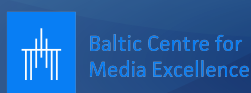



Media Literacy Competence Tool Kit for Young People: Impact Assessment

Media Lab
for Bridging Cross-Border Gaps

Media Lab Erasmus+
KA2 Project No. 2018-1-LT02-KA205-005715



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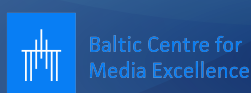
Introduction

The methodological material prepared during the implementation of the Erasmus+ KA2 Project “Media Lab for Bridging Cross-Border Gaps”

In this methodological guide you will find the description of 18 tools for measuring media literacy competence. In the development of these tool modern activating methods and visual approaches were used, along with topics chosen in the field of media and information literacy education, including those found in various methodological sources of the project.

Descriptions of the tools illustrate how a group's (primarily: students') knowledge of a topic related to media literacy can be assessed or self-assessed. Each tool description includes the purpose for which it will be used, the situation description, and recommendations how to use the tools.

The tools for self-assessment of MIL competence are written in English and are closely related to the intellectual methodological material of the project.



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Media Literacy Competence Tool Kit for Young People: Impact Assessment

Media Lab
for Bridging Cross-Border Gaps

Editor in chief: Danuta Szejnicka
Editing: Beata Biel
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Authors: **Danuta Szejnicka**
Karolina Rusecka

Topic: Ways to evaluate information

Aim:

With the help of the tool, that is Kahoot!, a self-assessment of whether one can critically read information provided by mass media can be done.

Expected results:

When choosing the correct answer, the respondents will find out:

- whether they know what to look for, while recognizing the credibility of the information;
- whether they know what primary sources are;
- if they can recognize fake news;
- whether they know what propaganda is and what its goals are.

Expected content:

Kahoot! 'Ways to evaluate information'

link: <https://bit.ly/2SN76ZB>

Recommendations for users:

A set of 12 questions is available in Kahoot!. There are four A-D answers for each question (only one among them is correct). The person taking the test should mark one answer, which in his/her opinion is correct. Then the points are added up, which determines how much the person knows about the topic. If the result is not satisfactory, the sources below can be used to learn as much as possible about how to avoid manipulation and be able to distinguish reliable information from unreliable one. The appendix includes the test that was used to prepare Kahoot!. If there are any problems with the Internet, the test can be taken by printing the material in the appendix.

Sources:

- *Free media literacy resources at newseumED.org*
[retrieved from <https://newseumed.org/our-edcollections>]
- *Presentation: Melina Karageorgiou, Fake news. A manual of how to spot them.*
- *Tony Rogers, 8 Ways to Determine Website Reliability.*
[retrieved from <https://www.thoughtco.com/gauging-website-reliability-2073838>]

Attachment:

Ways to evaluate information – test with answer key:

1. What is fake news?

- a) Trustworthy information.
- b) Information written in newspaper.
- c) News created to deliberately misinform or deceive readers.
- d) A broadcast or published government report on false information.

2. What helps people determine whether information they find online is trustworthy?

- a) Names, numbers, places and documents.
- b) Names, numbers, documents.
- c) Date, topic and places.
- d) The price of the newspaper or magazine.

3. Which of these approaches is the most proper way of dealing with opinions in mass media?

- a) According to the right to freedom of speech, presenting author's opinion on a given topic.
- b) Claiming that the opponent could not be contacted.
- c) Controversial opinions are given at the beginning of the article, and less controversial at the end of the text.
- d) Information from various sources and conflicting opinions 'for' and 'against' are provided.

4. The team of librarians at the California State University developed the CRAAP test to check the reliability of sources across academic disciplines. What does CRAAP stand for?

- a) Correction, References, Author, Audience and Picture.
- b) Creativity, Relevance, Author, Authenticity and Practicality.
- c) Context, Rank, Accuracy, Abbreviations and Popularity.
- d) Currency, Relevance, Authority, Accuracy and Purpose.

5. What is the purpose of propaganda?

- a) To influence people and try to get them to hold a certain belief.
- b) To provide lavish and light entertainment in social media.
- c) To give professional information on particular scientific topics to wider society.
- d) To inform people of local, national or regional trustworthy news.

6. What should you pay attention to when evaluating photos attached to messages, to avoid manipulation?

- a) Is the image posted at the beginning of the message of high quality?
- b) Was the photo taken by a professional photographer?
- c) Does the person, place or event shown in the photo link to the subject of the message?
- d) Is the person, place or event shown being exalted or contrasted with other characters or situations?

7. What are the features of propaganda?

- a) It announces truthful news in social media.
- b) It spreads fake or biased news using media.
- c) It leaks humorous news in press.
- d) It disseminates shocking news in media.

8. Identify an example of 'fake news' from the list below.

- a) 'The President will go to Poland for the first official visit.'
- b) 'Woman Used Government Funds to Buy Her Dog A Tuxedo'
- c) 'Giant dinosaur bone discovered in southwestern France.'
- d) 'Tour de France: Thousands in Colombia anticipate Bernal win.'

9. People tend to use quotes in everyday environments such as: social media, newspaper, books and friends' interaction. If you would like to check the credibility of Shakespeare's quote, which source would you use?

- a) Shakespeare's drama retold by a friend.
- b) A biography of Shakespeare.
- c) William Shakespeare's dramas.
- d) Newspaper article reviewing Shakespeare's drama.

10. Which of the following is NOT a purpose for mass communication?

- a) To disseminate health and education programs.
- b) To provide pleasure and entertainment.
- c) To establish social contact and linkage.
- d) To suppress political campaign.

11. Bias in media is:

- a) Unavoidable.
- b) Rare.
- c) Impossible to spot.
- d) Beneficial to everyone.

12. Which internet source is the most reliable?

- a) Government page.
- b) Facebook.
- c) Wikipedia.
- d) 15min news page.



Authors: **Danuta Szejnicka**
Karolina Rusecka

Topic: Graphical tools of assessment

Aim:

This tool-kit helps to improve the ability to access, analyse, evaluate and create media in various forms.

Expected results:

Media literacy competence based on the following skills:

- The search and selection of information sources.
- Understanding and analysing the information provided.
- Information evaluation.
- Information systematising.
- Information creation and active participation.
- Presenting the information.
- Observation of the publicised information and purposeful use of feedback.
- Observation of the created information and benefitting from the feedback.

With the help of the so called web or star chart methods, a tool has been developed to identify which elements of the competence are the strongest and which need improvement, i.e. which skills should be developed to excel in media literacy and communicate effectively in a variety of contemporary contexts.

Expected content:

Graphical representation of a web or star chart and its use.

This is an image of a web graph providing evaluation indicators, as presented in the Appendix

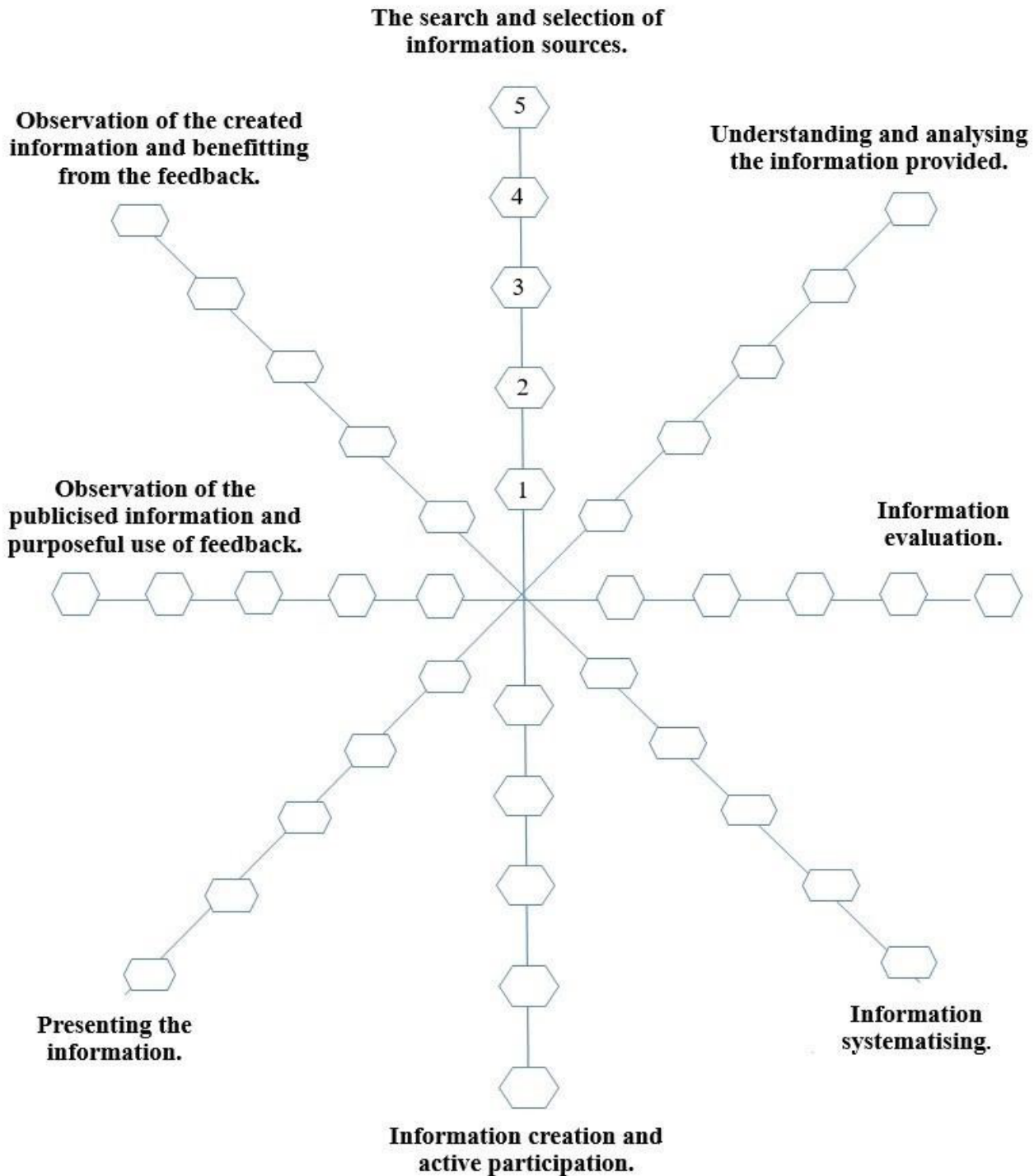


Figure 1. Graphic image of a web chart.

Example of how to use a web graph.

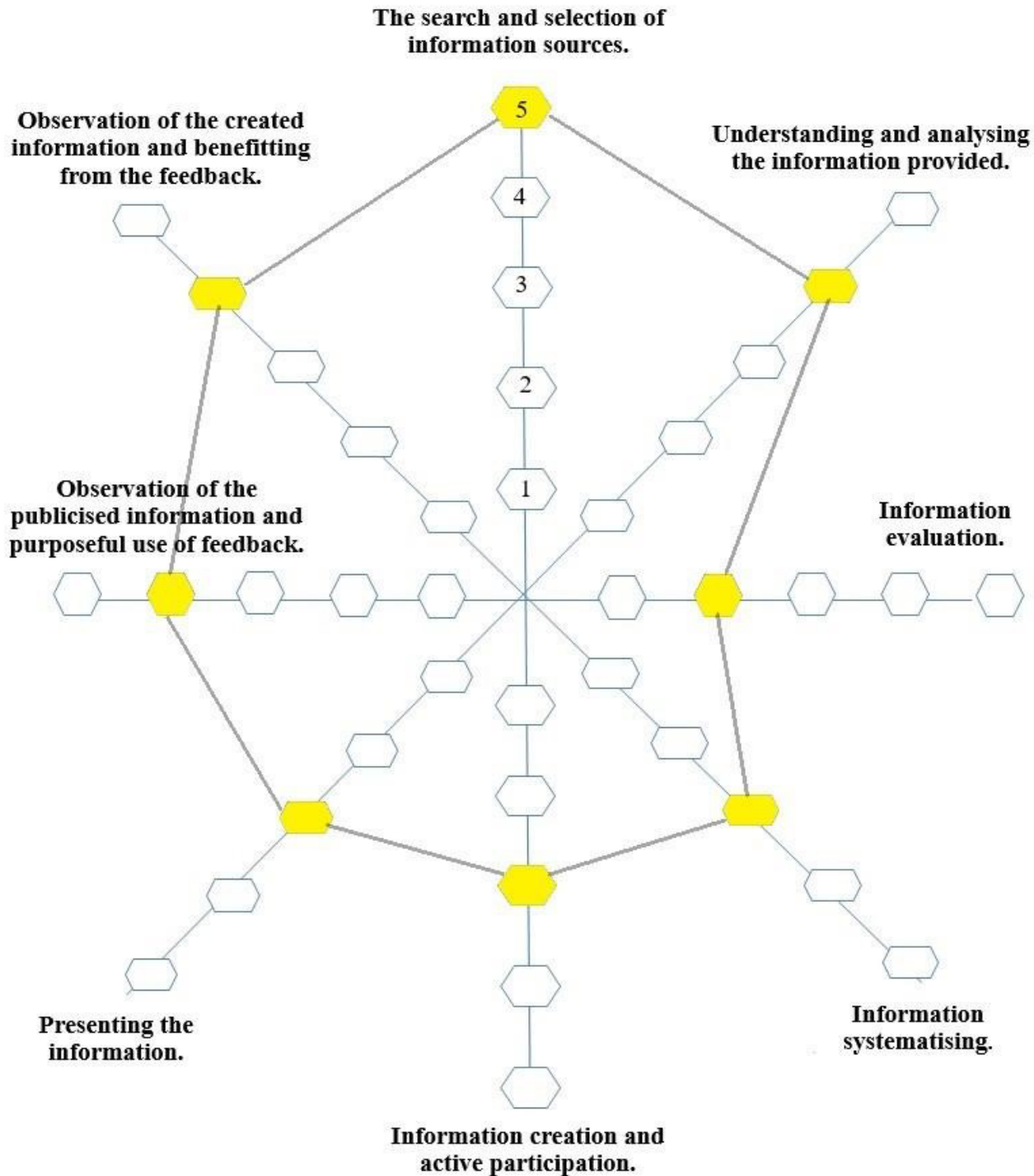


Figure 2. Example of self-evaluation.

Recommendations for users:

A web graph consists of axes drawn from the center and their number corresponds to the number of indicators to be evaluated (examples 1-8). The rating scale on the axes shows the intensity of the rating indicators from 1 to 5 (Fig. 1.). The chosen rating scale corresponds to five levels of progress of the competence: 1 - first steps, 2 - moving in the right direction, 3 - getting close to the goal, 4 - acquiring competence, 5 - further improvement.

During the self-assessment each axis should be marked as shown in Figure 2. This tool can also be used several times to monitor the progress, for example, before the classes and after them, when the participants have worked not only during the workshop, but also self-used various modern communication tools for different purposes. In order to better understand how the elements of competence are interpreted, a brief description is provided.

According to the diagram provided in Figure 2, we can see that a person knows how to find the information by using various sources, but not always knows how to critically evaluate the information provided by the media (radius 3). The respondent to Figure 2 should also pay more attention to the ways of communication in public and be aware of the principles of 'netiquette'.

While assessing media competence, graphic chart filling should be followed by a written or oral commentary on what has been presented in it.

You can find several descriptions of how to use this method in the following:

1. *Mental Health Partnerships*

[retrieved from: <https://mentalhealthpartnerships.com/resource/recovery-star/>]

2. *Wheel of Life – A Self-Assessment Tool*

[retrieved from: <https://www.startofhappiness.com/wheel-of-life-a-self-assessment-tool/>]

3. *Radar chart* [retrieved from: https://en.wikipedia.org/wiki/Radar_chart]

Attachment: Media literacy competence elements and their description.

The main focus of attention is on the following skills:

1. The search and selection of information sources.

- Ability to decide and name what kind and scope of information is necessary, and tell the purpose of using it.
- Ability to search for particular information effectively and ethically and find it (student understands authors' rights and respects them, uses the legally provided media sources)
- Ability to use the information from various sources, e.g. media, internet, libraries, archives, organizations, persons, etc.
- Skills to save information by using various methods and tools.

2. Understanding and analysing the information provided.

- Understanding the role of the media, information providers, institutions and society needs. (values independent media role in a democratic state - freedom of speech and its limits, censorship)
- Ability to analyse information content. (determines the goal of information or media content, target groups, main messages. and is able to name the implied effect)
- Ability to compare the information from different sources.
(is able to use conventional and other sources of information and compares them)

3. Information evaluation.

- Ability to apply the main criteria in order to evaluate the information obtained, sources, media and information providers. (evaluates the quality of information provided by different channels (relevance, completeness, precision, timelessness, reliability)
- Ability to evaluate the content of information and media, authenticity of its sources and providers. (determines the primary source - authorship of information or media content)

4. Information systematising.

- Ability to systematise the information collected and media content. (collects, processes, selects, prioritises, and presents the information)

5. Information creation and active participation.

- Ability to create new information and media content using innovative, ethical and creative methods. (prepares/creates publicistic stories, video messages, blogs, etc.; is able to communicate in public, give his/her opinion in a way that is not insulting or harmful to others)
- Ability to make use of the possibilities provided by media creators and information providers to contribute to promoting intercultural dialog and active participation in democratic processes. (solves problems while communicating virtually; by using social networking and other tools, participates in social life, expresses their attitudes and gets involved in internet societies; is able to avoid harmful content and relationships)

6. Presenting the information.

- Ability to use ethical, legal and effective methods to present information, media content or news while using proper channels or tools. (uses and cites the information without distorting the facts; spreads created content by using proper technical means and in a way that it could reach target audience; keeps their private information).

7. Observation of the publicised information and purposeful use of feedback.

- Ability to observe and name the effect the existing media and other information providers may have on themselves and the society. (recognises ideological/propaganda manipulation mechanisms and resists them, recognises and analyses stereotypes; knows the rights a person has while communicating with a journalist)
- Ability to give feedback (opinion, notices) to media creators and information providers. (makes complaints or reports about the inaccuracy or offence in the media; recognises bullying, offence, internet fraud and reacts appropriately)

8. Observation of the created information and benefitting from the feedback.

- Ability to observe the effect of the created and published information and media content.
- Ability to demonstrate proper and ethical reaction to feedback. (comments, remarks, suggestions, etc.).

Authors: **Danuta Szejnicka**
Malgożata Vasilevska

Topic: *The language of media – a glossary of terms*

Aim:

As a tool for self-assessment of MIL competence, a crossword would be created, which would enable the educators as well as students to check and evaluate their knowledge of vocabulary related to media. Thus, one will find out whether he/she can use the vocabulary correctly while creating and understanding the media texts, as well as conveying the needed meaning to the recipients.

Expected results:

Consolidation of MIL competency concepts is intended to help one both to communicate effectively in the media space as well as to conduct educational lectures about media.

Recommendations for users:

To this end, a crossword has been created and it can be filled in paper version, but as well as to make it more challenging and attractive for young generation it can be changed into an interactive one (use such websites as <https://crosswordlabs.com> or <https://www.eclipsecrossword.com>). Most of the concepts that appear in the crossword come from the presentations on various topics related to media education, which were created as a part of the Media lab for bridging cross border gaps project, so it is recommended to give the crossword as a self-assessment tool after familiarizing the target group with the materials of the project. Also, while doing crossword it is worth referring other online sources and broaden knowledge related to media literacy.

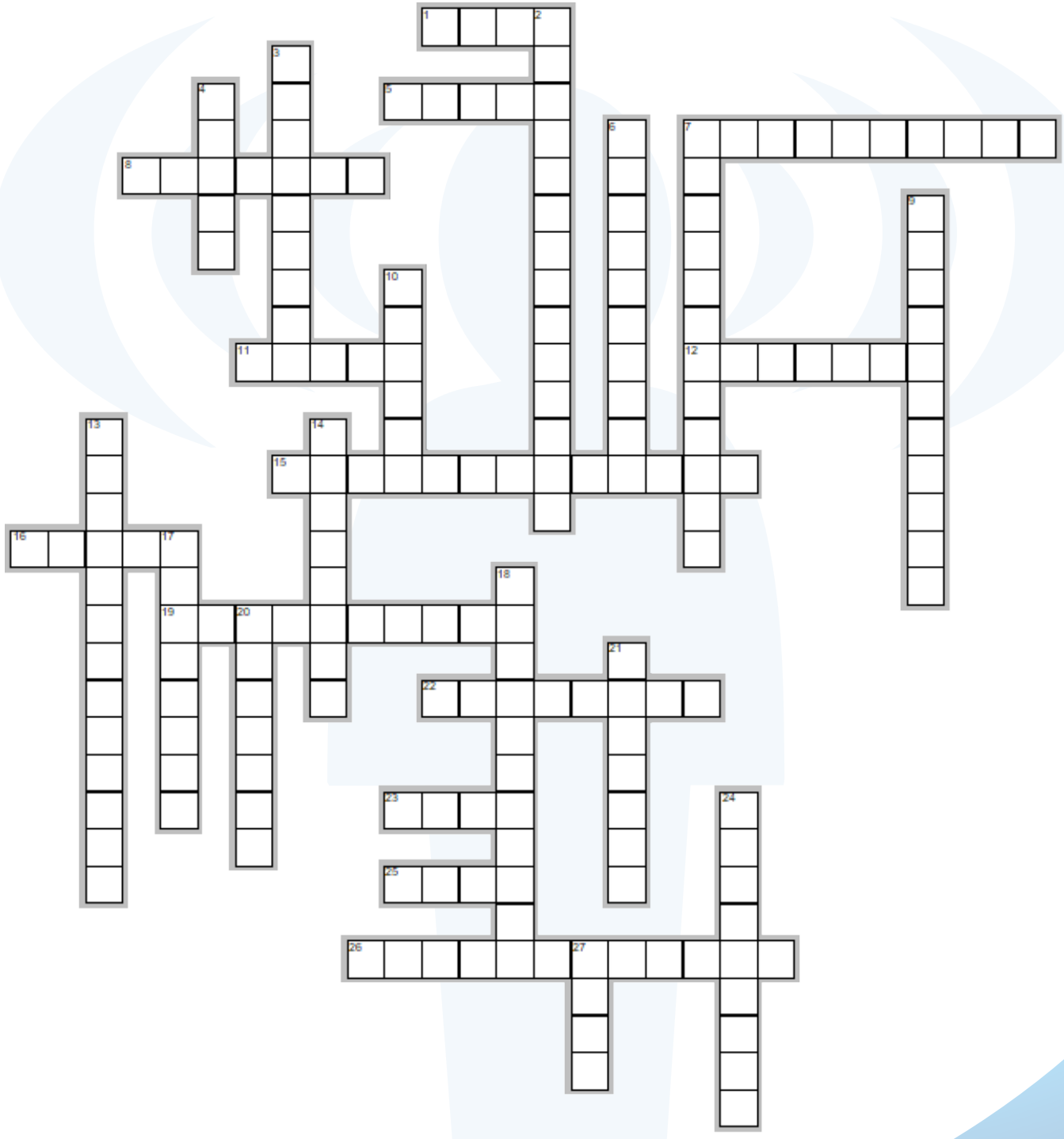
Sources:

Various available internet sources and project Media lab for Bridging Cross-Border Gaps presentations:

[retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]:

- *Melina Karageorgiou, Fake news. A manual of how to spot them.*
- *Danuta Szejnicka, Media text analysis*
- *Katerina Chryssanthopoulou, Propaganda*
- *Katerina Chryssanthopoulou, Influence of the media on the formation of public opinion*
- *Beata Biel, Freedom of speech and online hate*
- *Jovana Avramovska, How the news is made*
- *Jovana Avramovska, Journalism, advertising and public relations*

Appendix:
crossword puzzle.



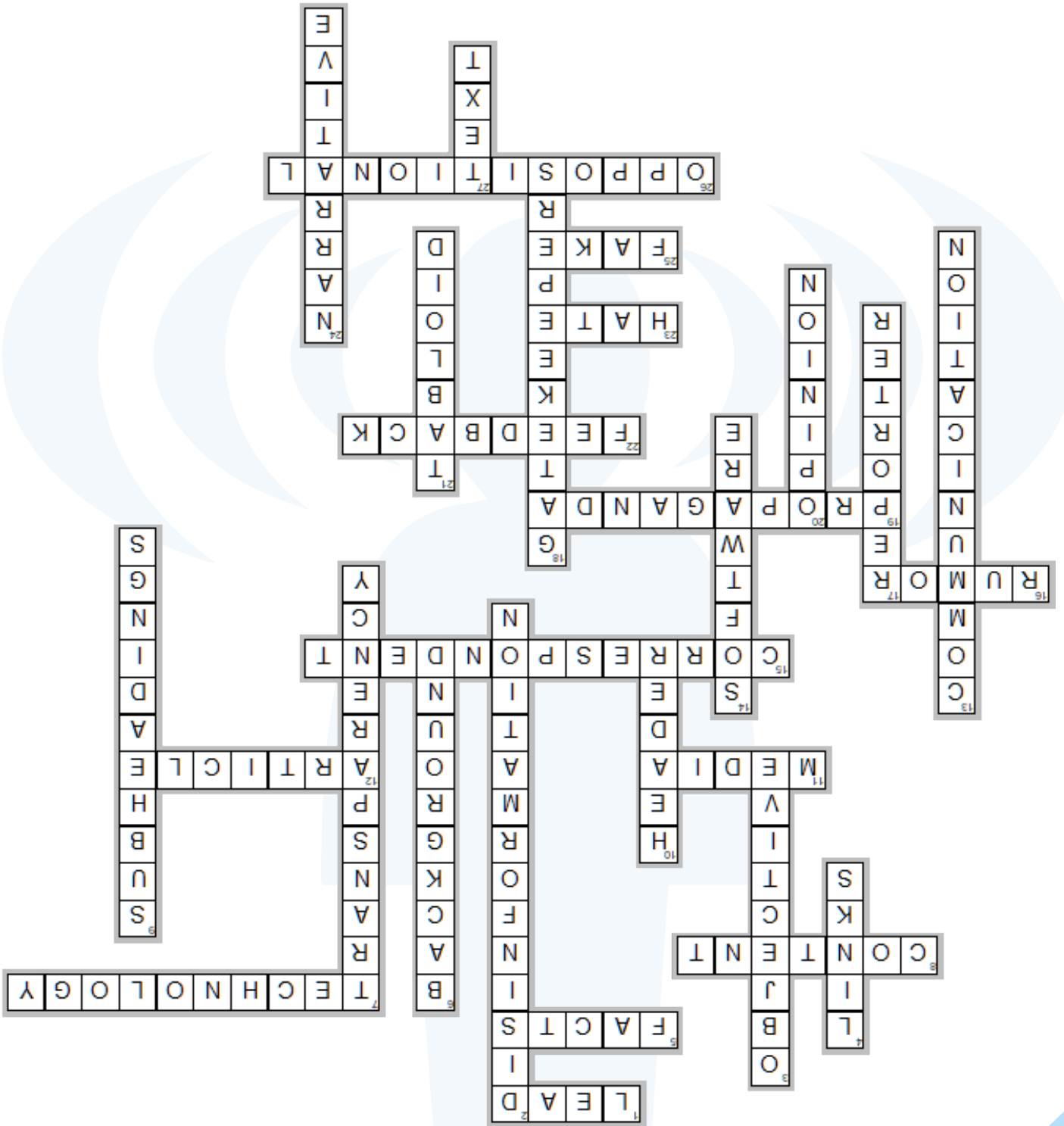
Across

1. The part of an article (usually at the beginning) which summarizes main ideas.
5. A piece of information presented as having objective reality.
7. Hardware used to create and communicate with media, e.g., radios, computers, telephones, etc.
8. The principal substance (as written matter, illustrations, or music) offered by a World Wide Website.
11. Any physical object used to communicate, such as television, radio, telephone and newspaper.
12. A written work published in a print or electronic medium
15. A person employed by a newspaper or television company, who contributes news or commentary often from a distant place.
16. Gossip (usually a mixture of truth and untruth) passed around by medias..
19. Any media text whose primary purpose is to openly persuade an audience of the validity of a particular point of view.
22. The process of communication whereby a person can disagree, ask a question, clarify information or otherwise relate back in the communication process.
23. Emotion of anger directed against certain individuals, groups, behaviours, concepts, or ideas in social media.
25. Not true, unreal or not genuine.
26. Type of reading of a text, when the audience rejects the preferred reading, and creates their own meaning for the text.

Down

2. False information deliberately spread (as by planting of rumours) in order to influence public opinion or obscure the truth.
3. The feature of ideal, fair and accurate media producer, where a balanced viewpoint on issues is represented.
4. References to other sections related to article.
6. Additional information, or ground behind a story, which cannot be attributed as a specific source.
7. The quality of a media text by which it appears to be clear, logical and easy to understand.
9. Important part of the media text, which refers to the content included in individual parts.
10. A title, which is usually in the form of a declarative sentence summarizing the message of the media text.
13. A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour.
14. The programs written for computers or the media texts that can be played on them.
17. A person employed by a newspaper, magazine, or television company to gather and report news.
18. Those in control of the flow of information e.g. newspaper publishers, editors and reporters, television producers, radio station owners.
20. View, judgment or assessment formed in mass media on a given topic.
21. A newspaper that is about half the size of an ordinary newspaper and that contains information in condensed form and more sensational news.
24. The way how the plot or a story is told, which is the coherent sequencing of events across time and space.
27. The individual results of media production: a movie, a TV episode, a book, an issue of a magazine or newspaper, an advertisement, an album, etc.

Answer key:



Author: **Melina Karageorgiou**

Topic: Evaluation of media literacy inputs

Aim:

- to receive feedback about the impact of inputs
- to assess the engagement of participants
- to enhance engagement

Expected results:

After using this tool the educator is able to:

- receive feedback on what made the inputs engaging (or not) for the participants
- collect ideas on how to improve the inputs, using participants' insights
- assess information/knowledge obtained by the participants from the inputs

Expected content:

Five hats/flags representing roles/different angles, accompanied by different sets of questions written on cards.

Recommendations for users:

This is a role-playing tool. Role-playing is used for peer feedback and experiential learning. Each participant will be assigned a role, based on which they will be asked questions on different aspects of the input.

Recommended equipment and time:

Five hats, one for each participant - colored flags on a table can be an alternative (the latter might be more suitable for professionals). The principal idea is to make evaluation fun and to give feedback in a constructive way. Other recommended equipment includes boards on which ideas would be exposed, cards with questions, markers, white papers. Recommended time is 30-40 minutes. Moderator will facilitate the group meeting and the role-playing flow.



Part 1 template:

Black hat - the judgemental (negative points, weaknesses)






Questions on the card: Can you name some negative aspects of the input? Is there something you would prefer to do in a different way?

White hat - the factual (facts about time, process and the general content idea)

Questions on the card: Did the material correspond to your expectations? Are you satisfied with the duration of the input?*

This type of questions would require a Likert scale range of responses: yes, a lot/yes/somewhat/a little/not at all. Alternatively – and depending on age group- faces could be used.

Example:

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
				
1	2	3	4	5

What do you think are the main outcomes of the input?

Red hat - the emotional (emotions, feelings)

Questions written on the card: Did the input hold your attention? (Likert scale) What did you like the most? What are your emotions and feelings?

Blue hat - the rational (info about facts)

Questions on the card: Were the goals of the input clear? (Likert scale) Can you name some useful information that you are keeping in your mind from the input?

Green hat - the creative one (asked to provide creative ideas and suggestions)

Questions on the card: Please write your impressions on the input. What did you like most? What do you think would make the input more interesting?

Part 1 example of use on video “Why we believe fake news”:

Black hat - the judgemental (negative points, weaknesses)

Suggested questions:

Do you think there were any negative aspects of the video?

Was there something difficult to understand?

What was that?

White hat - the factual (facts about time, process and the general content idea)

Suggested questions:

Did the video provide enough useful information about what fake news is all about?*






Did the video provide a sufficient number of examples about fake news?*

Were the examples that the video provided clear enough?*

Are you satisfied with the duration of the input?*

* This type of questions would require a Likert scale range of responses: strongly agree/agree/not sure/-disagree/strongly disagree, or yes,

a lot/yes/somewhat/a little/not at all. Alternatively – and also depending on age group - faces could be used. Example:

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
				
1	2	3	4	5

Red hat - the emotional (emotions, feelings)

Questions written on the card:

Did the video hold your attention? (Likert scale)

Which parts did you like the most about the video?

How do you feel after watching the video?

Blue hat - the rational (info about facts)

Questions on the card:

Were the goals of the video clear? (Likert scale)

Can you name some main ideas raised in the video?

Can you write some useful information that the video provided about critical thinking?

Green hat - the creative one (asked to provide creative ideas and suggestions)

Questions on the card:

What would make the video more effective in communicating its messages?

Note – further recommendations:

- As this assessment tool will follow a collective activity/training/input, each group might consist of 4 or 5 participants, depending on the total number of the larger group. E.g. 10 participants will be divided in two groups of 5, 16 participants in 4 groups of 4, etc.

- In case there is a group of 4 people, one of the hats shall not be used and the relevant content should be connected to different one. E.g. if the red hat is not used, a question about emotions should be added to another card. In case there is need for 6 participants, a new role might be created, e.g. a yellow hat. In principle, roles and their content can be modified, but within the main idea.

Part 2:

Participants will be asked to stick their cards on the provided boards. Then each can challenge other's opinion. Moderator should facilitate this by asking each person to elaborate and comment. It is advised that participants change hats/roles so that all of them answer every set of questions. Data will be collected and analysed using quantitative and qualitative methods.

Feedback:

1. From a scale 1-5 (not at all/a little/somewhat/significantly/very much), to what extent do you feel more confident in recognizing fake news after watching the video and discussing about it?
2. From a scale 1-5 (not at all/a little/somewhat/significantly/very much), to what extent has the video raised your awareness in spotting fake news and debunking (exposing) them?
3. From a scale 1-5 (not at all/a little/somewhat/significantly/very much), to what extent has the video boosted your interest in learning more about how to spot fake news and to think critically?

Author: **Melina Karageorgiou**

Topic: Self-assessment of Media and Information Literacy (MIL) knowledge gained from inputs

Aim:

- to check knowledge gained from Media Literacy inputs,
- to enhance memory
- to further engage participants in the process of MIL learning.

Expected results:

Participants will check information absorbed from inputs, check their knowledge of media literacy-related issues and terms which were presented through inputs to which they were previously exposed. Trainers will check the impact of the methods used.

Expected content:

Quizizz, a game show-style, multiple choice quiz tool. It has both a web-based version and iOS, Android, and Chrome apps for students. Students can use a computer or mobile device to answer assigned questions and are awarded points for correct answers. Quizizz is limited to single-select or multi-select multiple-choice quizzes. It is suitable for helping students recall facts.

Recommendations for users:

Quizizz is free and quiz creation is made easy with it. Students access a quiz on their device (mobile or desktop) using an access code, and they can see both questions and answers on their screen. Students can take the quizzes all together competitively as a class. Points are added. Memes as an instant feedback give an added fun to participants, which makes it stand out from the other educational quiz sites.

Sources:

- *Fake news and how to spot them, presentation by Melina Karageorgiou, Cyprus University of Technology*
[retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- *Media and propaganda, presentation by Katerina Chryssanthopoulou, Media Literacy Institute*
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- *Media Speech and online hate, presentation by Beata Biel, Reporters Foundation*
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- *“Manipulation of the future, don’t be prone to that” video*
[retrieved from: <https://www.youtube.com/watch?v=YhAB7fQMSfU&list=PLg-mAVOv3Lv3F6cd8IC2fsZnmUwMeOJRCs&index=2>]
- *Quizizz, TD Magazine. Dec 2018, Vol. 72 Issue 12, p13, 1 p.; Association for Talent Development (ATD)*
- <https://quizizz.com>



The following link leads to a quiz which has been created based on material prepared by the Media Lab team, such as videos and Prezi presentations. Questions and answers are thus relevant, but still indicative – each trainer/teacher can provide their own sets of questions.

<https://quizizz.com/admin/quiz/5d4485aa1e0b52001b466306>

List of questions created:

1. What is deep fake?

- a) Wrong information on social media
- b) Totally fake digital material produced with the help of Artificial intelligence
- c) Modified pictures of people online using photoshop
- d) Old stories presented as new ones

2. What can I do to check the validity of a video?

- a) If it's on YouTube, it's valid
- b) Check if there are negative comments under the video. If not, it's credible.
- c) Check who released the footage. Observe mouth and gestures of the person.
- d) Check if your friends on Facebook shared it

3. How should I confront online hate speech?

- a) Try to get insulting photos of the hater to expose him/her
- b) Report hateful material to the service provider, administrator, or even to the police
- c) It's not my business
- d) I don't know what hate speech is

**4. How can I check if an image on a news story corresponds to the context?
Check if other friends on social media are sharing it**

- a) There is no way to do that
- b) Use a free image reverse search tool like TinEye or an adequate app
- c) Share the story and ask people if they know something about it

5. Which title has elements which raise an alert for a false news story?

- a) BREAKING NEWS: 6,8 earthquake causes tsunami in Indonesia
- b) Weather alert for forest fires
- c) The mainstream media was hiding one big fact about the secret life of the President!!!
- d) Big sales this Friday in London

**6. Choose the sentence which best relates to media bias
When the story gives one certain interpretation of an event or policy, excluding the others**

- a) When the story includes sources that support another point of view
- b) When a news story is presented on the first page of a newspaper
- c) When a politician of the biggest party is the protagonist of the story

7. What is the job of a fact-checking platform?

- a) To publish false news stories and photos
- b) To investigate false stories, debug them and present the truth
- c) To select and promote the best stories on the web
- d) To post news as fast as possible

8. Name a fact-checking platform

- a) The Times
- b) Tribune
- c) Stones
- d) Snopes

Author: **Melina Karageorgiou**

Topic: Impact evaluation of Media and Information Literacy (MIL) inputs

Aim:

To assess the impact of MIL inputs on participants.

Expected results:

After using the tool, trainers should collect data which will enable them to:

- get an understanding of the level of acceptance and effectiveness of the inputs from the participants' side
- determine what could be changed and improved in the inputs.

Expected content:

A SWOT-type template which will enable feedback from participants about input's strengths, weaknesses, opportunities and threats. A semi-structured protocol for follow-up discussion will also be provided. SWOT analysis is a strategic planning technique that provides assessment tools for organizations or products.

Strengths: refer to the things done well.

Weaknesses: refer to the things that need to improve.

Opportunities: refer to favorable external factors that could give a competitive advantage

Threats: refer to obstacles faced.

In order to be able to evaluate the impact of specific inputs successfully, we will modify the questions of a SWOT type template to the topic of the inputs.

Recommendations for users:

After working with an input, participants will be asked to complete the SWOT analysis questionnaire separately. The trainers must ensure that there is a clear understanding of what is expected.

Right after completing the questionnaire participants will be asked to form a small group of 5-7 people and discuss their results in a brainstorming session of 30 minutes. A facilitator should attend each group meeting. The discussion is advised to be audio-recorded, with the consent of participants. This type of tool is most suggested in cases of trainings during which MIL videos are used. It can apply to students, educators and professionals.

Sources:

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SWOT analysis-based questionnaires

Example: video MEDIA LITERACY, AS THOUGHT BY THE BAND “FUNK SHUI”

After watching the video please answer the following questions:

STRENGTHS	WEAKNESSES
<p>Was there something unique about this video that made it more interesting than other videos?</p> <p>Please write what made this video a strong mean of conveying the concept of Media Literacy.</p> <p>Please write what was the strongest messages about media literacy that you gained from this video.</p>	<p>Was it difficult to follow the scenario?</p> <p>Do you think something should have been avoided?</p> <p>What could be improved, so that the video would communicate the concept of media literacy better?</p>
OPPORTUNITIES	THREATS
<p>Did you have the opportunity to learn something new about media literacy by watching this video? What was that?</p> <p>Did the video give you an opportunity to think critically in your everyday life? In which way?</p> <p>Did the video provide an opportunity for you to reflect between the concepts of “fact” and “opinion”? Please elaborate.</p>	<p>Was there something on this video that made you feel negative? If so, please elaborate.</p> <p>Based on the video, which are the dangers of reading just a headline, instead of the whole story?</p>

Example No2: VIDEO MANIPULATION OF THE FUTURE, DON'T BE PRONE TO THAT

After watching the video please answer the following questions:

STRENGTHS	WEAKNESSES
<p>Was there something unique about this video that made it more interesting than other videos?</p> <p>Please write what made this video a strong mean of conveying the concept of deep fake.</p> <p>Please write what was the strongest messages about deep fake technologies that you gained from this video.</p>	<p>Was it difficult to follow the scenario?</p> <p>Was there any part of the video that you found boring?</p> <p>What could be improved, so that the video would explain the concept of deep fake in a more coherent way?</p>
OPPORTUNITIES	THREATS
<p>Did you have the opportunity to learn something new about media technologies by watching this video? What was that?</p> <p>Did the video give you an opportunity to rethink about things you usually see online? In what way?</p> <p>Do you think you will have opportunities in your environment to use the information gained from the video? How?</p>	<p>Was there something on this video that made you feel negative? If so, please elaborate.</p> <p>Based on the video, what are the dangers faced in the digital environment?</p>

Guidelines / advice for follow-up discussion:

A facilitator should open the discussion encouraging participants to share information filled in the questionnaires. Discussion should have the direction of a brainstorming session rather than a formal focus-group one, so protocol should not be strict. Suggested opening of the discussion goes as follows: “Thank you for being here. I would like to ask for your consent to record this discussion. Let me assure you that your responses will remain confidential and no names will be listed in any report. My team and I would like everyone to participate. There are no right or wrong answers. Every person’s experiences and opinions are important for us. This is an open discussion, so feel free to share thoughts on whether you agree or disagree. To begin, please start reading your answers and discuss them with your peers.” Suggested duration of discussion is approximately 20-30 minutes, as this is not an extended focus group with a long set of questions. Facilitator should thank participants and announce the end of the discussion. Data collected should be collected and analyzed in a qualitative way.

Notes for facilitators:

Facilitators must give space and time for participants to answer questions. They can ask follow-up clarifying questions where necessary to get specific answers, rather than abstract ones.

Questions to measure feedback:

1. Has the video helped in making me more aware about the topic?

Not at all A little Somewhat Yes Yes, a lot

2. Has the video boosted my interest in discovering more about the topic?

Not at all A little Somewhat Yes Yes, a lot

3. Would I recommend the video to other people?

YES / NO

Author: **Katerina Chryssanthopoulou**

When acquiring Media and Information Literacy skills, as in all contexts of learning, one should be able to set procedural and content criteria so as to measure learning and performance on the selected skills. The very process of self-assessment is a valuable learning tool as well as part of an outcome and/or performance evaluation process. Through self-assessment, learners can:

- identify their own skill gaps, where their knowledge is weak
- see where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress
- decide when to move to the next level of the course.

Assessment or evaluation of oneself or one's actions, attitudes, or performance helps learners stay involved and motivated and encourages self-reflection and responsibility for their learning. Completing a self-assessment may sound easier than it really is, however. Knowing what to say and how to say it can make the difference between a meaningful review and one that fails to enhance your learning. To this end, self assessment can be done by means of the use of various tools.

Topic: SWOT analysis

SWOT analysis is a valuable tool for the self-assessment of learning goals. In practical terms, this tool has the format of a worksheet report to identify product's internal strengths and weaknesses, as well as its external opportunities and threats.

Aim:

SWOT analysis organizes your top strengths, weaknesses, opportunities and threats into an organized list and is usually presented in a simple two-by-two grid. SWOT analysis is a framework for identifying and analyzing the internal and external factors that can have an impact on the viability of a project, product, place or person. According to Wikipedia, "SWOT analysis is intended to specify the objectives of the task or project and identify the internal and external factors that are favorable and unfavorable to achieving those objectives. Users of a SWOT analysis often ask and answer questions to generate meaningful information for each category to make the tool useful and identify their competitive advantage".

Expected results:

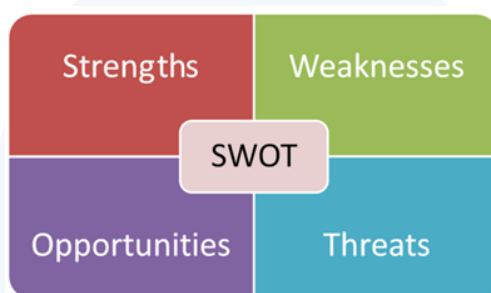
SWOT analysis is a tool to use AFTER the learning process has started and is based on the outcomes and/or goals set in the beginning of the learning procedure.

In specific, the learners use SWOT matrix to check their performance and indicate the areas where learning has given good results and the areas that are still weak:

- Strengths: characteristics of the intellectual outputs (IPs) or the project that give it an advantage over others
- Weaknesses: characteristics of the IPs that place them or the project at a disadvantage relative to others
- Opportunities: elements in the environment that the IPs or the project could exploit to its advantage.
- Threats: elements in the environment that could cause trouble for the IPs or project.

Example

The SWOT matrix is formed as a table



The learners are expected to populate the cells of the matrix with the various learning goals. In the case of learning new MIL skills, the content could be like the following:

<p>STRENGTHS</p> <p>What do I do well? What are my easy-to-access resources? What are the benefits of a Media Literate Citizen? How do I use my MIL skills in my everyday life?</p>	<p>WEAKNESSES</p> <p>What can I do better? How time consuming is it to acquire these skills? What resources do I lack? What do others see as my weakness?</p>
<p>OPPORTUNITIES</p> <p>What can I do better if I have MIL skills? How can I get more opportunities (at school/ work/ etc) with MIL skills?</p>	<p>THREATS</p> <p>What is the cost to acquire MIL skills? Do I have access to resources/content? Does my environment (school / work / etc.) welcome and support MIL skills?</p>



Recommendations for the users

Write more than one draft. The self-review will become part of your learning record. Make certain you are thorough and professional in your approach.

You can also use <https://miro.com/templates/swot-analysis/>

EXAMPLE OF USE

Please read the PPT file titled “Propaganda” , consider how easy or difficult it is for you to spot it and fill in the matrix. See below an example with blue. Try to answer as many questions as you can. After you finish with your replies, discuss your results with your peers and compare your material.

STRENGTHS	WEAKNESSES
<p>What do I do well when I try to spot propaganda? <i>I always check if the content I read in a newspaper is realistic.</i></p> <p>What are my easy-to-access resources in order to fact-check credibility of a newspaper article? <i>Crosschecking multiple online newspapers.</i></p> <p>What is my advantage when I know the functions of the media? <i>I can know when they set an agenda and guide public discussions on various topics.</i></p> <p>What is my advantage when I know about the functions of propaganda? <i>I can know when I come across "good" or "bad" propaganda; I can know whether propaganda serves a political or other purpose; I can know whether propaganda attempts to distort reality and/or guide my behavior; I can have confidence in myself and not fall in the trap of sensationalism; I can have confidence in myself and not be carried away when they try to make me afraid or when they manipulate my hopes and/or dreams.</i></p>	<p>Is it difficult to understand when an online news source is reliable? <i>I can flag reliable resources to read and use them as benchmarks when reading unknown sources.</i></p> <p>Is it too time consuming to crosscheck information when something "feels wrong" about what we read? <i>There is too much content on the internet and it is time consuming to cross check</i></p> <p>What resources do I lack so that I readily judge if something is propaganda or not? <i>I need guidance to access content that I can trust and to refer to when I am not certain of what I read.</i></p> <p>What do others see as my weakness? <i>I do not have enough time to crosscheck multiple sources so I adopt the first that I come across.</i></p> <p>Is it difficult to understand the reasons behind the behavior of politicians? <i>Indeed it is; we often have contradictory information about actions of politicians, their purposes and their goals, so it is not easy to know who to believe and trust.</i></p> <p>Is it difficult to find reliable resources? <i>It is, because there is too much content on the Internet. It is not easy without guidance to bookmark reliable resources.</i></p>
OPPORTUNITIES	THREATS
<p>If I have MIL skills, what can I do better when I come across propaganda? <i>Be rational, critical and disciplined when my emotions are targeted.</i></p> <p>How do I effectively use my MIL skills in my everyday life as a citizen? <i>I can rationally evaluate what I read without being emotional. I can read different sources on the same subject and form my own opinion</i></p> <p>How can I get more opportunities (at school/ work/ etc.) with MIL skills? <i>I can know how to evaluate information and prioritize reliable matters first.</i></p>	<p>What is the cost of being media literate when coming across potential propaganda? <i>1. Time 2. Changing the habit of scrolling down content too quickly 3. Being emotional when reading about something that targets my feelings or beliefs 4. Losing friends if I choose to adopt beliefs opposite than theirs.</i></p> <p>Does my environment (school / work / etc.) welcome and support MIL skills? <i>School environment usually does not foster digital media or the use of internet so I am online only outside of the school and then I do not have guidance from teachers.</i></p>

*This is the PPT on propaganda submitted to the Project by MLI



After the discussion with your peers, go back to your answers and rank your feedback answering the following questions:

1. Have I learned more about the topic in the video after using the tool and discussing with my peers?

YES NO

2. On a scale from 1 to 5 (1= little, 5= a lot), how much more confident do I feel now that I shall recognize propaganda when I come across it?

1 2 3 4 5

In question (1), the more the YES answers, the higher performance of the TOOL.

In question (2), higher scores reveal a positive outcome of the use of the TOOL.

ALTERNATIVE EXAMPLE ON VIDEO “WHY WE BELIEVE FAKE NEWS”

Exercise: Please watch the video “Why We Believe Fake News” and fill in the matrix - try to answer as many questions as you can (answers are given with blue).

STRENGTHS	WEAKNESSES
What is this video's strong feature? <i>In a very graphical way it shows us why we should not believe everything we read.</i> How easy-to-understand is the video? <i>Very much.</i> What are the benefits of a Media Literate Citizen? <i>Knows how to crosscheck news sources.</i> How do I use MIL skills in my everyday life? <i>Read different sources on the same subject.</i>	What is weak about this video? <i>It provides too much information on source pluralism.</i> How time consuming is it to acquire these skills? <i>I need to pause and watch again the definitions.</i> What resources do I lack? <i>Not enough knowledge on the matter.</i> What do others see as my weakness? <i>I do not have enough time.</i>
OPPORTUNITIES	THREATS
What can I learn when watching MIL material? <i>Be critical and know my sources.</i> How can I get more opportunities (at school/ work/ etc) with MIL skills? <i>Know how to evaluate information and prioritize reliable matters first.</i>	What is the cost of referencing to too many sources? <i>We may become victims of circular reporting thus citing sources in a loop.</i> Do we have access to adequate resources today? <i>Yes, too much actually!</i> Does my environment (school / work / etc.) welcome and support MIL skills? <i>School environment usually does not foster digital media or the use of internet so I am online outside school hours and then I do not have guidance from teachers.</i>

*This is the video submitted to the Project by MLI



Author: **Katerina Chryssanthopoulou**

Topic: Self assessment of MIL skills - Small Group Instruction Diagnosis (SGID)

This type of self assessment method can take the form of a facilitated small group discussion sessions among peers. This means that it works within a team of at least three peers

Aim:

Open-ended questions used in this tool aim to provide a structured context to think critically about initial learning goals set and encourage constructive feedback in discussion sessions. Usually such SGID sessions are facilitated by a Peer acting as a Consultant.

The SGID, pioneered at the University of Washington in 1974, provides an instructor with evidence-based data about student experiences and perceptions of a course. Conducted near mid-term, the SGID utilizes consensus-driven class interviews with students to suggest ways to strengthen a course. An Instructor can then reflect on the data and make changes to the course before the end of the quarter. Instructor and student responses to the SGID's formative assessment have been positive

Expected results:

Small-Group Instructional Diagnosis is a structured interview process taken midway through a learning process to ask groups of students to identify issues that are helpful to their learning.

This is a method of peer assessment, a collaborative learning technique, where learners evaluate their peers' work and have their work evaluated by peers. Often used as a learning tool, peer assessment gives learners feedback on the quality of their work, often with ideas and strategies for improvement. At the same time, evaluating peers' work can enhance the evaluators' own learning and self-confidence. Peer involvement personalizes the learning experience, potentially motivating continued learning.

Example:

SGID, a structured interview process with a peer who acts as a consultant, for example is applied as follows:

- a. A person designated as a SGID Facilitator (preferably trained) and the instructor meet prior to discuss the learning objective
- b. Information is collected from learners, who work in small groups; they can also work in larger groups or forums to discuss 3 questions:
 - What in this class assists your learning?
 - What in this class takes away from your learning?
 - What suggestions might you have for improving this course?
- c. Facilitator collects SGID answers and looks for themes that include both qualitative and quantitative data
- d. Facilitator meets with the team to discuss findings and potential changes. Based on the results, changes are planned.

Recommendations:

Peer assessment techniques vary considerably. To give effective, valid and reliable feedback to fellow learners, one needs clear guidelines, training on assessment criteria and scoring rules, and practice with examples. Before learners are ready to give feedback to others, their assessments should be compared to some standards for quality assurance.

On this method, see also: https://cetl.uni.edu/sites/default/files/small_group_instructional_diagnosis_a_method_for_enhancing_writing_instruction.pdf

EXAMPLE

Exercise: Watch the “Why we believe fake news” video and do a SGID assessment

The group can work under the supervision of a teacher, who is the SGID facilitator. If there is no teacher, then the group of students can appoint a SGID facilitator among the peers. His/her work is to lead discussions, pose questions and select test content.

SGID facilitator will pose the following questions to the group (in parenthesis the testing hypothesis) and the group discusses all possibilities they can think of and reaches a resolution.

- (1) Who created this message? (all media messages are constructed)
- (2) What techniques attract my attention? (the media language has its own rules)
- (3) How different people understand this message? (different people have different experience of the same content)
- (4) What lifestyle is promoted in the video? (media messages embed values and points of view)
- (5) Why do I receive this message? (in commercial videos content is organized to gain profit and/or power).

For each question students can write if they knew the answer or not.

Then the group sees a trending advertisement of a commercial product (the facilitator will choose the content according to local criteria in each country), and the SGID addresses the same questions to the group. They write down their answers and they compare them. Then they compare answers with the first exercise of the fake news video and SGID facilitator asks "Are your answers the same?" "Why?"

Learning outcome is that students can document differences between informative video and promotional content on the basis of the set criteria.

After the discussion with peers, students go back to their answers and rank their feedback answering the following questions:

1. Have I learned more about the topic in the video after using the tool and discussing with my peers?

YES NO

2. Have I learned more about the topic in the advertisement after using the tool and discussing with my peers?

YES NO

3. On a scale from 1 to 5 (1= little, 5= a lot), how much more confident do I feel now that I shall recognize propaganda when I come across it?

1 2 3 4 5

In questions (1) and (2), the more the YES answers, the higher performance of the TOOL
In question (3), higher scores reveal a positive outcome of the use of the TOOL.

Author: **Katerina Chryssanthopoulou**

Topic: K-W-L charts

These charts are graphic organizers that help students organize information before, during, and after learning process. They can be used individually so they do not require a team of users/learners.

https://www.facinghistory.org/sites/default/files/KWL_Chart_handout_v.final_.pdf

Aim:

K-W-L charts are easy to use graphic organizers that help students organize information before, during, and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning.

Expected results:

The tool has three axes: K = What do I KNOW, W = What do I WANT to know, and L = What have I LEARNED. Typically it is used when acquiring a new skill.

The first thing to do when using a KWL is to activate prior knowledge, in other words, answer oneself questions like the following: "what do I already know about this skill/goal?". One should brainstorm and record what they already know in the respective column. Then one should wonder what they want to learn. This is a highly reflective exercise, a very creative one, too, and also it can be normative, if used against set learning criteria (regarding the learning outcomes). The final step comes after the student has experimented with the new knowledge or skill, has practiced the exercises and checked what kind of uses in everyday life one can cover through this knowledge or skill. This is the L column, showing the learning goal of the individual.

Example:

The simple graphic organizer is actually a three column table

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned



Recommendations for users:

Highlight the highlights. Don't worry about modesty here; this is your opportunity to toot your own horn — and do it loudly. Don't forget about achievements made early on in the learning period.

If you keep notes during learning, you can go through them and see where you started and how you have progressed. Try to write in a conversational style - one that is as natural as the verbal back-and-forth that will hopefully follow the completion of the self-review. Try to be objective. It's awfully tempting to give yourself high marks across the board, but it's a little unlikely that you've done everything absolutely right. Instead of evaluating yourself based on how you would have liked to perform, quantify results as much as possible by using facts, figures, and specific dates. Ask yourself some specific questions: What difference did my efforts make to the bottom line? What did I do to contribute to excellent performance? Did my efforts make a dent toward furthering my goals?

The self-review is a good opportunity to raise specific ways to improve your performance. Don't be afraid to come up with ideas to help your learning process go more effectively. Include task-related action plans for the future. Again, you want to be as specific as possible, which will help you focus on your development. And, last but not least, write more than one draft.

EXAMPLE

Exercise: After discussing basic concepts of media literacy, proceed to a self assessment of your knowledge. Watch the video “Why we believe fake news” and do a SGID assessment

Students write on their paper what they think about the following sentences:

1. Media are constructions
2. Media have commercial implications
3. Each medium has a unique aesthetic form

Then the group discusses the 7 questions in COLUMN “What I want to know” and write their answer.

ASSESSMENT CHART		
What I know	What I want to know	What I learned
<p>Media are constructions</p> <p>media products are never entirely accurate reflections of the real world</p>	<p>1. Who created this media product?</p> <p>2. What is its purpose?</p> <p>3. What assumptions or beliefs do its creators have that are reflected in the content?</p>	<p>Media products are created by individuals who make conscious and unconscious choices about what to include, what to leave out and how to present what is included. These decisions are based on the creators' own point of view, shaped by their opinions, assumptions and biases</p>
<p>Media have commercial implications</p>	<p>4. What is the commercial purpose of this media product?</p> <p>5. How does this influence the content and how it's communicated?</p>	<p>Most media seek profit. In addition, media industries belong to a powerful network of corporations that exert influence on content and distribution. Ownership and control are central – a relatively small number of individuals control what we watch, read and hear in the media.</p>
<p>Each medium has a unique aesthetic form</p>	<p>6. What techniques does the media product use to get your attention and to communicate its message?</p> <p>7. In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?</p>	<p><i>The content depends in part on the nature of the medium.</i> The interactive nature of video games leads to different forms of storytelling – and different demands on media creators – that are found in film and TV. Different media products address different audiences and influence their aesthetics.</p>

Then the students compare their answers to the content of third COLUMN "What I learned".

The more "correct" answers, the best use of the TOOL.

After the discussion with peers, students go back to their answers and rank their feedback answering the following questions:

1. Have I learned more about the topic in the video after using the tool and discussing with my peers?

YES NO

2. On a scale from 1 to 5 (1= little, 5= a lot), how much more confident do I feel now that I shall recognize propaganda when I come across it?

1 2 3 4 5

In question (1), the more the YES answers, the higher performance of the TOOL

In question (2), higher scores reveal a positive outcome of the use of the TOOL.



Author: **Laura Bačinskienė**

Topic: Media analysis skills advancement

Aim:

To identify a change in media analysis skills level after the training.

Expected results:

Collecting answers to provided example of set of questions, you will be able to identify your group's level of skills to analyse news objectively. Understanding of what your training group is lacking, you will be able to address their needs more specifically. The tool gives an opportunity to measure impact of the training.

Expected content:

Questionnaire with a set of questions, provided below.

Recommendations for users:

Before starting a training, it is important to identify the level of MIL skills of the students and the expected change of those. Having information what kind of skills the youngsters have before the intervention, makes it possible to measure impact of the training.

For accessing the skills advancement, the same set of questions should be asked before the course and afterwards - examples of questions are provided below. Additional resources on types of skills and accessing them are provided in "Sources" section 7 - 10.

Ask youngsters to answer questions provided and archive the answers. After finishing your training, come back to the same questionnaire and ask youngsters to go through their answers again. Discuss with your group:

- Which answers would you change? Why?
- Which answers would you not change? Why?
- How would you rate your skills in knowing how to distinguish true news from false news: before training and after? (1 – very poor; 5 – very well)
- How confident are you in analysing the truthfulness of media content? (1 – not confident; 5 – very confident)

Example of questions:

Choose some actual (current affairs) article in your native language and ask your group of youngsters to answer a set of questions. It is important that they feel comfortable, with no agenda from your side.

They cannot be influenced on what is a right answer and what is not.

Please ask your group of youngsters to answer what they feel, without looking for additional information on the web. Provide the same article and set of questions after the training.

Provide these questions:

- 1. Who is the intended audience for this story? (open-ended question)**
- 2. The wording of the message suggests certain conclusions [Select one response]:**
 - a) Yes
 - b) No
 - c) Don't know
- 3. What kind of emotions does this message evoke? [Select one response]**
 - a) Positive
 - b) Neutral
 - c) Negative
 - d) Don't know
- 4. What is the purpose of this article? [Select one response]**
 - a) To inform about what happened
 - b) To convince and influence readers
 - c) I do not know
- 5. Does the article miss any sides/points of view?**
 - a) Yes --> What sides/points of view? [Open-ended question]
 - b) No
- 6. The message uses terms that are easy to understand. [Select one response]**
 - a) Yes
 - b) No
 - c) Don't know

7. The title of the article appeals to emotions. [Select one response]

- a) Yes
- b) No
- c) Don't know

8. The reporter shows bias in what he/she says/writes [Select one response]:

- a) Indeed, he/she does
- b) His/her position is neutral
- c) Don't know

9. The article is balanced in terms of opinions, references, and sources [Select one response]:

- a) Yes
- b) No
- c) Don't know

10. Are facts separated from opinion? [Select one response]

- a) Yes
- b) No
- c) Don't know

11. How credible are the statements made by the individual cited in the story? [Select one response]

1-10 scale, where 1 - Not credible at all, and 10 - Extremely credible

12. The article has an explicit news hook. [Select one response]

- a) Yes
- b) No
- c) Maybe
- d) Don't know

13. The statements in this article were supported by facts [Select one response]:

- a) Yes
- b) No

14. Rate the following statement: "this is an objective story" (In this definition, objective means "balanced, unbiased"). [Select one response]

- a) Strongly disagree
- b) Disagree
- c) Neither agree nor disagree
- d) Agree
- e) Strongly agree

15. Considering your answers above, how would you rate the story? [Select one response]

1- It is not credible 10 - It is credible

Source:

- Presentation: Melina Karageorgiou, *Fake news. A manual on how to spot them* [retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
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- Presentation: Melina Karageorgiou, *Media stereotypes* [retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
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- A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2 on UNESCO [retrieved from <http://uis.unesco.org/sites/default/files/documents/ip51-global-framework-reference-digital-literacy-skills-2018-en.pdf> on June 10, 2019] - recommended pages: 7, 17, 23-28

Topic: *Detecting fake content - evaluation of skills gained*

Aim:

With the help of the tool, the ability to detect fake content will be self-assessed. The tool will also help evaluate the results of learning process of content verification and digital literacy.

Expected results:

While playing the game, the students will be able to assess their skills for:

- information evaluation
- differentiating between fake and true content
- detecting fake content
- being able to verify online content with available tools.

The students will be able to evaluate both their digital knowledge and intuition, and that way, establish which competences they should still develop.

Expected content:

Depending on the needs and possibilities (and e.g. availability of equipment or English knowledge), the tool and evaluation process can take different forms:

- using existing tools during media literacy or English classes
- Factitious - <http://factitious.augamestudio.com/#/> [requirements: internet access, devices, English knowledge]
- using tailored online flashcards of "Detecting fake content" game, eg. <https://www.brainscape.com/p/2LIP4-LH-81WDK> (registration) [requirements: internet access, devices]
- using paper flashcards - on one side of it a story is published, on the flip side - the answer [no requirements].

For the evaluation, local content in native language is recommended. Out of ten stories, at least three should be true. If fake content is not available in a given country, translations can be prepared from such websites as The Onion, World News Daily Report, Huzlers or Lead Stories.

However, for students with good English knowledge, the existing tools in English can be used, too.

Recommendations for users:

The evaluation tool can be used in different ways. Below are some possibilities that can be used during evaluation classes or individually by the students.

1.

A set of 10 articles (or parts of it) that were published on the internet is presented to a student. After only reading each of them, the student evaluates whether the story is real or fake and answers the question “is it true?”. The number of correct answers is counted and for each of them (aka each of the stories) the student gives an evaluation of “how sure of that were you” (from 1 - not at all, to 5 - very much so). That gives the student an idea of his/her sensitiveness to fake content. The task can be treated as a classroom challenge.

2.

[Version 1 +]

The test/game can also later be further played - one of the fake stories is chosen and the students have to determine which elements of it should ring a bell to the reader about possible fakery. It could be treated as a classroom challenge - the more flaws in a story found, the one becomes a winner. That would further evaluate the command of the digital skills and fake story indicators recognition.

3.

A set of 10 articles (or parts of it) that were published on the internet is presented to a student. After only reading each of them, the student evaluates whether the story is real or fake and answers the question “is it true?”. The answers are noted down.

Then limited time is given for the students to research the stories [e.g. 5 minutes per story]. That can be done individually or in groups. After the research, the students again answer the question of “is it true?” and only then learn the truth. The number of correct answers is counted, which gives the student an idea of both his/her sensitiveness to fake content (first part of the task) and digital skills, but also of his/her knowledge of indicators of fake stories.

4.

A set of 10 articles (or parts of it) that were published on the internet is presented to a student. After only reading each of them, the student evaluates whether the story is real or fake and answers the question “is it true?”. The answers are noted down.

Then students are given time to research the stories. That can be done individually or in groups. The students again answer the question of “is it true?” but have to find at least three arguments to support their stance. Only then they learn the truth. The number of correct answers is counted, which gives the student an idea of both his/her sensitiveness to fake content (first part of the task) and digital skills, including knowledge of indicators of fake stories. The student or a team of students that finishes the task first, is the challenge’s winner.

Sources:

- Presentation: Melina Karageorgiou, Fake news. A manual of how to spot them. [retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- Presentation: Danuta Szejnicka, Media text analysis [retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- Authenticating information on Media Smarts [retrieved from <http://mediasmarts.ca/digital-media-literacy/general-information/internet-mobile/authenticating-information>, June 10, 2019]
- 5 Telltale Signs of An Online Hoax on First Draft [retrieved from <https://firstdraftnews.org/en/education/curriculum-resource/5-telltale-signs-of-an-online-hoax/>, June 10, 2019]
- Fake stories used for the flashcards:
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- Michael Jackson's Cremated Body Made Into Necklaces For His Children on radaronline.com [retrieved from <https://webcache.googleusercontent.com/search?q=cache:HxLx-bEv-RpMJ:https://radaronline.com/exclusives/2019/06/michael-jackson-body-cremated-necklaces/+&cd=1&hl=pl&ct=clnk&gl=pl> on June 10, 2019] - FAKE
- Satan Is The True Lord, Only Dump People Worship God Charges American Hip Hop Star Jay-Z on zambianobserver.com [retrieved from <https://www.zambianobserver.com/satan-is-the-true-lord-only-dump-people-worship-god-charges-american-hip-hop-star-jay-z/> on June 10, 2019] - FAKE
- What's wrong with buying a dinosaur? on BBC [retrieved from <https://www.bbc.com/news/business-48472588> on June 10, 2019] - TRUE
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- USA: woman arrested for calling her ex-boyfriend 77 times in a week on worldnewsdailyreport.com [retrieved from <https://worldnewsdailyreport.com/usa-woman-arrested-for-calling-her-ex-boyfriend-77-000-times-in-a-week/comment-page-12/> on June 10, 2019] - FAKE
- Princess Charlotte shows off cheeky side as she sticks tongue out at crowd on Daily Mirror [retrieved from <https://www.mirror.co.uk/news/uk-news/princess-charlotte-pokes-tongue-out-18864688> on June 10, 2019] - TRUE
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- Staring at seagulls can stop them from taking your food, study says on ABC [retrieved from <https://abc7ny.com/pets-animals/staring-at-seagulls-can-stop-them-from-taking-your-food-study-says/5456264/> on June 10, 2019] - TRUE

- 10 fake stories - sent as attachments and included in an online tool
- Table for answering the “how sure of that were you” question:

Legend: Please cross the right estimate.

STORY	HOW SURE OF THAT WERE YOU?				
	1 - not at all	2	3	4	5 - very much so
1	1 - not at all	2	3	4	5 - very much so
2	1 - not at all	2	3	4	5 - very much so
3	1 - not at all	2	3	4	5 - very much so
4	1 - not at all	2	3	4	5 - very much so
5	1 - not at all	2	3	4	5 - very much so
6	1 - not at all	2	3	4	5 - very much so
7	1 - not at all	2	3	4	5 - very much so
8	1 - not at all	2	3	4	5 - very much so
9	1 - not at all	2	3	4	5 - very much so
10	1 - not at all	2	3	4	5 - very much so

Authors: **Laura Bacinskiene**
Beata Biel

Topic: Personal competencies in the field of media literacy

Aim:

To evaluate competencies of using and understanding media, and being able to contribute into media (content) creation.

Expected results:

Self-assessment tool, which helps users to evaluate their personal competencies, which could be assigned to three clusters:

- using media: competencies reflecting the technical and instrumental use of media;
- understanding media: competencies in the field of (critical) understanding of media, including analysis, evaluation and reflection on media content;
- contributing into media creation: competencies related to the creation and communication of media messages, as well as to the social participation using media.

Expected content:

Query for visual (self) rating of competences

Recommendations for users:

Depending on the objective of the implemented measure (what competencies it is addressing), choose questions from the three provided clusters.

Instead of asking youngsters to answer questions by rating them (e.g. with numbers only), use visual evaluation methods, which could be more attractive to the target group interests:

1. Give a picture of a multi-storey house and ask a question: if you would be living in a multi-storey house, grading this statement (statements listed below), on which floor would you live?
2. Give a picture of a thermometer and ask a question: what temperature would the thermometer show to your answer to this statement (statements listed below)? Important! Give a visual thermometer with the same grading to all members of a group.
3. Give a picture of a darts game and ask a question: how close you would be to the center of the target when answering this statement (statements listed below)?

Sources:

- *Presentation: Danuta Szejnicka, Media text analysis*
[retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- *Presentation: Beata Biel, New Media and Social Connections*
[retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- *Presentation: Katerina Chryssanthopoulou, Influence of the media on the formation of public Opinion* [retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- *M. Simons, W. Meeus & J. T'Sas, Measuring Media Literacy for Media Education: Development of a Questionnaire for Teachers' Competencies in Journal of Media Literacy Education 2017 9(1), 99 – 115;*
[retrieved from <https://files.eric.ed.gov/fulltext/EJ1151034.pdf>, June 10, 2019]
- *visualisations retrieved from autodraw.com on June 10, 2019*

- statements for questions input
- visuals to be used for evaluation

Statements for questions (specific cases can be chosen):

Statements for “Using media”:

- I can use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard)
- I can consciously choose between different media devices, based on their functionality (e.g. computer, smartphone or tablet, navigating through hyperlinks)
- I can purposefully use different sources of information and media devices (e.g. search for information using social network sites, search on the internet)

Statements for “Understanding media”:

- I know that media present information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...)
- I know how media production and distribution works (e.g. from source to article, the filtering of news, the intersection between politics, media and democracy)
- I know how media content is tailored to the target audience (e.g. selection possibilities, online content personalized through cookies or algorithms, newspapers/television channels/websites and their target audience)
- I can evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects)
- I am aware of the effects of media (e.g. influence on purchasing behaviour, undesired effects such as hate or addiction)
- I am aware of my own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour, FOMO).

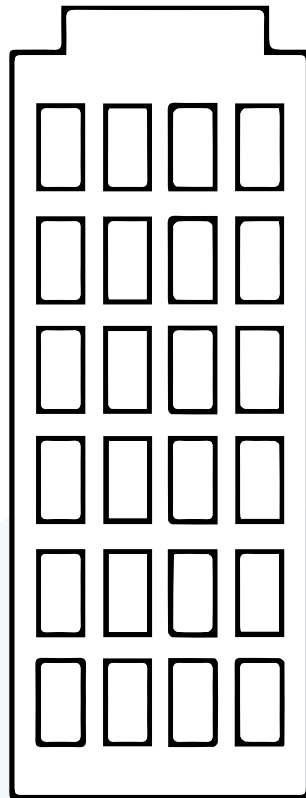
Statements for “Contributing into media (content) creation”:

- I can create media content (e.g. write an article, create a photo or video, set up a blog)
- I can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channels such as blogs, directories, YouTube)
- I can participate in the public debate through media (e.g. show commitment using (social) media, contact organisations by email, reader reactions or social media)

Examples of visual evaluation tools

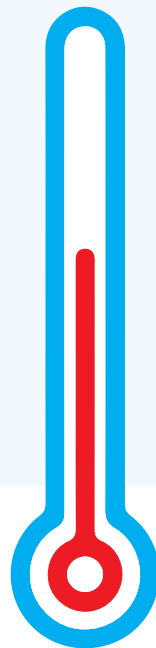
Building

A multi-storey house rating. If the building was reflecting your level of knowledge for a given question, which floor would you live on?



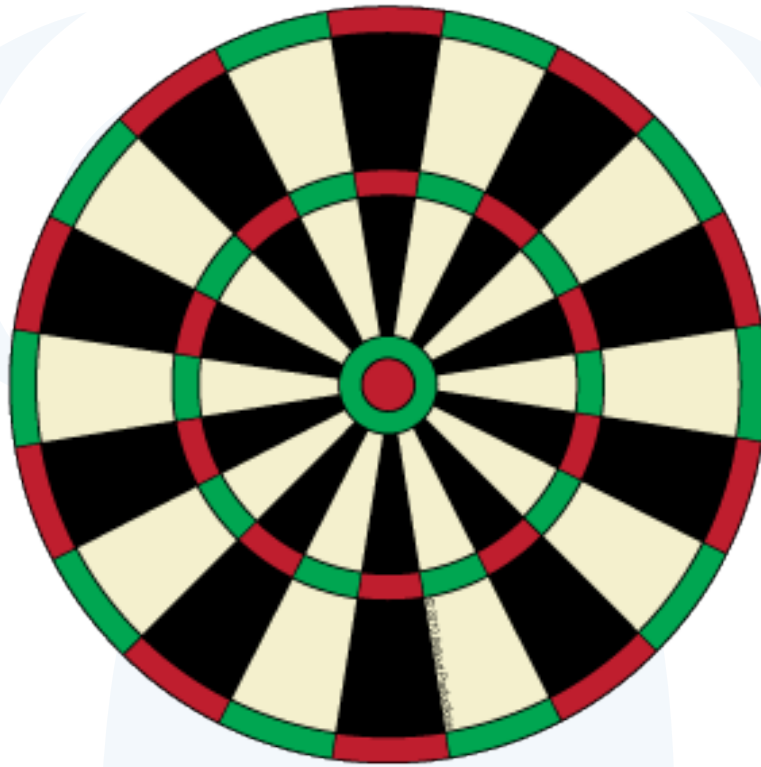
Thermometer

A thermometer rating. If the thermometer was reflecting your level of knowledge for a given question, which grade would it be on?



Darts

A darts rating. If the darts game was reflecting your level of knowledge for a given question, how close to the target would it be?



Author: **Baltic center for Media Excellence, LSM.LV**,
translated and adapted by **Olga Dragiļeva**

Topic: *Collective assessment of media literacy*

Aim:

Media literacy initiative “Full thought” (in Latvian – “Pilna doma”) in cooperation with public service media online news platform lsm.lv published an online media literacy test in 2018. It consists of 10 questions, which are appropriate to an audience of above 16 years. The test is educative, covers topical features on media usage (internet lotteries, clickbait titles, politicians posting funny cat videos, etc.).

Expected results:

Users fill the test and see their score (0 to 10) on general media literacy knowledge.

Recommendations for users:

This test can be provided to a group of young people after a discussion on media literacy. Its aim is to check whether they have gained basic knowledge about this concept and main principles behind evaluating information provided by media.

It can be also used in a classroom or any other educational context before media literacy topic is brought up – so that the educator/group leader can evaluate general level of knowledge. It can be used collectively – the whole of the group can be filling out the test together so that the educator/leader can see what are the interpretations of different situations or terms that exist in the classroom.

If the test is filled out individually, teachers and other persons interested are invited to use a sheet with correct answers and their explanations, also a feedback summary of respondent’s media literacy, depending on his/her score.

Each of the 10 questions is supported by an explanation of what a correct answer is and a link to a related article or a publication online, which provides further information on this specific topic. Questions given below are only examples of how this test can be organised, most important feature is that they are based on specific language that fake news sites and disinformation outlets use in a specific culture/country.

Test content

1. Media literacy is...

- a) ability to sit in front of a TV for 10 hours without a break
- b) ability to be a journalist, to make groundbreaking reports
- c) ability to analyse and critically evaluate information provided by the media

correct answer: c

explanation: Bingo! Critical thinking and ability to evaluate information is the basis for media literacy

possible link: could lead to a simple and clear article about media literacy concept

2. “You would not believe it! EU is planning to ban crooked carrots!” What does this headline mean to you?

- a) This is an important piece of news, which everyone needs to know.
- b) This media outlet is sensational and spreads fake news.
- c) I need to fill up my carrot stash at home!

correct answer: b

explanation: “You would not believe it!” and similar sensationalist language is the first sign that the headline is exaggerated and most likely untrue. Such tricks are used by low quality media outlets, which try to attract people’s attention and earn money with ads placed on their webpage.

possible link: could be a link to a video explaining main tricks that are used by sensationalist/fake news publications.

3. What are virtual/information bubbles?

- a) Groups in social media, which unite people of similar beliefs. Their specific trait is sharing information that supports and does not challenge already established beliefs.
- b) Same as soap bubbles, but online.
- c) Last years most popular computer game

correct answer: a

explanation: Who does not like to be around like-minded people? But cementing one’s opinions and not allowing others into one’s informational space fosters lack of critical thinking and puts one’s brain to sleep.

possible link: site or article with ideas how to “get out of the social media bubble”

4. “Do you want a new phone? Share this post, tag two friends and win one of 5000 smartphones!” This is...

- a) sociological poll to find out how many people want a new phone
- b) post that does not mean much, everyone shares something like this now and again
- c) advertisement trick, which is often used by companies in social networks

correct answer: c

explanation: Yes. It does not mean that you can't share this information as long as you understand, that you are a participant of an advertising campaign and possibly are sharing information with an unverified party. Think – would anyone really be ready to give out 5000 smartphones?

possible link: [explanation on how to check whether a company offering free goods in social media is legitimate.](#)

5. Before elections a politician posts a funny cat video on his Facebook page and invites other to add their funny cat videos. What is he trying to achieve?

- a) popularity and, possibly, more votes in the next elections
- b) showing overall love to cats
- c) nothing, he/she is just entraining his audience. Cats are indeed funny!

correct answer: a

explanation: Cat videos are truly funny, but smart media consumer will think twice on why a politician shares that kind of content specifically before elections. Politicians use social media to advertise themselves just as they use traditional ads.

possible link: [link to a story about how politicians use social media in order to promote themselves.](#)

Author: **Olga Dragileva**

Topic: Fact-checking intelligence test

Aim:

To establish ability of young people to critically review information they are provided in the media and determine if they are able to independently verify data as well as understand what kind of references and supporting facts have to be provided in media stories in order to consider these facts trustworthy.

Expected results:

This test gives an understanding whether the respondents:

- know how to verify information and common facts
- understand which sources are trustworthy and which need more proofs
- see common cues and clues in journalistic materials, which should raise suspicion and require verification
- can distinguish facts that need verification from opinion that cannot and does not have to be verified.

Recommendations for users:

The test includes 10 or more examples of factual claims similar to those made in media stories. The students are asked on how they would check these claims. There are no multiple choice options, those who are filling the test will need to provide arguments for their answers.

A guide to evaluate the answers must be prepared for the educator/group leader. It is important that the claims given in the test are similar to those, which are common for media in a specific country/language culture, therefore it is recommended that educators localise the test and add some questions that are specific to the context the students are familiar with.

Evaluating each answer, the following point system should be applied. Student should get 1 point for answering a question, if all the steps mentioned in the guide to evaluate answers are provided by the student. If only one/two are mentioned, student gets ½ point. If in addition the student comes up with their own fact-checking ideas, which are relevant and usable, then extra 1 point can be awarded. It is also important to be liberal while reviewing students answers – the answers do not have to match the provided evaluation guide precisely, but rather provide the same logic of fact-checking.

It is recommended that results of the test are discussed in the group after students receive their scores. After the test, the following online materials can be used to give further instruction on how to verify information online:

1) *Quick tips on fact checking. Several posters (can be printed out)*

<https://www.betterinternet.sg/Resources/Resources-Listing/Fact-checking-tips>

2) *Basic verification tips by “Common sense media”*

<https://d1e2bohyu2u2w9.cloudfront.net/sites/default/files/tlr-asset/document-cs-education-fakenews-poster-release-lr.pdf>

source: <https://www.commonsense.org/education/teaching-strategies/turn-students-into-fact-finding-web-detectives>

3) *How to use Google Reverse Image Search:*

video instruction: <https://www.commonsense.org/education/node/4529201>

article: <https://d1e2bohyu2u2w9.cloudfront.net/sites/default/files/tlr-asset/document-reverse-image-search-3.pdf>



Examples of specific tasks and a guide to evaluate the answers.

1. You see a headline: “Professor of the “LA exact sciences academy”: minimum consumption of chocolate is 100 grams per day”.



Image source: www.pexels.com, no reference required

Question: What needs to be checked in this claim and how would you do it?

Guide to evaluate answers:

- a) Check whether such academy exists.
- b) If it exists, is there any record of a study on the topic of chocolate consumption.
- c) Check the source/webpage where this article was posted; does it seem suspicious, does it belong to a respected media outlet?

2. You see a headline: “Miley Cyrus about her life in Australia: “I had to walk to school 10 km every day”.



Photo source: instagram.com/mileycyrus

Question: What needs to be checked in this claim and how would you do it?

Guide to evaluate answers:

- a) Check where did Miley Cyrus live during school years, was it Australia?
- b) Find out if such answer was ever given in any interview.
- c) Check the source/webpage where this article was posted, does it seem suspicious, does it belong to a respected media outlet?

3. In social media or YouTube you stumble upon a video, which shows a famous person [here to localize the content, any teen celebrity or famous politician can be added] swearing and shouting, maybe even drunk.



Photo source: <https://www.pexels.com>, No attribution required.

Question: What needs to be checked to make sure this video is real and how would you do it?

Guide to evaluate answers:

- Find out if there is any information online about there being a “deep fake” video of this person.
- Try to find out who has originally posted this video – is it a reliable media organisation, any other official source
- google if there is any response from this famous person or their representatives.

4. You see a Wikipedia article, which claims that an apple contains as much calories as a cube of sugar.



Photo source: <https://www.pexels.com>, No attribution required.

Question: How would you check this claim from wikipedia? What would your steps be?

Guide to evaluate answers:

- Does this specific claim in Wikipedia have any references, links to research
- Are these links trustworthy?

OR ALTERNATIVELY

- Try to find information and calculate – how much sugar there is in a sugar cube and how much in apple. Students should get an extra 0.5 point if they mention both alternative scenarios.



5. You see that your friend has shared a viral post with you in social media, which claims that stray dogs are being attacked all over your town – nails are being put in meat that is left for the dogs.

Question: How would you react to this viral post?

Guide to evaluate answers:

- Check if official institutions confirmed that this statement is true
- Try to find out, what is the original source that posted this information and is it trustworthy
- Has these claimed been ever debunked or confirmed? Is there any media coverage of this issue?

6. You see this photo being shared in social media or in a messaging app group you are a part of (like WhatsApp). The caption says that there are migrant riots in the suburbs of Stockholm, with migrants demanding more benefits.



Picture source: <https://www.cnbc.com/2018/12/02/france-mulls-state-of-emergency-after-paris-riots-wont-change-policy.html>

Question: How would you check if this statement is true?

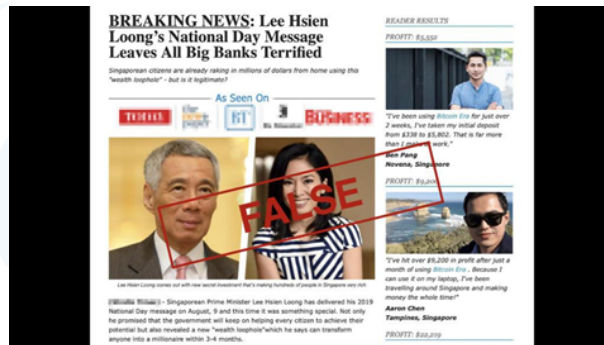
Guide to evaluate answers:

- Would see if any reliable international or Swedish news outlets are reporting on such riots happening currently.
- Try to check reliability of the photo – is this really from Sweden.

NB! In this case, extra 1 point can be awarded to students, who suggest ways of how to verify the photo, for instance to check if the car number plate on the photo is similar to those used in Sweden or use Reverse Google Image Search.

7. You see an ad on a website of a newspaper “Prime minister of Singapore [with Finnish prime minister this is an actual case, but while adapting the test, an educator can find a relevant substitute] recommends buying bitcoin”. This is a Google ad, which can be found on any site. When you click on the ad you are a redirected to a website which looks like a familiar news site.

(link to the story: <https://www.todayonline.com/singapore/mas-warns-bit-coin-scam-using-fake-comments-attributed-pm-lee>)



Picture source: www.todayonline.com

Question: How would you check if this is truthful?

Guide to evaluate answers:

- a) Try to understand if the site where the ad leads is genuine
- b) Try to search news from reliable sources on whether this claim was already debunked

8. In an anti-immigrant rally, a representative of a far-right group says “Immigrants come to our country and get better support from the state then our own people!”

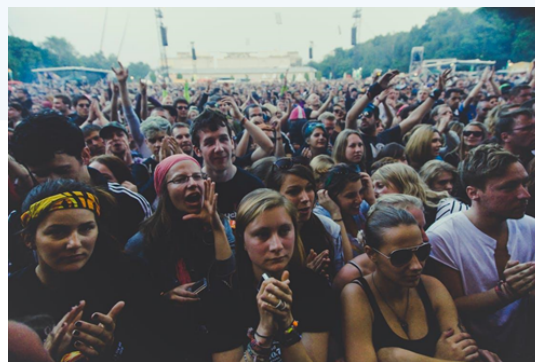


Photo source: <https://www.pexels.com>, No attribution required.

Question: How would you check if this statement is true? What sources would you go to to find out?

Guide to evaluate answers:

- a) Find out what kind of benefits immigrants receive, use official or trustworthy sources such as publications in the media.
- b) Read government-issued material to check benefits for local people.



9. During budget negotiations, a politician makes a claim: “Our demographic situation today can be only compared to that of the times of black death!”.



Photo source: <https://www.pexels.com>, No attribution required.

Question: How would you check if this statement is true?

Guide to evaluate answers:

- a) Check if there even was a “black death” epidemic in your country.
- b) Consult history books to see what was the death rate.
- c) Try to see if there are any official sources of this year’s mortality rate in your country.

10. Before elections an opposition politician claims to the media: “This government has lead our education system to be the worst in Europe!”.



Photo source: <https://www.pexels.com>, No attribution required.

Question: How would you check if this statement is true?

Guide to evaluate answers:

- a) Try to verify if the state of education system is really as bad as he says. For instance, check international ratings of education systems and students’ achievements, prepared_ by international organisations.

Author: **Klinta Locmele**

Topic: Media literacy measurement tool – situation test

Aim:

The aim of situational test is to measure and promote media literacy and critical thinking of audience.

Expected results:

By choosing one of the answers on each given 6 situations, person not only becomes aware of variety of everyday and outstanding situations where media literacy and critical thinking are crucial, but also develops these skills.

Demanding to choose one of practical behaviour models reveals persons' media literacy and understanding of processes in media environment. Since the test includes issues of various situations, it is not attached to narrow media literacy aspects. Results will reveal respondents' overall knowledge on media literacy, propaganda, disinformation, freedom of speech and democracy and critical thinking issues, as well as will encourage to reflect on some ethical choices as well.

Example/content:

The test includes 6 questions, describing situations related to media and other type of information, and 4-7 answer options. Each situation invites a person to imagine himself/herself in a certain life situation and decide which model of action would be the most appropriate. The answers are designed to require attention and consideration from the test performer, thus time required to complete it is ~20-25 minutes (depending on the age of audience).

For better lecturer's comfort to conduct discussions, each question is accompanied by a short explanation on the correct answer.

Test can be used universally as one-time measurement or as a tool for two-step research like an ex-ante and post-ante measures before and after some media literacy learning activities. If the time between both measures is less than one month, it would be advisable not to discuss with audience correct answers after the first completion of the test in order. Then the answers could be used for teachers just as indicators of media literacy of the given audience and to compare with test results after the implemented media literacy learning activities.

It is not forbidden for audience to use their laptops, tablets or smartphones for search of the information and check the facts (for example, mentioned University of Sigulda even does not exist).

Recommendations for users:

This media literacy measurement tool is appropriate not only for filling in the printed paper format, it is suitable for publishing on the internet surveys as well. Although there is only one truly correct answer for each question, other answer options are designed in a way that some of them could be considered to be appropriate. That is why it is highly advisable to conduct discussion with audience to come to an explanation why some options would not be the best behaviour scenarios.

Sources:

- Dewey, C. (2016, June 16). *6 in 10 of you will share this link without reading it, a new, depressing study says*. *The Washington Post*. Look: <https://www.washingtonpost.com/news/the-intersect/wp/2016/06/16/six-in-10-of-you-will-share-this-link-without-reading-it-according-to-a-new-and-depressing-study/>
- Trewinnard, T. (2017). *News Verification Guide*. Look: <https://www.sseriga.edu/sites/default/files/in-line-files/News%20Verification%20Guide%20in%20English.pdf>
- UNESCO. (2018). *Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training*. Look: <https://unesdoc.unesco.org/ark:/48223/pf0000265552>

Short transcription of results

5-6 correct answers: Great job! You have good media literacy and critical thinking skills. Try to share your knowledge with your peers.

3-4 correct answers: Good! You know something in media literacy and will not get lost in certain situations. But sometimes you trust too much in the information and people. Watch out not to be fooled!

0-2 correct answers: Oh, dear friend, there is a wide field ahead of you to improve your media literacy, however there is some good news – filling this test is the step forward on your way to become smarter media user.

Question 1

Situation: You have become a Minister for Culture and Information in a Member State of the European Union. The amount of misinformation and fake news has increased, so you are thinking how to fight them in order to provide a quality information space. Your action:

- 1) Immediately make changes to national legislation imposing fines or imprisonment under an accelerated procedure on all disseminators of information which looks similar to disinformation and fake news;
- 2) You understand that changes in national regulation will not produce the expected result - reduction of disinformation (the Internet is global!), and strive for stricter restrictions and pre-publishing control over the media content on a larger scale - the European Union;
- 3) You enhance media literacy education, support a fact-checker network, exchange information with other institutions that also work in the field of information security;
- 4) Support national media so that they can produce reliable quality content and people have access to reliable information;
- 5) Options 3 and 4;
- 6) Options 2, 3 and 4.

Correct answer – No. 5.

Explanation: In democracy, the basic human right – freedom of speech – is not compatible with censorship. The government cannot establish the institutions which decide which information is trustful and which is not. The ways how to limit so-called “fake news portals” and disinformation as such is a very complex and ambiguous issue that has been discussed at national and European Union level. However, we should keep in mind that controlling media (including websites) is an attack to democracy, freedom of expression, the right to free access to information and viewpoints. Established authority to control Internet sites would go beyond the press freedom. However, it is possible for the media and academic representatives to organize themselves, creating fact-checker organizations, to draw the society’s attention to websites which are not considered to be in line with the professional principles of trustworthy journalism.

With regard to disinformation, steps are already being taken to reduce it. For example, it is important to strengthen media literacy of the society. Critically - minded and media literate information users can easily identify reliable information from misinformation and navigate websites by choosing high-quality journalism. Also it is crucial to strengthen the national media environment (support for socially relevant, high-quality content), restricting the illegal distribution of media content, etc. It is a complex set of measures implemented by public institutions to improve the security of the information environment.

Question 2

Situation: You are a social media user. Suddenly you notice on the social media news feed that students will be paid a monthly allowance just for attending school, which can be used to buy writing accessories or healthy food to ensure equality between students and encourage attendance at an educational institutions. You:

- 1) Are very happy and share this message in WhatsApp with your friends and parents;
- 2) At first you don't understand whether this information is fake or not. Then you notice that three classmates have already pressed the "like" button to this post, so you decide that it will probably be true;
- 3) You look in other media – have they published or broadcast any information on it. Since you do not find such information, you once again carefully check the original source (webpage) of this publication just to make sure is it trusted source or not. Before you are not fully sure about this information, you do not forward it to anyone;
- 4) In social media news feed you see that another website has posted similar information. You you've never seen this site previously, but you consider that it looks similar to other news portals. Since more than 100 social media users have interacted with this publication by liking and sharing it, you consider that these are fully sufficient signs that information can be trusted and share it to your followers;
- 5) You would like to check whether these statements are true, but the break between your lessons is too short to do so, thereby you rely on your classmates and forward the information to your peers from the basketball team.

Correct answer – No. 3.

Explanation: In order to maintain social media news feed free of disinformation and fake news, it is important to keep media usage hygiene. All of us are responsible for shared information. Research on Media literacy of inhabitants of Latvia (for example) shows that 40% of youngsters in age group 15-24 admit that they share information in social media before checking it out. Websites which mainly aim to earn money through clicks have a tendency to post fake news or very sensationally formulated titles of the articles just in order to make people click on them and share to their followers. That is why it is crucially important to know at least basic tips how to differentiate trustworthy information from fabricated or manipulated. For example, to check facts, if they are mentioned, to look at the news source, webpage address, to compare information with published in media you trust etc.

Question 3

Situation: You struggle with facial skin problems and have already visited a doctor, but the situation does not improve yet. You use internet search engine to find more information. You find an article that says researchers at Sigulda University have found that facial flushing with apple vinegar and honey helps reduce facial rashes. Your actions:

- 1) You are so tired of facial skin problems and hope that this can finally be the solution. You go to the store to buy apple vinegar, you have your own honey at home;
- 2) You carefully study the article - you see that the publication includes a name of a researcher and the university is mentioned as well – so you consider that the results are tested in scientific experiments and decide to try them out;
- 3) You see that this article is offered as the first search result of internet search engine, so you consider it as a sign that this publication could be the most trustful, besides, the university and scientists are mentioned – all is safe! So you are ready to try it out and share this article on social media – you are not the only one struggling with facial skin problems;
- 4) You do not believe in information found on the internet. So, before you try the recipe out, you ask your best friend if she / he would use this recipe. Depending on her / his response, you decide your next step;
- 5) Before trying the recommended recipe for facial skin problems, you check out whether this university is real and try to find something more about the research which is mentioned in the article. You discover that Sigulda University is not real, and you are not willing to believe advice from unreal academics.

Correct answer – No. 5.

Explanation: Pseudoscience articles are amongst the most popular fake news types. As mentioned in explanation for the correct answer of Question 2, it is crucial to check the source and the facts in this source. You should trust only reliable sources, and when it concerns health, money or other basic issues of our life, it would be better to double-check the information and ask a doctor before you start to use recommended recipe for the health improvement. Of course, it is not a bad idea to ask for opinions of our friends, parents and other people around which you trust, but we have to keep in mind that they are not experts in all areas of life and science disciplines. That is why, it is important to trust only real experts and not to believe in fake scientific advice or pseudo-experts. By the way, if you search for more information on the internet about Latvian higher education institutions, you will find that Sigulda University is not among them. It does not even exist!

Question 4

Situation: You are an editor of a news portal. You and your colleagues work in accordance of journalistic ethical and professional standards. Your news portal is quite popular, but you wish to attract more readers with aim to raise your profit from advertisements, since you have to think how to keep staff as salaries you pay are not the most competitive. One day you receive an email with eye-witnesses video with airplane crash near the small village in your country and a short description where it was observed. Your action:

- 1) Give an assignment to journalists to call the airline and try to contact the eye-witness, thus checking the information before publishing. Although you know that you will lose the time, you are not ready to publish unchecked facts;
- 2) Immediately go through the latest posts of the news agencies. You can't find the information on airplane crash. You understand very well that this video could go viral and attract a lot of views (and raise popularity of your news portal). So, you decide to take the risk and publish this information without delay;
- 3) You give an assignment to journalists to check the information in competing news portals, because you are afraid that you have lost the time and other news portals have published it already;
- 4) You publish video immediately, because you know – if you discover that the video is an old one or fabricated, you can place a retraction of the information. People who read your news portal will see it.

Correct answer – No. 1.

Explanation: This question is devoted not only to routine of media editorial staff, but as well ethical dilemmas. Journalists who work under the high professional standards will assess the risks and will not publish information about which they are not sure to be correct. Of course, such situations might happen and journalists sometimes update the information with more precise facts. But nowadays it is very easy to undermine the confidence of the audience. Being gate-keepers and fact-checkers is one of the most important journalists' functions to ensure that we get trustful publications or broadcasts (taking in notice the vast amount of information around us).

Question 5

Situation: You would like to spend your vacation in some not very well known country on other continent. You have chosen the one with fantastic landscapes, and now try to find more information on the internet about it. You have found some articles saying that this country discriminates minorities, violates human rights, and it is totally dangerous to visit it. You:

- 1) Immediately change your mind and choose another vacation destination;
- 2) Ignore these articles and go to this country;
- 3) Look for more information on the website of the Ministry of Foreign Affairs;
- 4) Look for more information in trustful international media (like BBC) and then decide what to do;
- 5) Write a social media post asking your friends to comment what they think about this information about country you have chosen;
- 6) Options 3 and 4;
- 7) Options 3 and 5.

Correct answer No.6

Explanation: As explained under the question 3, not always friends are the most reliable source of information. You should check webpage of the Ministry of Foreign Affairs, and also collect information from international trustful sources, taking in notice that there could be disseminated disinformation or propaganda in other information sources, or, conversely, masked real danger (for example, if the state is not democratic).

Question 6

Situation: You are a bike owner. One day your friend tells you that a new tax will be levied on bicycle owners. You:

- 1) Start to blame government and parliament together with your friend;
- 2) After your meeting you take your smartphone to find out more information on the webpages of the government, Ministry of Transport and media;
- 3) Publish an advertisement that you sell out your bike, since it will be too expensive for you to afford it;
- 4) After your meeting, you take your smartphone to find out more information on the webpages of government, Ministry of Transport and media, and then tell your friend that he has told unfounded rumours;
- 5) Publish friend's information in your social media – it will be a good chance to

Correct answer No.4.

Explanation: In order to reduce disinformation, it is important not to help disseminate it. Don't be shy to diplomatically tell friends or colleagues if they have spread fake news or disinformation. Share only checked information!

Topic: Media analysis

References:

Media Smarts

<http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals>

Aim:

As we know, Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication. This evaluation tool gives the students data to both create access, analyze, evaluate, create and act, through role playing. The aim is to get the youth involved to do the said tasks, and evaluate their work.

Expected results:

Getting youth to use what they have learned and evaluate their answers. The expected results are that the teacher gets an answer on how media literate the class is after a certain topics have been studied. The students are expected to both evaluate and learn from each other during the process. The goal is not to give a numerical grade, but take notes to make sure which are the gaps in the student's knowledge to work on them in the future.

Expected content:

Scenarios in which students get to create their own media and answer the questions asked by the interviewer. It should be a fun and educative tool that will help in evaluation, but also will assure that the students go through the concept.

Recommendations for users:

The tool is best used after a series of classes for media literacy. This is a more advanced tool than the others. This way the students get to repeat what they studied, and the evaluators will get more data on how much their students learned and whether they are able to use the knowledge in real life situations. This tool is best used for groups up to 25 students.

The teacher should create groups up to 5 students and give them one of the 5 scenarios that fit the questions and segments explained in his lecture. The students should create some kind of media. It should be a basic production.

After the groups finish creating it, the evaluator asks (open-ended) questions, which are later discussed by the groups. The evaluator should take notes for every group and every student separately, to make sure they focus more on the subjects that were harder for the students to understand.

Examples of questions that need to be answered, and how to create scenarios accordingly:

1. Media are constructions created by someone

- Who created this media product?
- What is its purpose?
- What assumptions or beliefs do its creators have that are reflected in the content?

2. Audiences negotiate meaning

- How might different people see this media product differently?
- How does this make you feel, based on how similar or different you are from the people portrayed in the media product?

3. Media have commercial implications

- What is the commercial purpose of this media product (in other words, how will it help someone make money)?
- How does this influence the content and how it's communicated?
- If no commercial purpose can be found, what other purposes might the media product have (for instance, to get attention for its creator or to convince audiences of a particular point of view).
- How do those purposes influence the content and how it's communicated?

4. Media have social and political implications

- Who and what is shown in a positive light? In a negative light?
- Why might these people and things be shown this way?
- Who and what is not shown at all?
- What conclusions might audiences draw, based on these facts?

5. Each medium has a unique aesthetic form

- What techniques does the media product use to get your attention and to communicate its message?
- In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?
- What are the expectations of the genre (for example: print advertising, TV drama, music video) towards its subject?

The scenarios should be created according to the set of questions:

Scenario 1 – Media is construction created by people:

The first group creates a song for a political party. They should include the key messages usually communicated by political parties during their campaigns (it can be the party of the young, or the party of those who don't vote for anyone, or an existing political subject). The rest of the group doesn't know the scenario. So the first time the song is presented, they should answer and discuss the following questions:

- Who created this media product?
- What is its purpose?
- What assumptions or beliefs do its creators have that are reflected in the content?

Scenario 2 - Audiences negotiate meaning

The second group should create 3 social media posts. They should all sound different and look like they are posted by different people. For example: Political post by the president; Kylie Jenner new lipstick line; YouTuber video; Funny post by an influencer; Post by an aunt etc.

- How might different people see this media product differently?
- How does this make you feel, based on how similar or different you are from the people portrayed in the media product?

Scenario 3 - Media have commercial implications

Ask the students to create a (native advertising) article (BuzzFeed style) in which they are trying out the best new clothes from 2 or 3 different brands and taking photos in them. Or trying out a new products from a company in a form of testimonials, and ask them to promote it. (It can be written in Microsoft Word document with all of the students trying out the same T-shirt or dress but wearing it differently with added photos of them)

- What is the commercial purpose of this media product (in other words, how will it help someone make money)?
- How does this influence the content and how it's communicated?
- If no commercial purpose can be found, what other purposes might the media product have (for instance, getting attention for its creator or convincing audiences of a particular point of view).
- How do those purposes influence the content and how it's communicated?

Scenario 4 - Media have social and political implications

Ask the students to create a news-like narrative that only supports one side. Imagine there are 2 different political parties. One acts as "supporters", the other - "opponent". Ask them to role play the news piece with two of them being anchors and three of them presenting the news in a completely biased way.

- Who and what is shown in a positive light? In a negative light?
- Why might these people and things be shown this way?
- Who and what is not shown at all?
- What conclusions might audiences draw based on these facts?

Scenario 5 - Each medium has a unique aesthetic form

The fifth group should create some form of art. Sculptures, graphic design, drawings, a play or a song (or all of them). It should deliver a clear message and information that all forms of art are a medium.

- What techniques does the media product use to get your attention and to communicate its message?
- In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?
- What are the expectations of the genre (for example: print advertising, TV drama, music video) towards its subject?

Author: **Jovana Avramovska**

Topic: Do you know enough about spotting fake news and propaganda?

Aim:

With the help of DirectPoll the evaluator makes a short poll after (or during) his/her presentation. It is done through smart phones.

Expected results:

Getting interaction and doing an evaluation of a class or group of youngsters during or at the end of a presentation.

- Using the main tool for youngsters for accessing information (smart phones) to evaluate their knowledge on fake news and misinformation;
- Finding out whether they know how to look for information, find out if a news story is trustworthy;
- Evaluating the audience knowledge on sources and whether they can be trusted;
- Getting youngsters to fact-check themselves and evaluating whether they know how to do that.

Expected content:

DirectPoll *directpoll.com* (expires in 30 days, so the questions are available in attachment)

Recommendations for users:

A set of 10 questions is given in Direct Poll. After or during the presentation the presenter/evaluator should ask the students to open their phones and open the URL or scan the QR code that appears on the screen once DirectPoll is opened. After that he/she will open each question and give the students time to answer. After the poll is done, the evaluator can open a visual with the results.

This is a fast and effective way of evaluating your audiences. The tool is easy to use, and once the teachers get used to it, they can use it for any evaluation, or to check the improvement of the students. It can also be used before and after a training to see how much the students learned during the educational process.

Sources:

- *Presentation: Melina Karageorgiou, Fake News*
[retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- *Presentation: Beata Biel, New media and social connections*
[retrieved from: <https://duomenys.ugdome.lt/?/mm/dry/med=166/969>]
- *Oxford University Press (OUP quiz on media literacy) <http://global.oup.com/us/companion.websites/9780199859931/student/chapter2/stests/quiz/>*

What have we learned about fake news and propaganda?

1. Which of these platforms are social media platforms?

- a) Instagram;
- b) Snapchat;
- c) Fabricated information that mimics news media content in form but not in organizational process or intent;
- d) All of the above.

2. When did fake news first appear?

- a) With the appearance of social media;
- b) With the appearance of television;
- c) They are almost as old as media itself;
- d) None of the above.

3. Why do people “buy” fake news?

- a) They fail to think;
- b) Algorithmic bots;
- c) Filter Bubbles;
- d) All of the above.

4. Which of these are considered new media?

- a) Television;
- b) Radio;
- c) Social Media;
- d) Newspapers;

5. Which of these examples is a combination of television and social media?

- a) Spotify;
- b) YouTube;
- c) Netflix;
- d) Hulu.

6. What are the negative sides of social text messaging?

- a) It is a fast way of communicating;
- b) It connects us worldwide;
- c) It is a cheap way of communicating;
- d) It causes brief attention span in the non-virtual life.

7. Who owns Facebook, Facebook Messenger, Instagram, Whatsapp?

- a) Instagram, Inc;
- b) Google, Inc.;
- c) Yahoo, Inc.;
- d) Facebook, Inc.

8. What should you look into when reading a news story?

- a) Looking at the publisher's name. Is it a trusted brand?
- b) Checking the website's internal information and procedure for fact-checking and mission, as well as what types of web sites it links to;
- c) Comparing the information on the website with the same information from an established media company or with original source material;
- d) All of the above.

9. Which of this news (headlines) is true?

- a) "A bear that fought along with Poland in World War II was promoted to the rank of a corporal.";
- b) "Pope Francis endorses Trump for president";
- c) "Elderly woman was arrested for training her 65 cats to steal from her neighbors";
- d) All of the above.

10. Which of these are the things you need to be critical and to spot propaganda?

- a) Message, techniques, means of communication, environment, audience receptivity;
- b) Environment and audience receptivity;
- c) Techniques and means of communication;
- d) All of the above.



Author: **Jovana Avramovska**

Topic: Media Literacy Video Evaluation

Aim:

Measure student's understanding of the cartoon video on media literacy and "digital literacy". While being asked questions on Media Literacy, they are also asked to analyze the video they just watched.

Expected results:

Getting students to understand that before letting it shape their opinions, every video (even one on media literacy) should be evaluated. The goal is for students to learn that through questions that will focus on the topics mentioned in the video, but also on the video itself.

Nothing on the internet is for free. Free videos are usually used to promote a product, or to shape one's opinion, or to make sure the provider is getting more and more views and subscriptions. This is neither bad, nor good. It is important for the students to understand it.

Expected content:

Media Literacy video by *BrainPop.com*: <https://www.youtube.com/watch?v=oQMSKRrDjB4>
Kids meet a hacker, video by *HiHo Kids*: https://www.youtube.com/watch?v=rPlxvo3c_Zk

Recommendations for users:

A set of 7 questions for each video is provided to teachers. The goal is for the youth to understand the good and not so good sides of media. Both videos are educative, and have good content, but they also have advertisements that should be spotted. This is not necessary a bad thing, but it is important for youth to learn how to perceive media. The teacher plays each video and then asks the questions. All of the questions are open-ended, or have one correct answer. The goal is not to limit the given answers but rather to make students and teachers analyze the content.

The class is intended to go as following:

The teacher plays the first video (on media literacy), then he/she asks 7 questions on the topic of media literacy. After this part, the teacher plays the second video (this one should not be on media literacy), then follows the next 7 questions about how to analyze the video, referring to both the first and the second material. The teacher might want to show ads and websites of the video creators.

Sources:

YouTube Channels of HiHoKids and BrainPop.com

Questionnaires after videos (with possible answers) .

Video 1:

1. Why is it important to know where all the messages come from and what is their purpose?

- In the video the author refers to calls to action to buy certain products, or there's product placement etc. It is important to know what the source of the information is, and what is the goal of the communication.

2. Why is it important to be skeptical?

- To make sure we get the right information, we need to ask questions and look for answers.

3. How can you find out the goals of the communicator and the credibility of a source?

- Some sources are more credible than others. It is important to look into source's history, and to read behind the story, to make sure you are not misled.

4. Do you remember the example with the movie review in the Magazine?

- They gave a great review of a blockbuster sequel, and of a company serving food at the movie company that owns the magazine, plus the "Hungry Maze" meal deals were advertised. This tells us that all media have a particular point of view.

5. What is bias?

- One-sided reporting. Even the most credible sources have biases. Editors choose which stories to publish. Even if they try to avoid biases, personal views always affect the story.

6. What should we do?

- Get informed and get our information from multiple sources. And ask questions like:
 - What's the message of this media?
 - Who created it?
 - What biases might they hold?
 - What effect do they think their message will have?

7. What is sensationalism? Where do we see it?

- Sensationalism is used as shocking or exaggerated language to convince one to click on the link. Social media is flooded with sensationalist stories.

Video 2:

*Ask some of the questions learned in the first video:

1. What's the message of this media?

- The message is that we should make sure our data is secured and that we need to make sure we have multiple and strong passwords, so that they cannot be easily hacked.

2. Who created it?

- It is created by a Kids Channel on YouTube called HiHo. They have a show called "Kids meet" in which kids meet different people and ask them questions.

3. What biases might they hold?

- It is a kid's show, but it promotes understanding, diversity and progressive thinking.

4. What effect do they think their message will have?

- Inform and educate the audience on data security and computer hacking.







5. Is there any commercial goal?

- Yes. Getting more views is important for the show to make more revenue and be able to continue.

6. Is there some kind of advertisement in the videos we watched?

- Yes. Video 1 –Promotes the platform for education BrainPop (teacher should show where). It is a subscription fee-based business.
- Video 2 has a promotional part at the end, where the sponsor's company for data safety and creating complex Passwords – Dashlane is mentioned.

7. Name three examples from the videos (or some others) that are not so easy to spot. Like product placement, commercials, PR campaigns, etc.

No.	The name of the topic for which the self- assessment tool is being prepared	Country
1.	<i>Ways to evaluate information</i> Danuta Szejnicka, Karolina Rusecka	Lithuanian 
2.	<i>Media literacy competence graphical tools of assessment</i> Danuta Szejnicka, Karolina Rusecka	
3.	<i>The language of media a glossary of terms</i> Danuta Szejnicka, Malgozata Vasilevska	
4.	<i>Evaluation of Media and Information Literacy (MIL) inputs</i> Melina Karageorgiou	Cyprus 
5.	<i>Self-assessment of MIL knowledge gained from inputs</i> Melina Karageorgiou	
6.	<i>Impact evaluation of Media Literacy inputs</i> Melina Karageorgiou	
7.	<i>SWOT analysis</i> Katerina Chryssanthopoulou	Greece 
8.	<i>Self assessment of MIL skills - Small Group Instruction Diagnosis</i> Katerina Chryssanthopoulou	
9.	<i>K-W-L charts</i> Katerina Chryssanthopoulou	
10.	<i>Media analysis skills advancement</i> Laura Bacinskiene	Poland 
11.	<i>Detecting fake content - evaluation of skills gained</i> Beata Biel	
12.	<i>Personal competencies in the field of media literacy</i> Laura Bacinskiene; Beata Biel	
13.	<i>Collective asesement of media literacy</i> Baltic Centre for Media Excellence, LSM.LV, translated and adapted by Olga Dragiļeva	Latvia 
14.	<i>Fact-checking intelligence test</i> Olga Dragiļeva	
15.	<i>Media literacy measurement tool – situation test</i> dr.sc.comm. Klinta Locmele	
16.	<i>Media analysis</i> Jovana Avramovska	North Macedonia 
17.	<i>Do you know enough about spotting Fake News and Propaganda?</i> Jovana Avramovska	
18.	<i>Media Literacy Video Evaluation</i> Jovana Avramovska	