Innovative methods for media literacy education involving schools and libraries
THE SMILES PROJECT

...is a media literacy ERASMUS+ project (3 years)

→ Innovative MethodS for Media & Information Literacy Education involving Schools and Libraries.

The goal of this project was to help young people (from 12-16 years old) fight mis- and disinformation in the classroom or informal learning settings (library activities or youth clubs) by providing them with the necessary tools to combat fake information effectively: a learning package composed of 5 modules (≈ 60mins each).

This innovative initiative was a collaborative effort between partners from libraries, media literacy organisations and research institutes in the Netherlands, Spain and Belgium.
BASELINE STUDIES
A study divided into 3 parts and creates a report on the overall situation of digital media literacy/disinformation/fake news education in 3 European countries: Belgium, the Netherlands and Spain.

TEACHING MATERIALS
The learning package consist of 5 Modules or also called Building Blocks on disinformation. Each module was developed in consultation with teachers and librarians from the partners’ countries.

"TRAIN THE TRAINERS"
Innovative approach where teachers and librarians were provided during workshops with the necessary information and materials to deliver some activities or lessons on disinformation to groups of students.

PILOTTING & EVALUATION
Evaluate the effectiveness of the implemented lessons through impact measurement using ‘pre-and post-knowledge tests’. Feedback from the pupils, teachers and librarians through surveys and interviews were used to evaluate the materials further.

Check out the SMILES’ country reports: https://smiles.platoniq.net/processes/output1
EMPOWERING TRAINERS
By pairing librarians and secondary school teachers, the project empowered them through train-the-trainer workshops. This collaboration was intended to enhance their ability to teach media literacy-related concepts effectively.

PROMOTING SAFE MEDIA USE
The project equips students with the necessary skills to discern reliable and authentic information from disinformation. This fosters responsible digital citizenship and ensures safer online engagement.

TEACHING MATERIALS
A comprehensive learning package or training course made up of five modules or lessons on disinformation for students aged 12-16 years old.

EVALUATION
To assess the impact of the implemented lessons, the project conducts impact measurements using pre- and post-knowledge tests. These evaluations provide valuable insights into the effectiveness of the interventions and guide further improvements.

STRENGTHENING COLLABORATION
The project fosters collaborations between schools and libraries in the partner countries, strengthening existing relationships and forging.

Check out the SMILES' evaluation report: https://smiles.platoniq.net/processes/report
At the core of the SMILES project lies the development of a comprehensive learning package made up of five modules on disinformation. This package also includes a “Manual for Trainer”, the purpose of this manual is to provide the trainer (teachers, librarians, youth workers, media coaches) a step-by-step guide with the information that is needed to successfully teach, implement with their group of students the different lessons. Within the Manual you will find some general practical information about the project, the lessons plan, time and detailed planning of each activity, learning objectives, materials needed, helpful tips along with advice on how to collaborate between teacher and librarian or on how to create a “safe” environment for discussion and disagreements.

The modules have a chronological structure, however they can be implemented/delivered independently of each other. Each lesson lasts approximately 1 hour, the time of a course/class and each one of them have been localised for a better implementation in each partner country.
3.2 The Checkington Daily News

Play this game to learn how to identify and respond to fake news.

Learning objectives:

- Learners can recognise fake news and distinguish it from reliable information.
- Learners can recognise and demonstrate the inaccurate use of some statistical graphs.
- Learners can understand personalised data and apply (re)search strategies to get out of fixed search patterns.
- Learners can identify computer generated images, manipulated photographs or images taken out of context.
- Learners can detect false and harmful social media accounts and know how to block fake news posts in a safe and secure way.

Building Block consists of:

- A first assignment or mini-game on identifying different sources of information.
- A second assignment or mini-game on data visualisation.

<table>
<thead>
<tr>
<th>TIME*</th>
<th>TO DO</th>
<th>MATERIALS</th>
</tr>
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<tbody>
<tr>
<td>BEFORE</td>
<td>30 minutes</td>
<td>Prepare classroom</td>
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<tr>
<td></td>
<td></td>
<td>Fill in pre-test</td>
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<td></td>
<td>5 minutes</td>
<td>Welcoming class</td>
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<tr>
<td></td>
<td>5 minutes</td>
<td>Conversation about news</td>
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<td></td>
<td>10 minutes</td>
<td>An interactive learning format on news, information and forming opinions</td>
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<tr>
<td></td>
<td>10 minutes</td>
<td>Interactive learning format on the Bordeaux Declaration</td>
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<tr>
<td></td>
<td>3 minutes</td>
<td>Animation</td>
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<td></td>
<td>20 minutes</td>
<td>Quiz</td>
</tr>
<tr>
<td>AFTER</td>
<td>5 minutes</td>
<td>Closure</td>
</tr>
</tbody>
</table>

*The duration of Building Block.
Let's start with the basics: What is Journalism?

(RECENTLY ADDED MODULE)
The first lesson explains what news is, why journalism is important, how journalism works and what can negatively influence the work of a journalist. It includes:

- group discussions
- explanatory videos
- group exercises

Let's start with the basics: What is Disinformation?

The second lesson explains what disinformation is, why it is spread, what the impact of disinformation is and what manipulation techniques are used to spread disinformation. It includes:

- a short debate
- a quiz
- definitions of key concepts
Look at the article on the right and think about the following question: Which of the journalistic functions do you recognize in this news item?

Informing  
Checking the power  
Giving citizens a voice  
Agenda setting

Optional

You could also watch one of the following videos about the scandal:

- TIMES Radio: Five potential targets’ in Post Office Investigation
- ITV News: Who will get compensation from the Post Office scandal - and how much?
- Channel 4 News: Post Office scandal: PM “strongly supports” withdrawing CBE from ex-Post Office boss

Check out Module 1;2;4; & 5 produced by the Institute of Sound & Vision, Netherlands: https://www.lessonup.com/nl/channel/beeldengeluid/series/P2e2c9qJoQWEy4Fa5
How to identify, resist, and stop false information?

This third lesson consists of an online game "The Checkington DailyNews", and has been developed to familiarise students on how to read and apprehend correctly online information and to help them acquire the necessary skills and competencies to fight disinformation. It includes:
- Quizzes, True or False, Drag & Match

What are the underlying manipulation techniques of disinformation?

The fourth lesson explains which manipulation techniques are used for disinformation, how you can recognize these techniques and in what forms they appear on our screens. It includes:
- group exercises with worksheets
- creation of disinformation campaign
- explanatory videos
Welcome to the Checkington Daily News Team! We're glad you decided to give it a try! For your first assignment, you have to help us find a topic and headline for our special article. To do this, first, you'll have to learn how to find good information and identify reliable sources.

Check out Module 3 produced by the Media & Learning Association:
https://view.genial.ly/62aadfdc8b37b300180b56b9
How is disinformation spread?

The fifth lesson explains which strategies are used to spread disinformation and how you can recognize it. It includes:
- group exercises with worksheets
- creation of fake account/profile, of memes, etc
- explanatory videos

What is the impact of disinformation emotionally and collectively?

In the sixth and last lesson, students explore the effects of disinformation on society in three ways. They analyze historical cases, imagine a city saturated with falsehoods, and create advice for future students on how to tackle disinformation effectively. It includes:
- group exercises with worksheets: "Thermometer Cards" & "Fake News City"
Feedback & Challenges

Feedback from Librarians & Teachers

- Lessons are quite long to teach in only one class/course/activity.
- Lessons not suited for students/pupils with special needs.
- Some of the concepts might too difficult to understand, and also teachers and librarians might lack of confidence or background to implement lessons.

What are the challenges?

- It was difficult in Belgium and Spain to find "pairs" of teachers and librarians to work together.
- Piloting, finding schools and libraries willing and with time to test the lessons, and complete the evaluation tests.
- Create teaching materials for such a broad age group: 12-16 years old, and make it interactive enough.
Thank you!

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