Kids (BIK) core service platform to share resources, services and practices among national providers of the services – the European Safer Internet Centres (SICs) – and to provide services to their users, including industry. More information at: www.betterinternetforkids.eu

8 www.bikyouth.eu/

"Personally, during the past year, I realised how important it is to take some time off from social media, online news and even school-related platforms at times. I found myself reading more and really enjoying it. Besides the several entertaining novels, I rediscovered the more practical/educational side of literature with lockdown cookbooks and more interactive magazines with fun challenges."

Joana, 16, Portugal

"I usually find news online through finding articles on Twitter or simply stumbling upon a headline whilst on Google. However before finding credibility in any source, I always check to see if it's first from a relatively well-known news site (e.g. BBC News). Other criteria that are important to me are also how accurate spelling and grammar are, and by checking other similar articles to see if statements and facts match up in order to determine which source is the most trustworthy to read."

Jess, 14, UK

"I mainly follow state media and information sites. I also listen to podcasts by journalists I trust because of their previous work. If I'm particularly interested in a topic or want to look at it again, I usually search on Ecosia. I select the results based on experience. Often these are websites of newspapers that have a certain reputation. If a site seems a bit strange or one-dimensional in its reporting, I research it again to find out who is behind it. A good example of this is the Rubikon news site. The articles appear to be independent information, but in reality, there is only one person behind it who 'reports' from the right-wing corner."

Kathrin, 24, Germany

3 How do you find your news online? What criteria are relevant to you when browsing and searching for information?

"I browse through my phone's news site and read the online newspapers that I am a subscriber of. I like to check twice if the site that the news is on is trustworthy or if it has a lot of fake news. The news having a neutral view on the topic is also important I think, or at least not bullying the other views when writing news with a different view to your own."

Frida, 17, Finland

"Usually, which is typical for students, you always take the first link in the browser, but I do not use any pages that are marked as 'not secure', as my data could simply be forwarded to third parties."

Manahil, 16, Germany

"We had an assignment due which carried 50% of our overall exam mark and I searched for news on the incidents that were happening due to climate and there was a fake article which I thought was true and that was what made me fail since the site went down and it was too late for me to arrange my assignment."

Silena, 16, Malta

4 What experience do you have with disinformation?

"I am autistic, and disinformation can and has caused people's perception of me to change. For example, when I told my classmates I was autistic, they started speaking slower to me because of disinformation."

Sunna, 18, Iceland

"The past year has been eye-opening when it comes to the importance of communication tools and good information sources. Most experiences I have had with disinformation are related to the pandemic: fake news about the virus, symptoms, tests, treatments, vaccines and restrictions. A lot of new material was created in a very short time span, so, alongside with reliable and essential information, there was disinformation and even inappropriate and alarmist spread of true stories. Now, in my country I can already see an improvement, not only in content creators and managers, but also in the public's ability to deal with such data (suspect; don't share, in case of doubt; and report, if certain of the inaccuracy)."

Joana, 16, Portugal

"I never felt directly impacted by malicious disinformation. I know, however, how easy it is to fall for it. Recently, my home country government created a propaganda poster where it compared a national metric against the European average. With the scale used, that deliberately did not start in the axis zero origin, it looked like the national performance was outpacing the Europe one by much, when in fact it was actually borderline above."

João Pedro, 24, Portugal

"In my environment, I notice how quickly opinions can be formed on the basis of misinformation, which is then stubbornly maintained. I think it is insanely important to know how to consume consciously on the Internet, and above all not to put aside all common sense and independent thinking

Lili, 22, Austria

5 Why is it important to teach "Digital Media Literacy" in schools?

"Children need to learn that media can be fake and easily manipulated and need to know how the media plays with words to give you the news and they also need to learn how the media industry works. They need to realise that even through editing, visuals can also be manipulated. Also, students need to learn the tools which can be used to disseminate information (script and visuals) and they should learn that the media sets the agenda and makes its users think on the matter which the media owners wants and not what the users really want. Also, students need to realise that what is uploaded on the digital online media would be available globally and it is not private anymore. So, it is important that one thinks before one posts, and that Digital Media Literacy is the key to understand the messages around us."

Yevgeny, 15, Malta

"Disinformation can be found both offline and online. I think it's fair to say that every person has stumbled upon some sort of fake news in their life, that is why I think it's important to learn how to filter all the information that we come across and not blindly accept all the info that is given to us."

Violeta, 17, Greece

"I and the rest of our generation face disinformation every day, on social media, news and TV. We can get very affected by it and give us the wrong impression of what is happening in the world. Therefore it is very important that we learn from an early age how to spot disinformation, know how to deal with it and learn which sources is safe." Solveig Emilie, 15, Norway

"Because young people otherwise do not act carefully enough online. And this can get very dangerous!"

Jana, 17, Germany

"I believe this is like teaching young people how to cross the street. Sooner or later, they will have to do it on their own, so it is better to be taught on how to do it. The same goes for the way we consume (and produce) information through media. That is something inherently relevant on a day-to-day basis. Schools are the best place to teach the right competences to do it well."

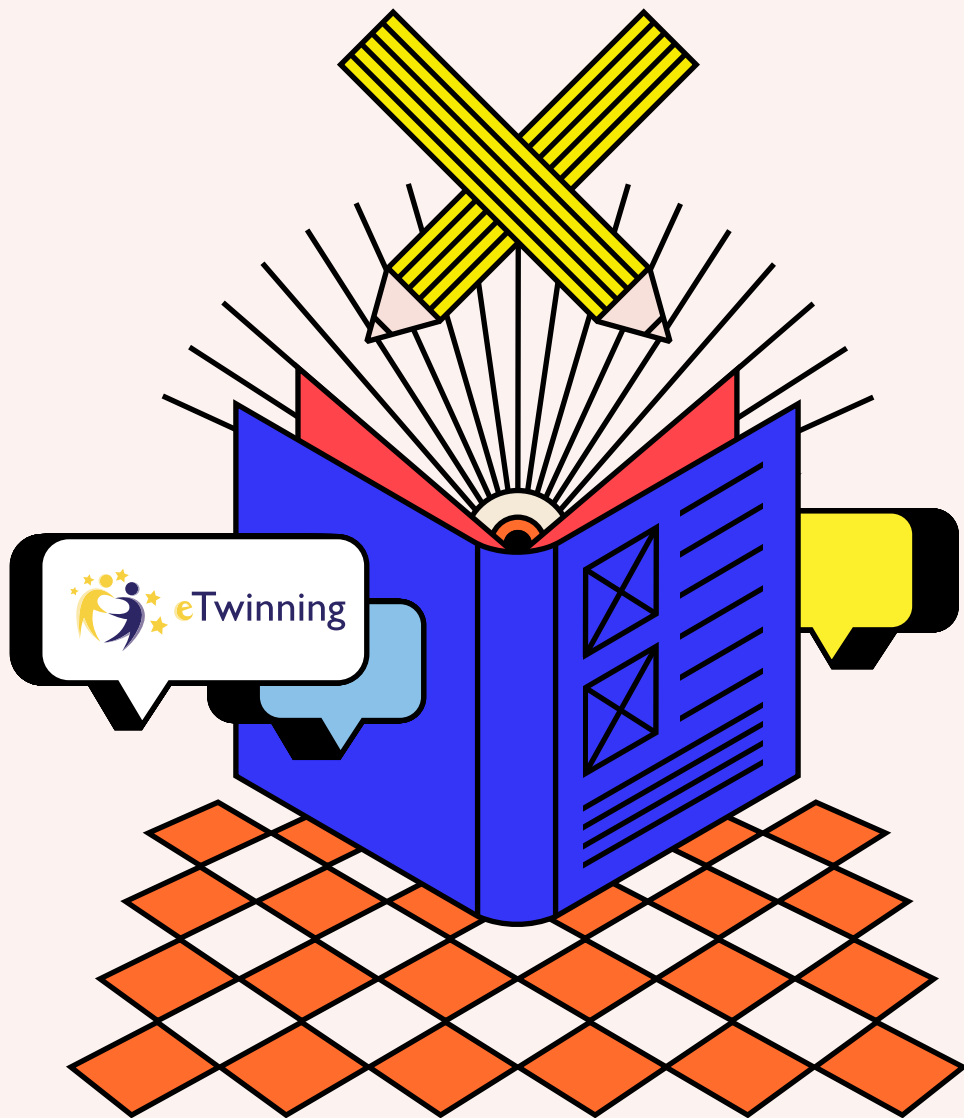
João Pedro, 24, Portugal

"Students are one of the most noticeable presences in online platforms – that is the short answer. Having informed and skilled young people is a huge step in the battle against the creation and spreading of disinformation. But personally, I think there is much more to that question. They have a great influence on many other Internet users (family members, friends, teachers, ...), thus teaching them Digital Media Literacy is inherently making them carriers of that messages in their daily intra- and intergenerational experience and knowledge exchange."

Joana, 16, Portugal

"It's important to know from an early age to be critical enough when being in touch with digital media, whether it is to be trusted or not. Teaching Digital Media Literacy in schools helps kids and young people be aware of it and in the online world overall. It gives you tools to make your own content and be in touch with other people's content."

Frida, 17, Finland



CHAPTER 4

Media Literacy
in eTwinning
through project
work

In this chapter we give the floor to eTwinning teachers who, via their collaborative projects, have taken on the challenge of developing the skills of discernment in their students in all areas of Media Literacy. The project descriptions are set out according to the age levels of the students and cover a wide variety of approaches to the topic.

4.1 Age 0-6



4.2 Age 7-11



4.3 Age 12-16



4.4 Age 16-19



4.5 Vocational Education & Training



ALPHA

This project grew out of the effect of the pandemic process. Preschool children gained proficiency in technology and Media Literacy, while the teachers continued the distance education process in the most efficient way.

Aims:

The Alpha project aimed for more efficient online education. The children were taught about safe Internet use, cyberbullying, Media Literacy and correct use of Web 2.0 tools like LearningApps, Wordart or Jigsawplanet, while teachers also improved their competence in technology. The main goals of this project were to help the children become aware of safe Internet usage and begin to learn the basics of Media Literacy. In this way they were introduced to the digital age by recognising Web 2.0 tools, discovering their talents as children of today – also known as Alpha children and experiencing an efficient distance education process during the COVID-19 pandemic.

Activities:

During the project, the teachers first organised a seminar for themselves with an expert on the theme of Media Literacy and Disinformation. They also developed information sheets for parents about the topic and the children were divided into multi-national teams where they worked on many activities such as designing posters on Media Literacy and Disinformation, a selection of which may be viewed here: <https://youtu.be/kbxf29O28vg> The teachers also developed a simple game in Kahoot where the children had to choose statements about photographs as being true or false, to help them distinguish between real and fake.

Impact:

An educational online games catalogue was developed with several links to Web 2.0 tools. At the end of the project, the results showed that the children use the Internet more consciously and receive digital education in accordance with their age requirements.

Countries:

Poland, Italy, Bulgaria, Serbia, Turkey

Link to Twinspace:

<https://twinspace.etwinning.net/139565/home>

Tools:

Zoom, Adobe Connect, Wizer.me, Mentimeter, Wordart, igloo.games, Chatterpix, Bitmoji, Avatarmaker, Wordwall, Jigsawplanet, Cram, Canva, Google Forms, Kizoa, Padlet, Nearpod, Google slides, Storyjumper, Bookcreator, Genially, Emaze, blogger.com, Tripline, WhatsApp, YouTube, Facebook

CHILD BROADCAST TIME

Child Broadcast Time is a project for those children affected by exposure to TV programmes during the pandemic. During this period, children stayed at home for too long and faced negative influences from TV programmes much more than adults. Children usually do not know the contents of the TV programmes and they do not know which ones are appropriate for them. This project focuses on Media Literacy awareness, media content production and effective use of technology while doing this.

Aims:

The aim of the project was that the children would be able to understand the basics of Media Literacy, particularly in relation to the TV programmes they like to watch. They learned whether a TV programme is suitable for them or not, and their awareness was raised on various media tools and for what purpose they are used. By integrating current Media Literacy into traditional education, the children also developed their social skills. In this way they gained social media awareness and became aware of social media channels and their contents even at this early age.

Activities:

Project activities included getting to know the other members, making a representation of the school, city and region, making a project logo, online meetings, evaluation and dissemination of the project. Essentially the children learned about how TV broadcasting works. They learned to recognise signs relating to TV programmes denoting their suitability for different age groups. With this signs they

created puzzles, quizzes, etc. for their partners. They “produced” a cookery show for broadcasting to their partners: <https://youtu.be/AKv9uiikLWg> Also the children studied what music is suitable for TV programmes for their age group and produced their own musical story, having their first experience with musical instruments.

Impact:

The students were able to adapt their experiences to their daily lives by working collaboratively during the project. In the published e-book of parents’ responses after the project we can see a reported development in the selectivity shown by children when choosing TV programmes to watch: <https://www.ourboox.com/books/cocuk-yayin-zamani-etwinning-projesi-veli-proje-degerlendirme-anketi-childrens-broadcast-time-etwinning-project-parent-project-evaluation-survey/>

Countries:

Turkey, Poland, Lithuania, Romania, Malta, Italy

Link to Twinspace:

<https://twinspace.etwinning.net/141342/homeMalta, Italy>

Tools:

Google Music Lab, TonnyTool

LOOK AT LIFE SAFE AND CAREFULLY

This project tackled the issue of screen addiction, one of the biggest problems for students. It has been revealed by studies that screen addiction causes eye disorders and autistic symptoms, decrease in attention and expression skills from an early age. For this reason, it is necessary to support the use of technology and 21st-century skills at the level required by reducing children’s screen addiction.

Aims:

This project involved teachers, parents and students with the main aim of raising awareness among all these groups about safety on the Internet, useful content, technology addiction and Media Literacy.

The goals of the project included:

- Encouraging the children to enhance their listening, comprehension and

interpretation skills and improve their Media Literacy.

- Improving the children's language skills and reducing their exposure to screens.
- Increasing the participants' awareness of safe Internet issues.

Activities:

Participants were involved in activities based on methods such as discussions, collaborative learning and peer learning. Children-parent education sessions were held on safe Internet contents, the conscious use of technology and on matters decided by the partners. During the project, students worked on activities based on their individual differences, under the guidance of the mentor teacher.

What was most interesting in this project was the extensive training sessions organised by expert educators for the teachers, parents and children involved in the project. In total, 13 project partner teachers, 128 parents and 128 children were involved and even more parents and teachers have been reached, in addition to the project team, by the dissemination works carried out via video-conference. The training sessions included such topics as being a child in the digital world, Media Literacy for young children and the use of technology with preschool children.

A collaborative rap song was created by the children about the games and topics learned during the project. The song was created with the help of their families. Also a virtual exhibition was created using the Emaze tool, making a representation of all the work the children did during the project.

Impact:

The parents in particular appreciated the main message that sometimes media cannot be trusted and that to play traditional games with friends and family can be more fun. Teachers reported that the children became aware that not everything on the Internet is to be trusted and that creative play can take place off line as well as online.

Countries:

Turkey, Azerbaijan, Jordan

Link to Twinspace:

<https://twinspace.etwinning.net/147217/home>

Tools:

Canva, Mozaically, Postermywall, Viva video, Inshot, Piccolage, Kizoa, Padlet, Thinglink, Bitmoji, Chatterpix, Renderforest, Scoompa, Pixiz, Photocollage, Logomaker

SAFE MEDIA SAFE KIDS

In this project, children took the first step in Media Literacy, gaining awareness about the safe use of media.

Aims:

Preschool is a critical period for learning, and children are vulnerable and most affected by the negative impact of all media, from which they need to be protected. Also, it is important to ensure conscious interaction on the part of children with technology, as media have gained a greater place in daily life through the Internet.

Activities:

Children took the first step in Media Literacy by designing project-specific smart signs, writing an original song for the project, creating a public spot-on Media Literacy in early childhood, and engaging family participation with different activities.

The Turkish Radio and the Television Supreme Council also collaborated with this project by preparing relevant documents and taking advantage of their Media Literacy experts. In each school the children created their own Media Literacy Centres and even organised a Media Literacy Festival towards the end of the project. They learned how to design a digital game and how to use a microphone with different effects on platforms such as Zoom. They also learned about faking photographs and played games of spotting the fake. The results of the project are summarised in an e-book: <https://online.fliphtml5.com/qwzaz/ujpg>.

Impact:

The project stimulated pupils to develop an awareness about the negative effects of media over-exposure, consumption-oriented information pollution, and exposure to intense, continuous and excessive stimulation. Through the various project activities, the children participating in the project had a change in their behaviour, they became more aware and reflective about what they were doing online. In addition, the increased awareness of parents and teachers in terms of Media Literacy and safe media use helped the children to display the knowledge and behaviours they learned in different environments.

Countries:

Turkey, Azerbaijan, Romania, Poland

Link to Twinspace:

<https://twinspace.etwinning.net/152628/home>

Tools:

Interactive boards, computers and Web 2.0 tools

ETWINNING KIDS TV

eTwinning Kids TV is an international project designed for preschool children. Today, almost every child uses media and technology and pupils' families do not have enough information about their correct use.

Aims:

It is known that the media have effects on children's cognitive, social and psychomotor development. Today almost every child uses media. Television is one of the preferred media for children. Informing and raising awareness of parents and preschool children about Media Literacy contributes to children's cognitive and social development.

This project aimed to raise the awareness of children, parents and teachers about Media Literacy, and make them more conscious when using television, which is still the most preferred medium.

The activities were aimed at informing families and also kids about Media Literacy, raising awareness and guiding them to create safe TV programmes for their peers.

The project also aimed to increase children's knowledge about Media Literacy in order to develop their sense of responsibility and raising aware of similarities and differences between cultures.

Activities:

Among the project activities developed by the teachers was the construction of a mock TV studio. After a discussion with the children and their parents the children helped to prepare TV studios and materials such as microphones, cameras, TVs, remote controls, etc. out of waste materials (the schools are eco-schools). They then developed their TV programmes including materials on sport, music, or cartoons. The children then discussed their favourite cartoons and discovered which were the most popular in their country and why. In transnational teams they prepared to make their own version of their favourite cartoons. They learned about

the warning signs on cartoons such as the sign for "includes violence" and produced a one-minute video where they talked about their favourite cartoon. The entire project outcomes may be viewed here: <https://etwinningkidstv.weebly.com/>.

Impact:

At the end of the project, the parents and children developed awareness of the content broadcast by television and were more sensitive to what is suitable material and what is to be avoided. The teachers reported that children and parents gained awareness of Media Literacy and became more selective about TV warning signs, TV watching times and TV programmes.

Countries:

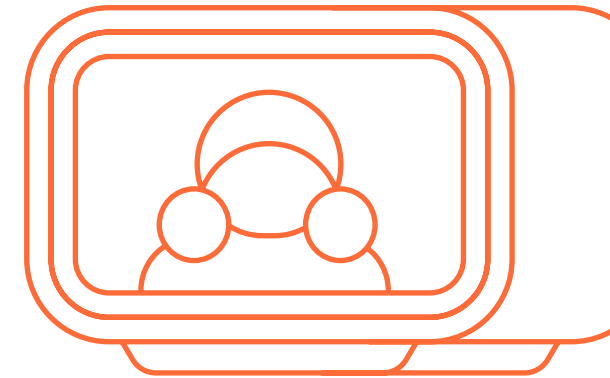
Turkey, Spain, Serbia

Link to Twinspace:

<https://twinspace.etwinning.net/99196>

Tools:

Google Music Lab, Little Chef, LearningApps, Jigsawplanet





NORTH EAST WEST SOUTH = N.E.W.S.!

In this project, the students were journalists, editors and photographers who worked together in national and international teams to create an international magazine and to explore the world of news.

Aims:

The aim of this project was to increase student awareness about the making of a newspaper or magazine, about the rules to follow when searching for materials on the Web and what to pay attention to when looking for valid information.

Activities:

The project followed very well-designed steps:

- 1) Students met a professional journalist prior to starting their work and, under his guidance, collaborated in international teams to create three issues of an online magazine. Some articles were published in a local newspaper of the partners' towns.
- 2) After writing each issue, students interviewed the young journalists of a partner school to deepen their knowledge about the content of the partners' articles.
- 3) On the occasion of Safer Internet Day 2021, the partners organised an event on eTwinning live. Students were introduced to the idea of fake news and became aware of the difference between true news and fake news and how to detect disinformation. They had to produce their own fake news articles which may be seen here: <https://wakelet.com/i/invite?code=735e7b6>
- 4) At the end of the project, the best articles were chosen and featured in a video clip. Finally, the best articles were published on a local newspaper in the partners' towns.

A very interesting activity was the "Interview the Reporter" task, when students could ask questions to satisfy their curiosity about their partners' article. The final outcome of the project was the international online magazine including 30 articles from 30 partners.

Impact:

Students became conscious of the huge work needed to create the issues of the magazine and of the importance of providing valid and grounded news, avoiding disinformation or culturally biased content.

Countries:

Albania, Croatia, France, Greece, Italy, Poland, Portugal, Republic of Moldova, Romania, Spain, Turkey, Ukraine

Link to Twinspace:

<https://twinspace.etwinning.net/114711/home>

Tools:

Symbaloo

YOUNG JOURNALISTS OF TODAY – RESPONSIBLE DIGITAL CITIZENS OF TOMORROW

This cross-curricular project was created to encourage students' critical thinking and prepare them to be responsible digital citizens.

Topics such as trivial content, stereotypes and low-quality information were addressed and analysed.

Aims:

This cross-curricular project aimed to encourage students' critical thinking and prepare them to be responsible digital citizens. The project is based on a mutual belief that as teachers we shouldn't just watch our students spend time on their smartphones consuming very often trivial content on YouTube. Those contents are also full of stereotypes, especially towards "acceptable" appearances and have low production standards and aesthetic levels, and the language which is used by YouTubers is not in accordance with literary standards. The aim is to address this during the project

The project was originally based on an established Erasmus+ KA229 project, which gathers schools from Croatia, North Macedonia, Serbia, Romania and Spain, and then expanded its scope by including additional partners through eTwinning from Italy, Ireland, Cyprus and Turkey.

Activities:

As a preparation for the project some of the teachers took part in an online training on Media Literacy and journalism. The materials and approaches learned during this course formed the basis of the project activities. During the project the students learned to write articles in different journalistic styles. They then published and exchanged articles related to topics like local news, students' achievements, civic and media education. Using virtual meetings and workshops, students gained the necessary basic skills needed to design and write for a newspaper, including journalistic ethics. After this induction training, the students suggested possible topics for articles and started to draft articles, with the help of mentors. At the end of the project the students voted on the best articles which were included in an e-book: <https://shared.kotobee.com/#/book/22220>

Impact:

Through the active creation of media content (like an e-book or more than 70 articles) and reading of student texts, the students became aware of the difference between manipulative media content and content created for the purpose of information, education and entertainment. They also increased their digital skills and the ability to collaborate and have developed an interest in active digital citizenship. Participation in the project has also developed their intercultural competencies and encouraged them to be open-minded, empathetic and accepting towards different cultures.

Countries:

North Macedonia, Croatia, Serbia, Romania, Spain, Italy, Ireland, Cyprus and Turkey

Link to Twinspace:

<https://twinspace.etwinning.net/100169/home>

Tools:

WordPress, Weebly, Google Sites, Zoom, Skype

24 HOURS – 24 STUNDEN

This project dealt in a variety of ways with the use of media by students, their interaction with other peers and netiquette. During this project, the students faced various challenges and reported how difficult it was for them to stay without a mobile phone.

Aims:

The project aimed to give the young people the opportunity to reflect creatively and critically on their predominantly digital world which had become more dominant in their lives due to the pandemic. In particular, the idea was to make them reflect on how much they depend on the use of their mobile phones.

The theme of the 68th European competition "Digital EU – and YOU?!" gave the children and young people the opportunity to reflect creatively and critically on their predominantly digital world.

Activities:

During the project the students reflected on their "media diet". They took part in the activity "24 hours without" where they had to give up the use of their phones for 24 hours. For that, the teachers developed a series of questionnaire designs to examine how the students use their smartphones, their favourite apps, how often they consult their phones in a day and how they would feel without them. Reflecting on the results of the survey in transnational discussions the students became aware of the patterns of their behaviour. In the next stage of the project they were encouraged to think about the opportunities offered by a reality without digital media and Internet. Working on this they wrote collaborative stories, created cartoons and videos, and imagined what life without a phone could be like for them. The students developed collaborative stories and published them as short e-books or videos. They also engaged in developing an alphabet of Internet-free activities and created a tale about the adventures of a mobile phone, which may be viewed here https://videos.simpleshow.com/iZYUozZlt4?fbclid=IwAR1lmkfhv33g8brm8QMYUaKkZoX8xLYSg4B6kq-IFF_qD4B0Lar6yUVcil%2F Parents were also involved in the project with several questionnaires about their "media diet".

Impact:

The project encouraged the students to reflect on their media consumption and alternative possibilities of a daily routine without a mobile phone. At the end of the

project all the students involved had a good idea of their usage and had learned to take part in alternative activities which did not include mobile phone usage.

Countries:

Portugal, Germany

Link to Twinspace:

<https://twinspace.etwinning.net/95044/home>

Tools:

Madmagz, ToonyTool, Makebeliefscomix, Padlet, Adventmyfriend, Wordart, Issuu, Kinemaster, Artsteps, Answergarden, Mysimplideshow

ALL ABOUT DIGITAL

We live in a digital age and, during the pandemic, young people of every age increased their use of technology. This project was created to raise awareness in young students about their digital life, their consumption of information, their Internet safety, cyberbullying and the impact of Internet abuse on their health.

Aims:

The aim of the project was to allow students to take their first safe steps in the digital world and help them recognise how to evaluate media content.

The main activities focused helping the students to acquire knowledge about the workings of the Internet and develop Internet skills by analysing and evaluating media content. Introductory activities enquired about what technology and Internet mean for students. Activities also included lessons and a webinar with an ICT teacher about Internet safety. Students then created safe nicknames and passwords, played digital games, participated in an online live Kahoot together with their teachers, created a collaborative brochure about Media Literacy featuring the pros and cons of media content.

https://www.canva.com/design/DAEWD7eLGHQ/share/preview?token=X0PYk-PJWWMXiXBgxb54MVw&role=EDITOR&utm_content=DAEWD7eLGHQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton#1

Then students searched for and designed a dictionary of digital words.

The project also evaluated various media such as books, newspapers and magazines, advertisements, cartoon movies and collected their findings in a collaborative Padlet.

Students also learned about the importance of digital footprints and created their digital footprints with the information they found by googling their names. At the end of the project students prepared collaboratively and signed an agreement about a safe use of the Internet.

Impact:

The project made students more careful when they spend their time online and more conscious about the risks of the Internet. They saw their peers facing issues when they were online, thus giving them the courage to take action when facing Internet safety issues or cyberbullying.

Students also learned that every child must be aware of Internet safety and standards no matter their age.

The project also involved parents who learned how to guide their children when they are online and how to tackle the effects of computer and smart phones abuse.

Countries:

Turkey, Romania, Italy

Link to Twinspace:

<https://twinspace.etwinning.net/152784/home>

Tools:

Canva, Postermywall, Milanote, Wakelet, Voice toner, Chatterpix, My doll face, Voki, Genially, Padlet, Learning apps, Kahoot, Oodlu, Educandy, Jigsawplanet, Storyboardthat, Makebeliefcomix, Birddessines, Wordart, Mentimeter, Tricider, Answergarden, Inshot, Animaker, Book creator, Storyjumper, Grcodegenerator.

ENJOYING CODING

The project “Enjoying Coding” encouraged partners to learn and increase their passion for coding.

Aims:

This project aimed to develop the students’ understanding of what is involved in coding and how coding forms the backbone of all computers and the Internet.

Activities:

The project was based around teachers preparing their students to take part in EU Code Week, and as a preparation the teachers enrolled in the MOOC “Basics for Schools of Artificial Intelligence (AI),” offered by EU Code Week. The students learned how to decipher codes and how to break down pixelated pictures, During the eTwinning Spring Campaign on Media Literacy the activity was to create a “fake” pictures quiz on Kahoot and challenge their partners to find the fake (this activity is described in detail in Chapter 6).

As an output the teachers created a specific page on the project TwinSpace where they collected and shared original lesson plans to be used for coding.

Impact:

In this project the students developed problem-solving skills and critical thinking. They became familiar with programming language and raised their interest in coding. And as an extra, they learned the correct use of computers and tablets.

Countries:

Slovenia, Poland, Italy, Portugal and Spain

Link to Twinspace:

<https://twinspace.etwinning.net/122478>

Tools:

Photoshop, Digital photo frame, Kahoot, Google Forms



LITERATE-TWINNERS

This project focused on the safe and conscious use of media and Internet by the participating students.

Aims:

The Project is about Media & Social Media Literacy and Disinformation. The main aim is for students to learn to be safe and conscious about the use of the Internet. For this they need to learn the necessary vocabulary about Social Media Literacy and some basic Web 2.0 tools, make presentations in a foreign language and gain social and civic competences by means of DigComp 2.1. The goal is to integrate Social Media Literacy into the curriculum and to raise students’ awareness about Social Media Literacy, disinformation and Internet safety.

Activities:

In this project – under the guidance of their teachers – the students were first introduced to the European Digital Competence Framework and, using this as the basis, they worked on activities based on the main areas of the Framework. The students researched materials on Media Literacy and presented the outcomes of their work to their project’s partners. All the project members gathered online every Saturday evening to listen to the presentations of the mixed country teams. The Content and Language Integrated Learning (CLIL) methodology was used effectively in this project. The students also prepared booklets, posters and public service advertisements both in their mother tongue and in English. By preparing their tasks in their mother tongues, they aimed at reaching other stakeholders in their schools and even in their countries. Finally, partners were divided into teams and the students wrote stories about Media Literacy and disinformation. Pupils learned key topics about Media Literacy, disinformation and threats of media and social media including illegal and fake news/content, exclusion, cyberbullying, social pressure, digital footprint, security online, copyright infringement and netiquette. The result of partners’ activities is collected in an e-book which includes dozens of short stories on media and social Media Literacy. They also created a common booklet on Media Literacy: <https://online.fliphtml5.com/lwuyyp/kjmi/#p=1>

Impact:

The project allowed partners to study and learn the vocabulary centred around Media and Social Media Literacy and encouraged students to become familiar with some basic Web 2.0 tools. The project also raised students' awareness of Media Literacy, helping them to gain social and civic competences and get ready for the new literacy needed for living and working in the 21st century.

Countries:

Turkey, Tunisia, Azerbaijan, Spain, Croatia, Serbia, Portugal

Link to Twinspace:

<https://twinspace.etwinning.net/144132/home>

Tools:

Google Docs, Google Forms, Google Slides, Pinup, WordArt, Tricider, Calameo, Canva, Zoom, Blogspot, Microsoft Teams, Removebg, Pixton Edu, Kahoot, Thinglink, School Map, Quik, Padlet, Animoto, Biteable, Weebly, Powtoon, CalendarLabs, Mosaically, Menti, Cram, Educandy, Socrative, Makeit

FAKETASTIC

Fake news, post-truth and alternative facts are three buzz terms that seem to sum up this strange time we live in. Fake news has not just been around since the Internet and smartphones; rather, it has always been with us. In this project the students dive into the world of manipulation and make up a faketastic story in which they imagine the fake news of the future.

Aims:

This project was designed to introduce students to the notion of fake news and teach them strategies to become better and more critical readers. The project dealt with disinformation in the social media, real/fake images and videos as well.

Activities:

The students were introduced to the character of "Baron Münchhausen" who is a good example of a person who delivers misinformation with his fake stories. After reading the novel Baron of Liars, the students in transnational teams created

"faketastic" stories for everyone in which they imagined the fake news of the future, as if they were told by the Baron himself. The storybook title was "Münchhausen's new clothes" as a reference to Münchhausen's new stories written by their project team. At the end of the project, students focused on the rights and responsibilities of writers in terms of copyright and dived into the world of manipulation by creating a maze game with fake Twitter posts and images. Various pedagogical approaches were implemented in this project such as flipped classroom in each module and game-based learning with different tools and resources. Also, scenario-based learning techniques were used: students imagined living in the year 3050 and wrote short stories in transnational teams. The main outputs of the project were the storybook and an adventure style game with fake Twitter posts and stories created by the students, and even a maze game where students had to avoid false information and know what is real based on their instinct.

Impact:

The students learned a lot in this project about what is real and what is fake and how to spot the difference. Their critical skills were developed and they felt more confident at the end of the project in being in command of their digital world. The teachers recorded two very interesting videos in which they reflect on the outcomes of the project for their students:

<https://youtu.be/-OQnrRQHV0U>

<https://youtu.be/Nf1a6LkuPp0>

Countries:

Germany, Turkey

Link at Twinspace:

<https://twinspace.etwinning.net/125385/home>

Tools:

Padlet, Facebook, Twitter, Quizizz, Doozle, Genial.ly, Google Slides, Zoom, Canva, Imovie, BBC Academy Resources

INFLUENCED

Aims:

Nowadays, influencers have a big impact among young people. That is why this project has been created: to examine how Internet content can influence our opinions, decisions and lifestyles, and suggest conclusions for the lives of the students.

Activities:

After reading an article about the top ten influencers and researching the concept of influencing, the students designed a presentation about them and added other influencers who were important to them. The students also researched how the Internet can affect people and, for this, they created a “glossary of terms” and a collection of texts that reflected their personal experiences. They also reflected on the influence of the Internet on democratic participation. They collaboratively created lots of products including an e-book. They shared their personal experience and learned how and by whom their life is influenced.

Impact:

Students were encouraged to improve their critical thinking when dealing with media content and the influencers they follow. At the end of the project, apart from the newly acquired and improved intercultural, digital and foreign language skills, they created products collaboratively, which demonstrated a high level of creativity and critical thinking. One student made the comment that “I was a bit shocked when I realised how much the Internet influences me and many other people every day. Many of us couldn’t live without it anymore.”

[You can discover more about this project here](#)

Countries:

Lithuania, Italy, Germany

Link to Twinspace:

<https://twinspace.etwinning.net/70666/home>

Tools:

Adobe Spark, Sutori, Classtools.net, Issuu, Google Docs, Google Slides, Google Forms, Padlet, Makebeliefscomix, Memegenerator, Tricider, Dotstorming, Answergarden, Kizoa

ART AUTOGRAPHS 2021

Aims:

The aim of this project was to help student learn what art fakes and art memes are, against a wider study of contemporary art. How do high-quality, correct memes relate to art? Do people know memes based on art better than the original source? How can students discriminate between real art pieces and fakes?

Activities:

For one year, students aged 10 to 17 linked this project with their study materials of culture and art. Activities included the creation of art-works on the basis of personal associations on the creativity of artists, the design of samples based on culture and artistic heritage, research on the life and work of artists from different countries, and the formation of a respectful attitude to the acquisition of various cultures of the world. The students conducted research on famous influencers, created a glossary of terms related to online behaviour, created a collaborative e-book Modern Art Simplified. In addition, they made several films, eTwinning live events on spotting memes and fakes.

Impact:

The students certainly improved their critical skill and, by studying the world of art and art fakes, understood that every image has to be critically appraised in terms of context, main message and underlying motivations.

Countries:

France, Greece, Turkey, Ukraine

Link to Twinspace:

<https://twinspace.etwinning.net/116982/home>

Tools:

Graasp, Minecraft, Blender, GeoGebra, Emaze, Tricider, Survey Monkey, Mentimeter, Padlet, Thinglink, Genial.ly, Calameo, Blogspot, Adobe Spark Post, Pixlr, Tuerchen, Kahoot, LearningApps, Linoit, Sway, Seesaw, Toytheater, Sutory, Wizer.me, YouTube, Stop Motion Studio

WEBA (WEB-ACADEMY)

The project investigated Web 2.0 online educational environments and how they can support teaching and learning online.

Aims:

The project aimed at improving students' knowledge of and skills in using Web 2.0 tools more effectively and in avoiding the dangers implied in a digitalised world.

Activities:

In this project, the students who were away from schools due to the COVID-19 pandemic were empowered to create course content using Web 2.0 tools to support their lessons and activities. Students face various dangers in a digitalised world and, for this reason, they created original and educational products on the topic of "Media Literacy and Disinformation" with all the Web 2.0 tools they had become familiar with: online stories and competitions, concept maps, lesson slides, measurement and game tools. These contents were disseminated throughout the schools involved in the project. The products were related to topics like discoveries and inventions, cultural heritage, school subjects, nature and environment, and at the end they made presentations to their partners and to the local community.

Impact:

Students increased their digital competencies and received online education with different project activities to become more conscious of Internet safety. They also gained a lot of information on Media Literacy and disinformation and created a book about "Media Literacy and disinformation with the use of technology": <https://read.bookcreator.com/A38pys632fUAYyVim907yyocfyf2/tElggLfdQ86G-s6l8OmPGOg>

Countries:

Turkey, Lithuania, Poland, Bulgaria

Link to Twinspace:

<https://twinspace.etwinning.net/122869/home>

Tools:

Computer, mobile phone, video camera, tablet, voice recorder, television. Web 2.0 tools: Padlet.com, LearningApps.org, Quizizz.com, Canva.com, Spiderscribe.net, Jigsawplanet.com, app.bookcreator.com, Google Slides, Google Forms, Google Docs, Storyjumper.com, Linoit.com, Blogger.com, Mentimeter.com, SurveyMonkey.com

**COVERING COVID -19 THROUGH DIGITAL MEDIA LITERACY**

This is a project which used the COVID-19 situation as a means to develop Media Literacy skills in the students involved.

Aims:

With the whole planet thinking and acting in the same way due to the COVID-19 pandemic, this project had the aim of making students aware of the reasons for and the consequences of the pandemic, especially in the area of disinformation in the news and so help them to increase their Media Literacy.

Activities:

The students learned to use Web 2.0 tools by making infographics on Media Literacy using Canva and presenting them for their peers. The process included cultural exchange among students during the online meetings alongside the project. An e-book on "Coronavirus: how bad information can go viral" – <https://read.bookcreator.com/zKZ3ZsUA1Eg71glCyoalnxELgYr1/OaodmG6MShSev3D-89Zeww> was produced collaboratively by the project partners. This was used as the basis for transnational discussions to help raise the students' level of awareness of the very diverse impact of the virus in different fields and contexts, especially in relation to media coverage and misinformation, but also to such other topics as climate change.

Impact:

Students learned about the importance of concentrating on Digital Media Literacy as a key tool to build resilience towards health-related misinformation related to the COVID-19 pandemic. As a result, they became more resilient in the face of the onslaught of everyday media coverage of the pandemic.

Countries:

Azerbaijan, Jordan

Link to Twinspace:

<https://twinspace.etwinning.net/114852/home>

Tools:

Microsoft Teams Platform, Padlet, Canva, Bookcreator, StoryJumper, Quizizz

ART AUTOGRAPHS 2021

Media Literacy includes the practices that allow people to access, critically evaluate and create media. This project promoted awareness of media influence and created an active stance towards both consuming and creating media.

Aims:

The project aimed to develop the skills needed to critically analyse messages broadcast via various media sources. The goal was to improve students' digital skills and help them develop a general media capability and increase their creative skills in making their own media messages and also fight against fake news.

Activities:

As the project was about Media and Disinformation, one of the main activities was to introduce Web 2.0 tools to students. The students researched the vocabulary on the Internet and media and produced a glossary of common terms: <https://online.fliphtml5.com/rlouv/gfsj/>. They also carried out some social experiments to study how disinformation spreads and affects people using four different approaches: creating and using fake photographs, photomontage, online tools for creating false news, or making a video. This is the e-book they produced on this topic: <https://read.bookcreator.com/kYAGFuZpV3YZczRWVWNHsgX2Zb82/JoYR0ejb-TZqecnOCloKTZO>

Impact:

The final evaluation of the project showed that the activities the students were involved in and the products they created increased their Media Literacy awareness. The project enabled the students to gain new skills such as critical thinking, problem solving, collaboration, communication and leadership skills. The students can now analyse information and different kinds of media and also create their own media. As a result they have become more conscious and cautious digital users.

Countries:

Turkey, Romania, Ukraine, Georgia, Lebanon, Croatia, Serbia

Link to Twinspace:

<https://twinspace.etwinning.net/123681/home>

Tools:

Google Forms, Kahoot, Quizizz, Blooket, Mentimeter, Canva, Postermywall, Thinkercad, Google Docs, Zoom, Wakelet, ToonyTool, Kapwing, Kizoa, Quizle

DIGITAL BRIDGE!

With the digital age, new risks and critical areas threaten young students. This project deals with Internet and social media addiction, cyberbullying, fake news and lack of preparedness for involvement in a digital culture with the attendant risks, such as violation of online privacy, data security, fraud and other related issues.

Aims:

This project was set up to help students become better digital citizens and be aware of cyber risks, and to improve their Media Literacy and digital literacy skills.

Activities:

The students worked in transnational teams and created many outcomes including this quiz on the aims of people creating fake news: <https://view.genial.ly/6070c7d6a838df0d7dd3126b/interactive-content-bricks-quiz>.

The students were also introduced to the concepts of copyright and fair use of intellectual property and created a follow up quiz on the topic. <https://view.genial.ly/6070c7d6a838df0d7dd3126b/interactive-content-bricks-quiz>

The partners developed a digital citizenship dictionary, including logos, posters and tutorials and produced a series of newsletter on Media Literacy, one of which may be seen here: <https://www.flipsnack.com/digitalbridge/copy-of-digit-l-bridge-march-activities-bulletin.htm>.

During the project, students created an **e-Magazine** on "safer Internet".

Impact:

The final evaluation of the project shows that the students' digital competence

improved and that they are more motivated to be conscious of what they read, see and do when they interact with media.

Countries:

Turkey, France, Italy, Spain, Croatia, Greece, Ukraine, Tunisia, Lithuania, Poland, Georgia, Romania

Link to Twinspace:

<https://twinspace.etwinning.net/151244/home>

Tools:

Renderforest, Flipgrid, Bitmoji Virtual Classroom, Google Slides, Responsters, Thinglink, Blogger, Wix, Tricider, Wordartcloud, Google Spreadsheet, Voki, Calameo, Bitmoji, Chatterpix, Pictrama, ToonyTool, Pixton, Bighugelabs, Meme Generation, Google Forms, Genially, Emaze, Prezi, Canva, Postermywall, Flipxpress, Quizlet, Quizizz, Kahoot, Learning Apps, Zumpad, Storyboard, Sli.do

MONO-LOGOS

The title of the project builds on the word “monologue”, a discourse generated by a single person and addressed to a single or several receivers. Although there are several types of monologue, this project concentrated on comic monologue to address topics including Media Literacy and critical thinking.

Aims:

In Mono-logos, students presented and discussed the issues of present society from a humorous point of view. The intention was to trigger a reflection about these issues, leveraging on people’s sense of humour, thus stimulating critical thinking. The aim was to increase students’ inclusiveness, cooperation skills and awareness of controversial and difficult issues.

Activities:

The pupils, in international mixed groups, dealt with a topic: COVID-19, gastronomy, dystopian literature, environment, foreign words, Media Literacy or women & equality. Here is an example of an activity in Media Literacy <https://view.genial.ly/5fc>

[c2b9d185a0d0d977ca3ae/presentation--media-literacymono-logos-etwinning-copia-copia-copia-copia](https://www.youtube.com/watch?v=c2b9d185a0d0d977ca3ae/presentation--media-literacymono-logos-etwinning-copia-copia-copia-copia).

Once the topics were discussed, each group scripted and performed a comedy monologue and later participated in debates. In addition, all students involved in the project participated in international campaigns related to the topics of the project. This included hearing-impaired students who used sign language in their videos. As well as recording monologues for each topic the students also delivered digital items such as newspapers, magazines, comics, posters and presentations about the different topics. An overview of the media coverage of the project can be found on this page.

Impact:

The students involved certainly improved their linguistic skills both orally and in writing. Their critical analysis skills also improved and the teachers felt they understood the reality of the work in a deeper way.

Countries:

Spain, Bulgaria, Ukraine

Link to Twinspace:

<https://twinspace.etwinning.net/123528/home>

Tools:

Tiktok, Flipsnack, Calameo, Genially, Google Slides, Mentimeter, Linoit, Google Forms, YouTube

SOCIAL MEDIA CULTURAL DEGENERATION

This project addressed the negative effects of social media, which, coupled with a pandemic, affected teenagers’ behaviour. When social media are students’ main way of experiencing reality, one of the consequences is called “cultural degeneration”.

Aims:

This project had four main aims:

- To research and define the advantages / disadvantages of Social Media
- To research the term “cultural degeneration”
- To build up social awareness of our current culture
- To learn how to use the tools of the Internet in an effective way

Activities:

The students engaged in a wide variety of study activities including researching social media, the concept of cultural degeneration and the interaction between the two. They also studied social media addiction, the challenge of cyberbullying, disinformation and what is involved in a digital footprint. They displayed their knowledge through quizzes and poster creation and in a number of e-books. One of the main outcomes was a cartoon video designed by all the students about social media addiction.

Impact:

In the evaluation of this project the teachers expressed the opinion that both they and their students benefited in many ways from their participation. The teachers became much more aware of social media offerings and the dangers hidden there. The students also became aware of some of the negative aspects of social media and addiction. They became more aware of how media can affect culture bringing everything down to what is deemed an “acceptable” approach by social media gurus. They became adept in the use of Web 2.0 tools, and learned to be sceptical about news and how to investigate what is true and what is not.

Countries:

Romania, Turkey, Tunisia, Poland, Albania, France, North Macedonia, Serbia

Link to Twinspace:

<https://twinspace.etwinning.net/117668/home>

Tools:

Canva, Renderforest, Animaker, Chatterpix, Kahoot, Scrumbl.ca, Genially, Storyjumper, Padlet, Linoit, Toontastic



4.5 VOCATIONAL EDUCATION AND TRAINING

FIND THE TRUTH IN THE VIRTUAL WORLD

This project topic came about due to the risks that new communications tools can pose for children and young people, when mobile technology has developed rapidly and new media tools have entered our lives. With social networks, new media tools have moved to the centre of our lives. New communication tools also pose some risks especially for children and young people; therefore it is very important for them to learn how to analyse, evaluate and interpret the messages on social media correctly.

Aims:

The aim of this project was to raise students’ awareness of the risks posed by social media. They also had to learn the concept of information pollution and how to access real knowledge.

Activities:

The project was student-centred and students were involved in decision-making processes on the topics of the project and were divided into international school teams for interdisciplinary work. The students designed interactive images, studied the notion of caricature and created their own. They also created a Media Literacy dictionary and wrote a series of acrostic posters which they published in an e-book: <https://online.fliphtml5.com/oxkts/sjuc/#p=1>. They created a very informative brochure for families to raise their awareness of how to behave on the Internet. In addition they prepared videos and organised webinars for one another on various aspects of Media Literacy.

Impact:

According to the evaluation carried out at the end of the project, the students learned how to analyse, evaluate and interpret social media messages correctly, and increased their Media Literacy skills. They certainly gained confidence in the use of online tools and developed soft skills such as team work, collaboration and presentation skills.

Countries:

Albania, Bulgaria, Georgia, Croatia, Italy, Portugal, Ukraine, Romania, Spain, Turkey

Link to Twinspace:

<https://twinspace.etwinning.net/158648/home>

Tools:

Canva Renderforest, Webyly, Genially, Learning Apps, Animoto, Padlet, Google Forms, SurveyMonkey, Mind Meister, Certificate magic

YOUNG EUROPEAN ENTREPRENEURS (YEE)

This project aims to make students aware of the influence of current European trends such as “sustainability”, “digitalisation” and “cultural diversity” and learn about the impact of COVID-19 on entrepreneurship, consumer behaviour and the world of work.

Aims:

The aim of the project is to focus on the importance of the currently relevant megatrends “sustainability”, “digitisation”, “cultural diversity” and “COVID-19” for social interaction in Europe. In this way, the aim is that the students will examine the effects of these megatrends on entrepreneurship and the working world and become active as entrepreneurs themselves. In doing so, it is hoped they will develop a sense for sustainable economic activity an increasingly digitalised European marketplace.

Activities:

The students in this project acted as entrepreneurs, developed their own business and product ideas and reflected the experience gained in an annual report. The first step was for the students to analyse the current needs in the participating countries and in doing so they become aware of cultural diversity. From this, they created their own model company with a corresponding product range. After that, they carried out advertising campaigns aimed at an international market and managed the sales process in the online spaces (their TwinSpace). By doing this they became aware of the importance of media content, of creating a robust product concept and the techniques needed for a successful advertising campaign. They also created a job opportunity in their companies and learned how to apply and present themselves in the best way possible, Their final outcome was the production of a company

magazine. Students and teachers have been encouraged to collaborate and create effective synergies, learning from one another, while studying and working in inclusive international contexts.

Impact:

Reflecting on digital technologies, so relevant in their ongoing distance learning experience, the students have realised how crucial Media Literacy is in the development of a product concept and an ethical approach to advertising. The results of the project evaluation show that students working together, meeting and appreciating cultural diversity, goes way beyond any national vision and makes it possible to boost the development of European citizenship.

Countries:

Italy, Germany, Turkey, Portugal, Ile de la Reunion - France, Czech Republic, Poland

Link to Twinspace:

<https://twinspace.etwinning.net/119802/home>

Tools:

Padlet, iMovie, Google Earth, Genial.ly, Google Docs, Google Maps, WordClouds, Flipsnack, Google Sites, Google Sheets, Google Slides, Microsoft Teams

LANGUAGE, MEDIA AND CULTURE

The relation of language and media is the way we share human values, realities and behaviours of a social group. It is the way we share the culture of that social group. In the modern world, to inform, educate, entertain and share cultural values we need both – language and media, as well as another aspect of culture – Internet culture, which has already greatly impacted how we interact with one another.

Aim:

The aim of the project was to help students understand that language, media and culture connect with one another. Understanding this connection will not only help students appreciate the role of media in their lives but also help them be more informed citizens, more savvy consumers, and eventually more successful workers, by improving their competences and skills enabling them to live and work in modern society.

Activities:

During this project, the students developed their self-expression with creative and effective messages, like designing and creating personal avatars. Activities including public speaking and story-telling, even recording themselves while presenting a story. They participated in a role-playing activity where they carried out a series of interviews of famous people which they recorded on video. They then edited the video to present the concepts in the most attractive way. They learned that videos can be manipulated and the messages of people can get garbled.

Impact:

The students developed many different skills: how to put messages across clearly and succinctly in both their mother tongue and a foreign language. They improved their skills related to verbal and nonverbal communication, as well analysing both written and visual communication. Students also improved their communication skills to make effective connections and relationships with others.

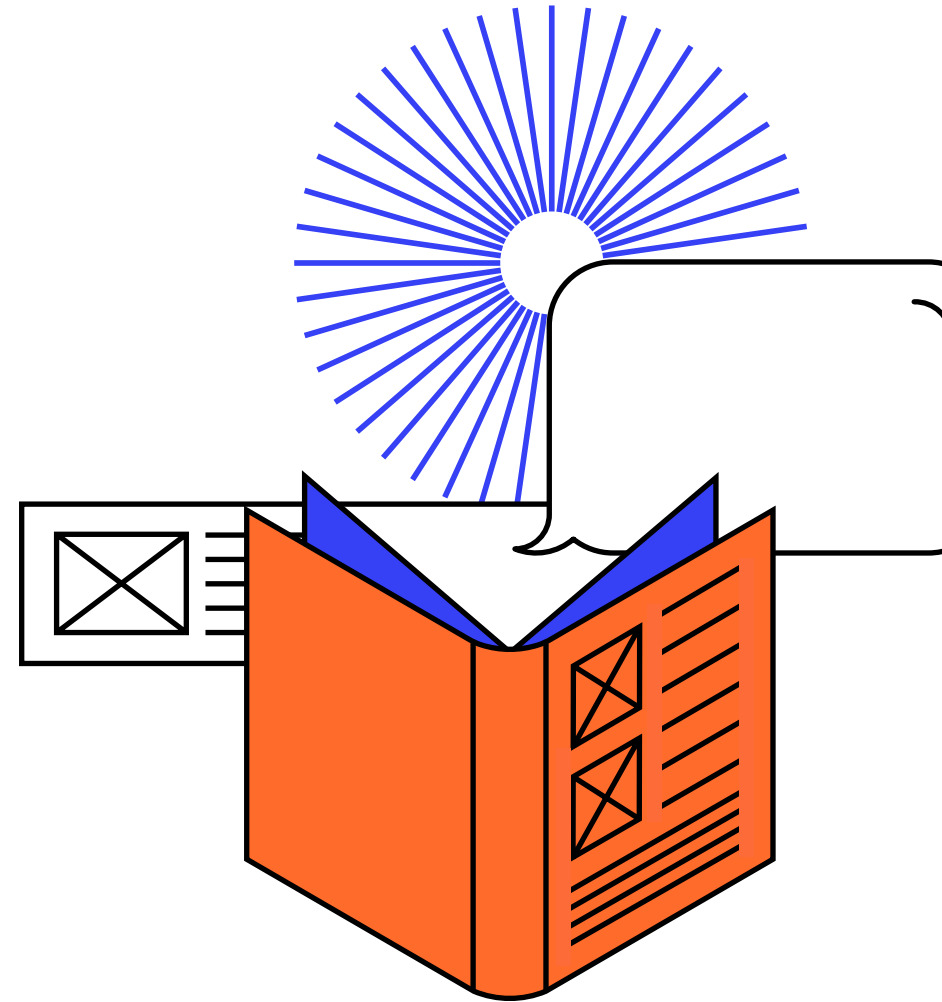
Countries:

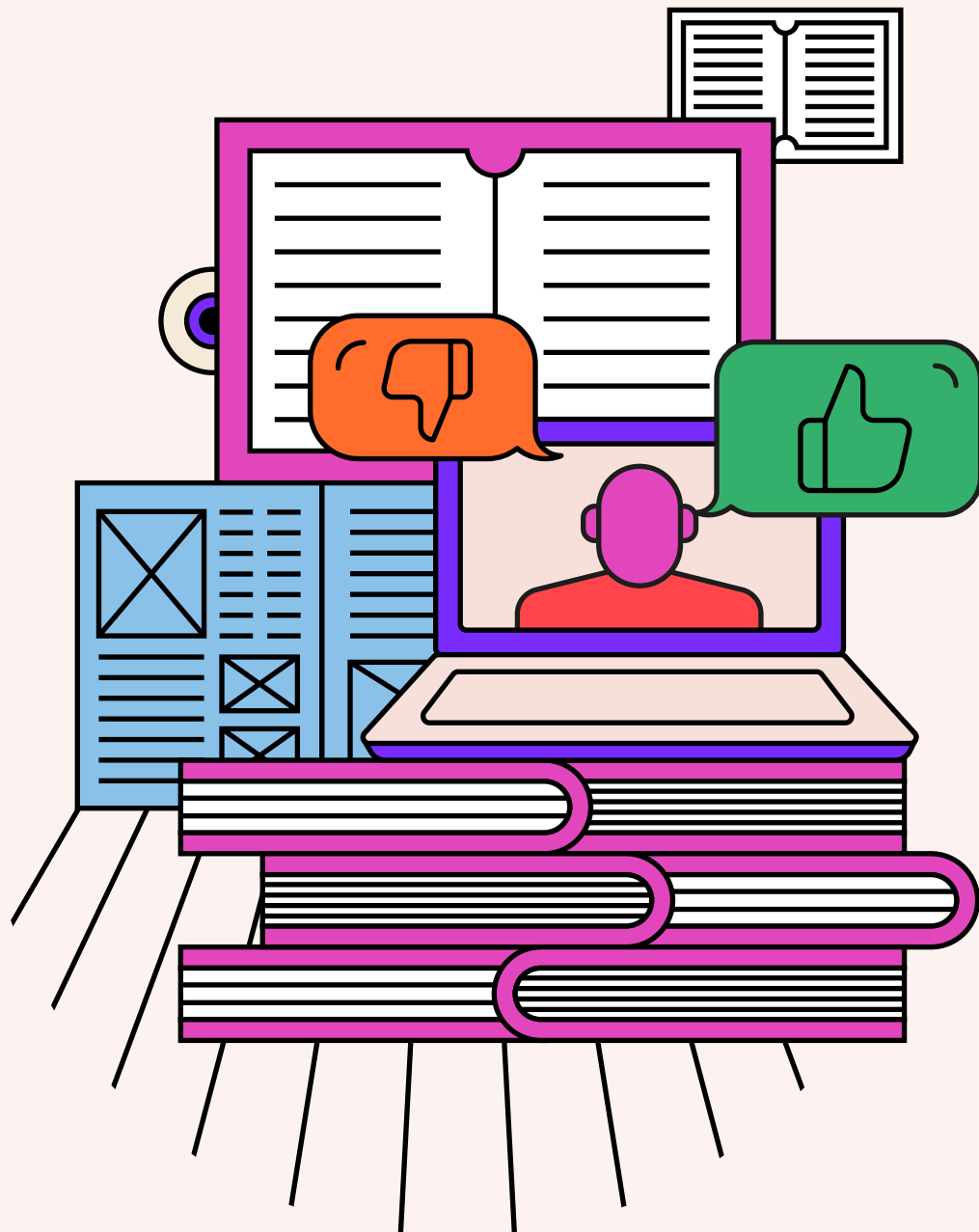
Czechia, Turkey, Serbia

Link to Twinspace: <https://twinspace.etwinning.net/92669/home>

Tools:

Joomag, Voki, AnswerGarden, Tricider





CHAPTER 5

Resources for teaching Media Literacy

Media Literacy and disinformation are not easy topics to tackle, particularly with young people who are immersed in a media-driven world. However, there are many fine resources out there, some of which have already been mentioned in previous chapters. In this chapter we look at some of the resources available both from our contributors and other sources, as well as providing you with some suggested activities for use with your classes.

Let us start with **The EU Disinformation Toolkit for schools**. This has been dubbed “[How to spot and fight disinformation](#)” and is aimed at an average secondary school class, covering one or two lessons. The guidelines document is accompanied by a PowerPoint presentation, featuring links to several YouTube videos serving as case studies. The Toolkit package spans across the notions of **knowledge** and **understanding**, to include also actual **action-taking** in the form of group discussions and presentations, translating knowledge into empowerment. The contents are specifically tailored to the lived realities of the students, as well as to their history coursework. Thus, case studies are taken from characters such as

Machiavelli, Pope Urban II and today’s QAnon conspiracy theorists. This contemporary and historical mix will enable them to effectively **contextualise disinformation** both in the world around them and also within its historical precedents and parallels. As a parting gift, the Toolkit offers a wealth of additional recommendations for further research with a reading list that appeals to the target group at hand.

With a view to enhancing inclusiveness and agility, all materials are available in all 24 EU languages of the EU27 as well as being completely customisable to the teachers’ and classroom’s needs. Much like the pupils for whom this package is intended, the Disinformation Team of Directorate – General for

Communication in the European Commission too are also always attempting to learn and re-think their approach. They would be pleased to receive feedback for future updates at the following contact address : COMM-DISINFORMATION-TEAM@ec.europa.eu
URL https://europa.eu/learning-corner/spot-and-fight-disinformation_en
Another useful toolkit is the [Media Literacy Toolkit](#) which has been developed by the Austrian and German Press Councils and is available in English. Consisting of a series of case studies, role play scenarios and videos, the emphasis is on **raising the students’ awareness of such issues as the freedom of the press and ethical journalism**.

The **French Centre for Media education** CLEMI has produced an excellent set of [Media and Information Literacy classroom](#) activity sheets which can be downloaded and printed.

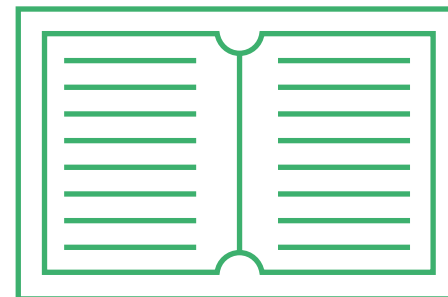
The **MEETolerance** group have also produced a set of resources on media

education activities and methods to support social inclusion.

T for Think Smart is a 15-minute video designed to help children reflect on the information they read and the people they meet online.

[MySelfie and the Wider World](#) is an Irish Social Personal and Health Education resource developed to engage **5th- and 6th-class primary school students on the topic of cyberbullying**. A series of short animations are used to help students develop the skills and understanding to be responsible, socially conscious and effective Internet users, as they explore social networks for the first time.

[All Aboard for DigiTown](#) is designed to help older children **aged 9 - 12 become smart digital citizens** by exploring ten themes in the download DigiTown activity book. Topics include consumer awareness, rights, well-being, Media and Information Literacy, ethics and empathy, privacy, etc.



The **Mind over Media** website has a range of resources on the topic of propaganda, how to recognise it and how to respond to it.

The **European participation pool SALTO** has a range of resources on media, information and critical thinking.

A further set of resources and reading references in all EU languages is available in **Appendix 1**

We finish here with a set of very relevant resources from outside the EU:

[BBC student resource](#)

A collection of resources from around the BBC to help students **spot fake news and false information**. The content explores the social, political and economic impact of news reporting and the skills needed to analyse and critically evaluate information across a range of media.

[The CRAAP Test \(USA\)](#) is a handy checklist to use when **evaluating information**. CRAAP stands for Currency, Relevance, Authority, Accuracy and Purpose, created by librarians at California State University-Chico. They have come up with a memorable way to remind us that not all information is good information, especially in an online environment.

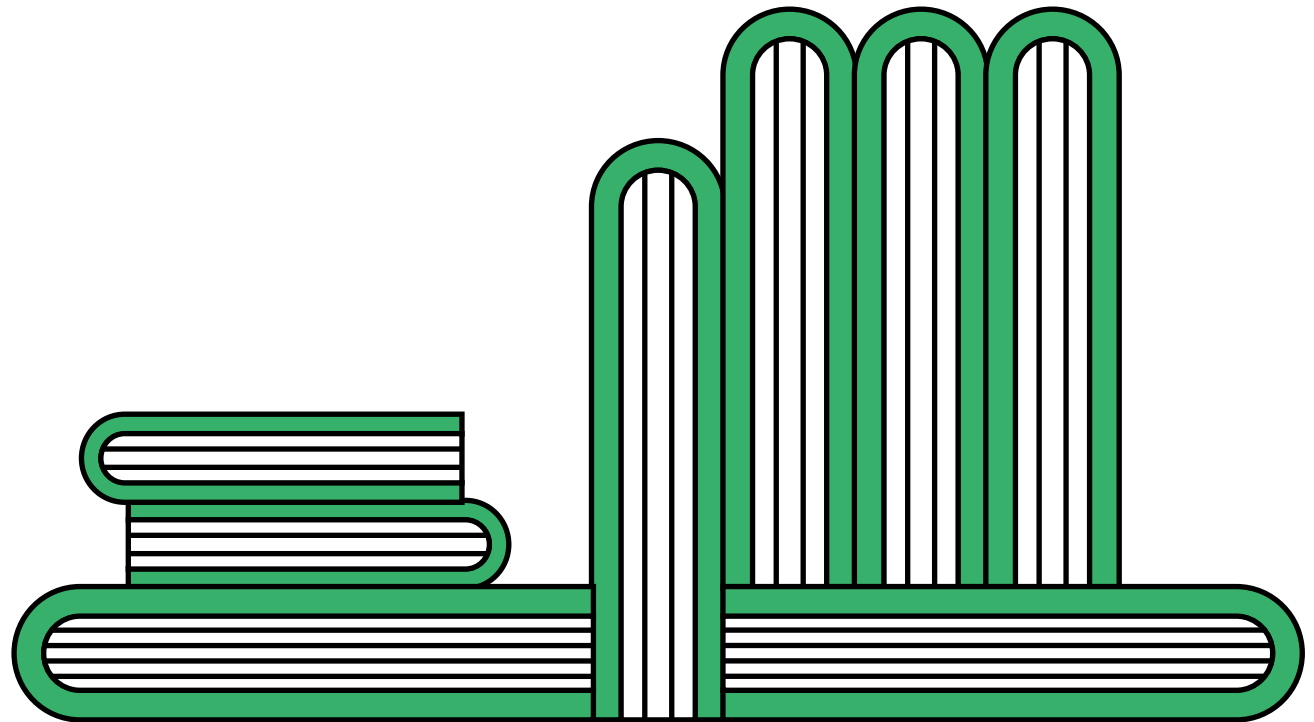
[Fact Check Eight simple steps \(USA\)](#)

The International Federation of Library Associations (IFLA) have produced an infographic with **eight simple steps** (based on FactCheck.org's 2016 article

How to Spot Fake News). The IFLA invites you to download it, print it, translate it and share it to help spread the message.

[Five Essential Questions \(USA\)](#)

Common Sense Media is an independent non-profit organisation that provides parents, teachers and policymakers with unbiased information, trusted advice and innovative tools to help them **harness the power of media and technology** as a positive force in all children's lives. Use these five essential questions as a springboard, to help young people, or anyone for that matter, dig deeper with even more critical questions of their own.





CHAPTER 6

Classroom activities for developing Media Literacy

Contributors

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The suggested activities in this section focus on how to carry out projects and activities on Media Literacy. They are set out according to the age range of the students involved:



AGE 0-6

0-6-year-olds are often exposed to false and inappropriate content through cartoons and ads that pop up on websites and apps during their gaming activities. While many parents are digitally aware and able to protect their children from this, others allow their child to use technology without precautions. The following activities are suitable for use with very young children.

SUSPICIOUS LINKS AND ADS – TO CLICK OR NOT TO CLICK, THAT IS THE QUESTION.

Key competences:

Safety, problem solving, data literacy

Description:

Kindergarten children learn how to evaluate links and ads from a “face value” perspective. Teachers from several countries investigate.

Ask what online area students are using at home and collect screenshots of them.

Cut advertisements and links information from these screen shots (it’s important to have examples of different languages, some information should be about trusted ads/websites/links, some untrusted).

Create a shared Kahoot quiz about the selected ads (where there are two answer types: I trust / I don’t trust).

Run the Kahoot with students in all of the partner schools to see the students’ level of discernment of untrusted sites.

If it is low, explain what went wrong and why.

It is also advised that a parents’ meeting be organised where parents also take the quiz with a follow-on awareness training.

Share findings with one another’s countries.

This Kahoot test can be used internationally to teach the paradigm “Think before you click.”

OH! MOTHER, WOULD YOU BUY ME A ...

Key competences:

Safety, digital literacy, financial literacy

Description:

Kindergarten children learn that online money is also real money. Teachers and parents gather information about the gaming apps (free, paid), on the device that the children are using. They investigate when these apps start to ask for credit card information to buy goods in the game or get into the second level. The teachers work collaboratively, to develop a presentation that showcases different games with examples where the game starts asking for money or credit card number.

Then the game of “shop” (one person is the seller, second is buyer) will be played with the students using paper-based game money. On the screen the game situation is shown, and the “buyer” must give away his/her money to the “seller”. The teacher explains the situation that the student is now responsible for their family’s money – buyers must choose to spend the money on the chosen

game example or not. If they choose to buy, then credit card information is requested, and the teacher explains what it is and how it’s connected to real money. If the game money runs out, then the person is out of the game. If they don’t buy anything through the whole scenario they are awarded with the diploma “securest Internet gamer”, that is developed by the partners (students) together.



AGE 6-10

6-10-year-olds are exposed to lies in the same way as their younger counterparts through play activities and media channels. Although the rules state that young children should not be on social media networks, many parents do not consider this a forbidden activity, so young children’s accounts on Facebook, Instagram and TikTok are not unusual in this age group.

MONKEY SEES, MONKEY DOES!

Key competences:

social well-being, reputation, communication, problem solving

Subjects:

social studies, Media Literacy

Description:

In this activity students learn that mimicking others or following the

guidelines of others, who are not trusted adults in their lives, is not the wisest thing to do. Students in every country will collect videos that are funny to them, but not something that should be imitated. Every country sends a set of videos to their partner country to be evaluated – what is wrong with them and what would be the downside if someone acts on it? In groups, students make a list of socially acceptable (good) behaviour and unacceptable (bad) behaviours. The lists are discussed in a forum or video-conference where similarities of “behaving” well in most of the countries are pointed out. Students can also discuss what will be the downside when somebody acts in a non-acceptable way – losing friends for example or doesn’t get a job, has troubles with police etc. The teacher will also explain to the students how to report this kind of content online. Another activity could be to show two versions of a story or a situation. One is true and the other is false. The children watch both and then discuss which is the true story and how did they know it was the truth? This activity can be a follow-on from the first: not everything on the Internet is to be imitated and not everything is necessarily true.

INTERNET SECURITY RULES AT SCHOOL, AT HOME

Key competences:

digital well-being, cultural differences

Subjects:

social studies, digital safety, Media Literacy, cultural similarities, art

Description:

A list of certain rules and regulations (use of devices, hours, limitations, bullying, using passwords, who to get help from, etc), given to the children both at home and in school are compiled in each school and then compared to learn about differences and similarities. The first step is to learn about one another’s rules at home and school – gathering information from the parents and using a Venn diagram to analyse what is different/similar at homes and school. Then the results are shared with partner countries to find out the similarities and differences between countries, and discussions take place about why such rules are necessary, leading to a wider set of activities regarding what is good and what is bad in media, what advertising is in the programmes or apps they watch, what the advertisements are showing, and what exactly they are trying to sell. A follow-on activity could be to design a shared poster about the similarities of the rules, and around that to showcase with the country flag what is different in each country. This can be used to raise awareness of cultural differences and similarities. Another activity could be to

make posters of the advertisements in a programme or app, highlighting how this advert is aimed at enticing a person to buy the product. These posters can be used in the school, but also shared with parents to be used at home.



11-14-year-olds have probably been around on social media for years, exposed to gossip, poor behaviour and misinformation, and have found ways to filter that content for themselves so that it doesn’t affect their lives so much. However, they need to be reminded of what is acceptable and learn to distinguish what is true and what is false.

DETECTION OF BAD AND GOOD/ TRUE AND FALSE ONLINE

Key competences:

communication and collaboration, social well-being, problem solving

Subjects:

informatics, social studies, digital safety, Media Literacy, art

Description:

In this activity students learn how to solve different problems online. Every partner country develops a video scenario either about situations that happen online – playing games, talking to strangers, computer problems, etc.

and/or creates a news report based on false information. The scenario is cut into two halves and partner A will film the first half and partner B the second half. The videos must be created relying more on visuals than words. The videos are then edited together and all of the teachers sit down with the students and look and discuss what happens in each video. They analyse and discuss what they think it means, how one should act in these situations and learn the techniques of discerning truth from fiction. The different interpretations of the situations from two points of view can also be discussed to discover how the students understood the situation. A follow-on discussion of common solutions can take place with the main points to be written down as good practices as part of the project report.

FAKING IT CHALLENGE

Key competences:

communication and collaboration, social well-being, problem solving

Subjects:

informatics, social studies, digital safety, Media Literacy, art

Description:

Every day, students engage with countless images and videos that have been edited or digitally altered. From simple Snapchat filters to short, light-hearted, or ironic TikTok videos, it’s clear that young people are pretty savvy when it comes to consuming – and creating – manipulated media. And in

a lot of ways, seeing altered media is just part of being online today. But are your students aware of – or have they thought deeply about – disinformation online? Technology is advancing quickly, and some experts believe that some of these fakes will soon be nearly imperceptible to the human eye. In this activity students are introduced to the notion of fakes. As an introduction the students are asked to take this quiz: <http://bit.ly/game-realpictures>. Then there is a class discussion about how easy it is to fake pictures and the students start to create a gallery of true and fake pictures. Using an online quiz tool like Kahoot, they can then create a challenge for their partner schools. Follow-up topics for discussion could be to ask students how they felt, what they learned, what they think now of the pictures they see every day....



16-18-year-olds are a target group for many different groups, advertisers, political groups, extremists, etc. False news also focuses on the social influence of young people at this age by delivering smarter content. The aim is to influence their political views, their views about current issues such as the right to a “clean planet” and good schooling. The more aware the student is, the less likely they are to fall

prey to false ideas. However it is of the utmost importance to educate all young people in this area as they are future voters, and are open to the forces of manipulation from an early age.

BEFORE AND AFTER – PHOTO MANIPULATION CHALLENGE

Key competences: create and manipulate digital content, digital literacy

Subjects: arts, informatics, media education, psychology

Description: During this activity, students learn how to use design tools and develop content to teach digital safety. Every partner teaches students how to take pictures (different places, angle, using green screen or other) and how to manipulate them (e.g., change background, move objects around, etc.). A test can be co-developed where the chosen manipulations are showcased and everyone must investigate and evaluate if the picture is fake or not and, if fake, what has been manipulated. Students can discuss online “How to spot a fake?” and develop shared guidelines for detecting one. The concepts and technology surrounding the development of Deep Fakes should also be introduced at this point

HUNTING DOWN LIES ON THE NET ABOUT COVID-19

Key competences:

media and digital literacy, judge relevant content, analyse misinformation, well-being

Subjects:

arts, informatics, media education, psychology, environment, health education

Description:

Taking the COVID-19 pandemic as a starting point, students learn how to analyse and differentiate fake news, fake content vs trusted content. and trusted sites for COVID-19 news and information.

Every country finds and evaluates national content, information shared via social media, etc. on the topic of COVID-19; English language content (pictures, diagrams, videos, news, guidelines) also on the topic of COVID-19.

Every country develops a quiz for their partners with questions designed to determine what is true and what is false in the information gathered. Analysis of the results from the quiz point out weaknesses and strong points about accurately detecting misinformation on the Net, leading to a deeper discussion on why misinformation is published and why people believe it. In this activity experts from various fields, journalism, advertising, etc. can be engaged to explain the process and how to report false content online.

A report/infographic can be published with guidelines on how to detect COVID-19 misinformation that catches the eyes of the adolescents.

Conclusions



Media Literacy, as we have seen in the introduction to this book, encompasses many aspects from the printed word, to advertising in all its forms, to all media presented online, to our social interaction with others.

In a world dominated by the Internet, where more and more of our daily interactions take place online, with our government services, our banks, our news services, our social outlets even our shopping all transacted online, **media awareness and digital safety are becoming increasingly important.** During the COVID-19 pandemic many things changed, all schools and most jobs had to switch to home-schooling and home-working and it became apparent that **our dependence on the Internet increased.** Our dependence on all forms of media for news and information also increased, as did the surge in false information circulated in all media channels.

In the EU, **the Digital Competence Framework 2.0 of the European Commission** is a set of guidelines for what every citizen of the EU should know about Media Literacy and

digital safety – how we consume and understand information, how we interact with others online, what content we develop and how we publish it safely, how we safely use our devices, share data and use the resources in a way that is not a burden to the environment, as well as how we solve problems. The implication of this is that every EU citizen needs to be **media literate, able to differentiate between truth and falsehood and know what digital security means from an early age.** In Europe we are protected by EU directives such as **General Data Protection Regulation (GDPR)** but the rising societal impact of cyber crimes, the need for cyber security professionals and digitally aware citizens. is increasing rapidly. The full range of European initiatives to promote digital awareness has been well described in Chapter 2.

Currently, one of the biggest threats to our democracy is the rising trend of **misinformation** and deliberate **disinformation.** The former comes from half-understood facts turned into something that makes sense, a little like the “telephone game”; the latter is a deliberate attempt to skew the truth for an ulterior motive. Either way it is important, now more than ever, that people, particularly young people, learn the skills of **discerning truth from fiction.** Chapter 3 deals with both the historic and present-day use of manipulation of the media and its consequences.

It is not an easy task to develop these skills, as so much is tied up with how we see ourselves and how we wish to be seen. In an age of social media, where people need to collect “likes”, it is easier to spread a lie. **Falsehood is often more exciting than truth, and it is much more interesting to share with friends.** Nowadays there is little absolute truth – the more scientists and others learn about the world, the more questions arise, and therefore the truth is long and complicated. But people like simple, short and exciting stories. So lies travel faster and faster.

As educators we need to know how media work to help our students develop their armour. We need to understand the seductive practices of advertising,

the language of rhetoric and the motivations behind disinformation in politics, science, propaganda and false rumours. We must teach our students not to take everything at face value, to check sources, motivations and language. At the same time, we need to build up in them the building blocks of trust. Who can they trust? What sources can they trust? How can they build trust in their own information and integrity? The eTwinning community can certainly help, as it is **built on the notion of trust.** eTwinning teachers trust one another to work in the best ways possible to educate their students. Those students in turn learn to trust their teachers and their peers across Europe to work on projects. Together they can put together the tools and activities of accurate research and information, they can be a force for truth. But it is a long road to educate people to be aware, and the tricks of disinformation become more and more sophisticated.

We have made a good start and will continue to work with the teachers of Europe to develop a well-educated and aware cohort of young European citizens of tomorrow.

Appendix 1:

Materials for developing Media Literacy – a curated selection from Lie Detectors

This section includes three types of materials:

1. Lie Detectors Materials for Classroom Work
2. Further Reading and Resources Online
3. Fact-Checking Organisations

1. Lie Detectors materials for classroom work

Lie Detectors Worksheets for 10-16-year-olds: viral posts, video and images, with solutions.

Note: the listed selection is Corona-themed. Alternative themes available on request

- Lie Detectors News Challenge 1 – WhatsApp Chain Letter [EN](#) [DE](#) [FR](#)
- Lie Detectors Solutions Sheet 1 – WhatsApp Chain Letter [EN](#) [DE](#) [FR](#)
- Lie Detectors News Challenge 2 – Unravelling Video News [EN](#) [DE](#) [FR](#)
- Lie Detectors Solutions Sheet 2 – Unravelling Video News [EN](#) [DE](#) [FR](#)
- Lie Detectors News Challenge 3 – Checking Images [EN](#) [DE](#) [FR](#)
- Lie Detectors Solutions Sheet 3 – Checking Images [EN](#) [DE](#) [FR](#)

Lie Detectors Worksheets for advanced groups and teachers

Note: this exercise focuses on disinformation with a refugee theme and contains instructions for teachers' use

- Lie Detectors News Challenge 4 – New Year's Fireworks and a Burning Church [EN](#) [DE](#) [FR](#)

2. Further reading and resources online

Handbooks and curricula

- Lewandowsky, S., & Cook, J. (2020). The Conspiracy Theory Handbook
 - [English](#)
 - [French](#)
 - [German](#)
 - [Czech](#)
 - [Greek](#)
 - [Hungarian](#)
 - [Italian](#)
 - [Portuguese](#)
 - [Spanish](#)
 - [Other non-EU languages available here](#)
- Cook, J., Lewandowsky, S. (2011), The Debunking Handbook. St. Lucia, Australia: University of Queensland.
 - [German](#)
 - [English](#)
 - [Italian](#)
 - [Czech](#)
 - [Portuguese](#)
 - [Swedish](#)
 - [Romanian](#)
 - [Spanish](#)
 - [Other non-EU languages available here](#)
- UNESCO MIL Curriculum Framework for Teachers
 - [Collection of MIL resources for teachers in various languages](#) (search available by language and teaching subject)

Introductions to Media Literacy and news literacy

International Federation of Library Associations (IFLA) "How to spot Fake News" checklist

- [Spanish](#)
- [French](#)
- [German](#)
- [Bulgarian](#)
- [Croatian](#)
- [Czech](#)
- [Danish](#)
- [Dutch](#)
- [English](#)
- [Estonian](#)
- [Finnish](#)
- [Greek](#)
- [Hungarian](#)
- [Italian](#)
- [Latvian](#)
- [Lithuanian](#)
- [Polish](#)
- [Portuguese](#)
- [Romanian](#)
- [Slovak](#)
- [Slovenian](#)
- [Swedish](#)
- [Other non-EU languages](#)

EAVI, "Beyond Fake News" checklist

- [English](#)
- [Italian](#)
- [Swedish](#)
- [Dutch](#)
- [Polish](#)
- [Other non-EU languages](#)
- [French](#)
- [Portuguese](#)
- [Greek](#)
- [Romanian](#)
- [German](#)
- [Spanish](#)

First Draft checklist

- [7 types of mis and disinformation \(EN\)](#)

Games and introductions to Media Literacy

- Introductory videos in EN:
 - TED: [Eli Pariser – Beware online “filter bubbles”](#)
 - McGill University: [McGill Science Literacy Video](#)
- Games in EN:
 - BBC: [BBCI Reporter](#)
 - American University Game Lab: [Factitious \(Pandemic edition\)](#)
- Introductory videos in FR
 - TED: [Eli Pariser nous met en garde contre les bulles de filtres en ligne](#)
 - CLEMI: [D'où vient l'info? par François Lamoureux](#)
 - France TV education: [Qu'est-ce qu'un journaliste?](#)
- Games in FR:
 - Libération: [P'tit Libé dans la jungle de l'information](#)
 - Médias animation ASBL: [Théories du complot, ressorts et mécanismes](#)
- Introductory videos in DE
 - TED: [Eli Pariser – Vorsicht vor “Filter-Blasen” im Internet](#)
 - Klickwinkel: [Algorithmen – Die Social-Media-Infofilter](#)
 - Klickwinkel: [Fake News & warum sie sich verbreiten](#)
 - NDR: [“Fake News” – Macher packt aus–](#)
 - Klickwinkel: [News oder Fake News – Schon gecheckt?](#)
- Games in DE:
 - Saferinternet.at: [Fake News Bingo](#)
 - Handysektor: [Fakt oder Fake](#)

- Get Bad News by DROG – available in multiple languages

- [English](#)
- [Portuguese](#)
- [Czech](#)
- [Romanian](#)
- [Dutch](#)
- [Serbian](#)
- [German](#)
- [Slovenian](#)
- [Greek](#)
- [Swedish](#)
- [Esperanto](#)
- [Bosnian](#)
- [Polish](#)
- [Moldovan](#)

3. Fact-Checking Organisations

- | | | |
|------------------------------------|--|--|
| CROATIA: | NORWAY: | USA: |
| - Faktograf | - Faktisk | - Politifact |
| | | - FlackCheck |
| FRANCE: | PORTUGAL: | - OpenSecrets |
| - Checknews | - Polígrafo | - Washington Post fact checker |
| - Les Décodeurs | | - Media Matters |
| - Le Vrai du Faux | SPAIN: | |
| - CrossCheck | - Newtral | |
| - Fake Off | - Maldita | |
| - Factuel | | |
| - Les Observateurs | SWEDEN: | |
| - Lui Président | - Dagens Nyheter | |
| GERMANY: | CANADA: | |
| - FaktenFinder | - Polimeter | |
| - HOAXmap | - FactsCan | |
| | - Détecteur de rumeurs | |
| GREECE: | UK: | |
| - Ellinika Hoaxes | - FactCheck | |
| | - The Guardian Reality check | |
| ITALY: | - BBC Reality check | |
| - Lavoce | - Full fact | |
| - Pagella Politica | | |

Getting in touch with the EU

IN PERSON

All over Europe there are hundreds of local EU information centres. You can find the address of the centre nearest to you at: europa.eu/contact

ON THE PHONE OR BY EMAIL

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- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696, or
- by electronic mail via: europa.eu/contact

Finding information about the EU

ONLINE

Information in all the official languages of the European Union is available on the Europa website: europa.eu

EU PUBLICATIONS

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EU LAW AND RELATED DOCUMENTS

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex at: <http://eur-lex.europa.eu>

OPEN DATA FROM THE EU

The EU Open Data Portal (<http://data.europa.eu/euodp/en/data>) provides access to datasets from the EU. Data can be downloaded and reused for free, for both commercial and non-commercial purposes.

Contact us

For more information about eTwinning please consult our website:

www.etwinning.net

For questions about eTwinning, please contact by email:

eacea-eplus-etwinning@ec.europa.eu

For the last 17 years, eTwinning has grown from a grassroots initiative into an active schools' community which has involved, since its launch, more than 937,000 teachers working in more than 217,000 schools across 43 countries. Funded by the European Commission under the Erasmus+ programme, eTwinning provides a safe digital platform, where teachers are engaged in various activities: from the design and implementation of European collaborative projects to networking, from the participation in virtual Groups to professional development and peer-learning.

eTwinning, via its platform available in 30 languages, provides a range of resources and learning opportunities for teachers. Indicatively, topics of these resources include the benefits of engaging with eTwinning, 21st century skills, use of ICT in Education, project kits for inspiration and guidance. Registered teachers have access to eTwinning Live, a restricted area of the platform with more advanced features and possibilities of the eTwinning community. Alongside, teachers may participate in professional development activities that are offered at national level that focus on fostering their pedagogical, collaborative, and digital competences.

At European level, eTwinning is coordinated, on behalf of the European Commission, by the Central Support Services (CSS) managed by European Schoolnet, a consortium of 32 Ministries of Education. At national level, the National Support Organisations (NSO) promote eTwinning by offering a range of communication and learning activities and provide guidance and support to end-users.

