PILOTTING REPORT

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1. Get Your Facts Straight Project

Get Your Facts Straight project provides media literacy education to students and young people from socially and economically disadvantaged backgrounds, as well as to their parents and/or grandparents. They will participate in separate and joint workshops (students-only or parents-only and then students and parents together), where they will learn about disinformation and fake news on social media platforms. The aim of the project is to raise their awareness about these issues through accessible resources and equip them with the skills to support each other.

Increasing media literacy of pupils and adults is what this project will do by:

- Taking stock of existing educational materials and best practices on the topic;
- Designing an outline for a media literacy training focused on disinformation and fake news with learning goals and outcomes (what people should know after completing the training);
- Developing separate modules for pupils and parents (5h for each group separately and 5 hours together = 10h in total for each group);
- Training 14 teachers and/or/trainers from 7 countries to teach the short course;
- Testing the training programme with 250 people from disadvantaged background in 7 countries (20 pupils and 20 parents per country) during ALL DIGITAL Week / European Media Literacy Week 2020;
- Running a pan-European awareness-raising campaign “Get your facts straight!” with a launch event in Brussels in March 2020.

The project is run by a consortium of 9 partners from Belgium, Bulgaria, Croatia, Germany, Italy, Latvia, Spain and Romania from 1 September 2019 to 31 August 2020.

2. Piloting: Media literacy training

2.1 Developing Get Your Facts Straight media literacy training activity

The main objective of the innovative training activity on disinformation and fake news with is to raise awareness about disinformation on social media and educate target groups which steps are necessary to respond responsibly.

The target groups of the training activity are 14-16-year-olds and their parents/grandparents (this was at later stage changed to general public due to COVID-19 situation that impacted the implementation of the pilot).

The activity was developed and prepared for implementation by implementing a production plan that consisted of following steps:

1. Collecting the existing resources and practices on education about disinformation and media literacy to young people and adults

During the first six months of the project, the consortium has collected over 200 existing resources and practices on education about disinformation and media literacy to young people and adults from across Europe in 8 different languages. The partners have classified and analysed these resources to prepare for the implementation of the training programme.

2. Development of the training programme outline and methodology

Based on collected materials and its expertise, project partner EAVI prepared a draft training programme outline, as well as an accompanying methodology with pedagogical practices and teaching approaches suitable for the target groups. The training outline is based on the learning
outcomes that the participants are expected to achieve. The learning outcomes were formulated in line with Bloom’s taxonomy. Three main learning outcomes are:

- Learning Outcome 1 – Understand what disinformation is
- Learning Outcome 2 – Understand how social media make money and why disinformation is vastly present on social media
- Learning Outcome 3 – Understand how to recognise and react to disinformation

Each of the learning outcomes is achieved through a separate module, therefore the training programme in total consists of three modules each of which includes several learning objectives, suggested activities and session plans to guide and support the educators with implementation of the training. The three modules are:

- Module 1: What is disinformation (the “WHAT”)
  - Module’s learning objectives:
    - 1.0 I can explain the difference between information and disinformation
    - 1.1 I can identify the types of misleading news

- Module 2: How social media make money and why disinformation and propaganda are vastly present on social media (the “WHY”)
  - Module’s learning objectives:
    - 2.1 I understand the consequences of believing and sharing false information for the society and for myself
    - 2.2 I understand the reasons why disinformation is published with the intention to mislead me
    - 2.3 I know there are some political or commercial interests that try to affect my behavior online
    - 2.4 I have a general idea about how algorithms affect what we see online

- Module 3: How to recognise and react to disinformation (the “HOW”)
  - Module’s learning objectives:
    - 3.1 I understand what are some examples of credible sources of information
    - 3.2 I know how to check information and I know the changes in the media landscape
    - 3.3 I know how to defend myself from threats and risks on social media
    - 3.4 I know what I can do to be a positive and responsible social media user.

The training activity is concluded by the final assignment. To have the same final assignment in all countries and consequently comparable results from the training activities, partners discussed the format and the content (questions) of the final assignment and designed it together. Some flexibility in implementation is permitted since the questions were designed in English and accompanied with English-language examples from media, while educators are expected to translate and contextualise them.

The draft training outline was consulted with international experts, including the trainers from the piloting partner organisations, during a panel debate organised in the framework of ALL DIGITAL week in Brussels on 19th November 2019. Experts from the field of education, media literacy, journalism, (online) media and social inclusion discussed and validated the learning outcomes. More information about the panel debate is available here.
After the event in Brussels EAVI selected relevant content and activities aimed at achieving each of the learning outcomes to complete the training outline. The training programme includes **10 hours of learning content**.

Each age group (students and parents) is expected to complete the **10 hours of learning organised** in the following way:

- 5 hours of learning separately delivered to the students and to the parents, and
- 5 hours where the families come together.

The learning outcomes and teaching activities for both age groups are the same, but **selected sessions are to be taught separately** to allow to use age-appropriate and tailored content and tools.

Along with the training outline, an **accompanying document on the methodological approach** was developed. It presents the literature review and research based on the training criteria. The research background is followed by presentation of the adopted methodology for the training, participant selection criteria and potential challenges in conducting the training activities as well as possible solutions. The two documents (Training Outline and adopted methodology) go hand in hand and together constitute the **Training Toolkit for educators and training providers**. The Toolkit is also accompanied by a list of open educational resources (OERs) partner organisations used to implement the training activity.

**Training Toolkit with detailed sessions timeline, descriptions, suggested resources and materials and learning outcomes is available here.**

3. **Training the trainers**

The trainers who implemented the pilot training activities in 7 countries were involved in the training activity development from step 1 (building a collection of the resources). They participated in the panel debate and development of the training outline and the methodology that followed, and thus, co-designed the training programme. This was done to ensure they have the capacity to implement it and to increase their ownership over the training course, even though a face-to-face training was not foreseen. To bridge that gap, four online training sessions (webinars) were organised – the first three were dedicated to each of the three modules of the training mentioned above, while the fourth was focused on the final assignment through which the participants will be assessed, as well as the overall evaluation of the training. Trainers highly appreciated the webinars and confirmed that they greatly contributed to their thorough understanding of the training outline. In some countries (e.g. Spain) the webinars were attended by partner’s staff, who later trained their colleagues to guarantee the proper implementation of the training course.

2.2 **Impact of the COVID-19 pandemics on piloting of the training activity**

Originally, the piloting of the training activity in 7 partner countries was planned to be implemented during **ALL DIGITAL Week 2020** (23-29 March) and **European Media Literacy Week 2020** (30 March – 5 April). Project partners meet in Brussels on 11 March and decided the only option, if the health crisis will last few weeks or months, would be to implement the training as a e-learning activity.

Before reaching any final decision, the partners analysed (at the end of March 2020) the situation in their respective national, regional and local contexts and how can it impact the online piloting:
In Spain teachers have been trying to keep up with the formal curriculum through e-learning, students have a full schedule of online classes and parents are overwhelmed with working from home and supporting their children with e-learning and homework. It is almost impossible to envisage to include this additional training on top of the formal curriculum which is already at risk of not being covered properly.

In Germany it was also hard to contact the schools, as they were struggling to put their mandatory content online (as in Spain). The trainers have really put a lot of effort into localising the programme (face-to-face version), selecting activities, etc., and it would be a pity not to do it as planned.

In Bulgaria they were facing the same issues as Spain and Germany - students are already overloaded with online classes and homework.

In Latvia they seemed the most prepared and in a good situation to do the training online as close to the plan and initial objectives as possible. They were using the situation in a positive way, have contacted schools and ICT teachers have agreed to include the training content as part of the mandatory ICT classes.

In Italy they faced the same problems as in Spain, Germany and Bulgaria, but they were in favour of adjusting the training, breaking it into smaller sessions and being flexible (e.g. not all participants follow all sessions, participants achieving only part of the learning outcomes, etc.).

In Croatia they had put the whole course online in Moodle and are planning to start it next week (second week of April). Having the course online, they hope to be able to engage people from all over the country.

In Romania, although if at the very beginning of COVID-19 pandemic it was possible to organise 3 webinars for teachers, students and their parents, later on it was difficult to engage this target groups to participate in other webinars, because adults and children worked and studied from home, so it was difficult to involve them in other extra online activities organised at a certain scheduled time. To deal with this aspect they started to adapt learning materials for an online course on Moodle platform. A training on Moodle will offer participants the opportunity to follow the course in their own pace”.

Since the situation didn’t change or have even deteriorated in some countries the partnership decided to implement the pilot training activities online and asked the Media Literacy team from DG CNECT to approve the project changes which would allow it. The request was approved and this resulted in following changes to the training outline and piloting plans:

- Piloting period has been extended until the end of June 2020.
- The target groups of the training activity changed from youngsters (14-16 year old) and their parents/grandparents to any young people and adults who are interested in the topic because the COVID-19 pandemics generated a lot of disinformation and everyone was and still is in risk to suffer from it.
- Partners had to transform the training activity from face-to-face to an online activity. Due to very different national and local contexts each partner was given full flexibility with transformation of implementation of the training within the framework set by the training outline (i.e. covering different contents in different sessions, shorter sessions, etc.) while keeping the training duration (i.e. each partner organises online webinars of minimum 10 hours in total) and learning outcomes.
3. Transformation of the pilot training activity from face-to-face to an online activity

Teaching and learning practices for education in media literacy can be based on various classroom-based methods (e.g. collaborative learning, discussion-based learning, problem-based learning, game-based learning, etc.). Most of these methods are based on active learning which requires the active contribution of participants, including having them construct their understanding and knowledge of the world by experiencing things, reflecting on those experiences and fulfilling the learning process by formulating those reflections and comparing them with others’.

Despite having to switch from face-to-face to online learning in a short period of time, the methodology remains largely unchanged and involves, to the extent possible, the active learning methods mentioned above. Partners exercised their creativity and experience, using different tools to achieve the learning outcomes. For example, breakout rooms in Zoom were used to replicate the group-based learning experience and provide a space for participants to discuss and collaborate with each other. Other tools included having virtual Post-it boards or Google docs for groups to work separately, before the trainer went through things with everyone.

Partners assessed their unique environmental conditions, then chose the platforms and tools accordingly, taking into account their available resources. For example, CTC Rijeka and EOS Romania delivered a self-paced course on Moodle while SDC chose to conduct live webinars. Some partners such as Ventspils Digital and Global Libraries worked with schools to incorporate webinars into the school education curriculum for students, while Colectic reached out, beside general public, specifically to educators and trainers. Some partners like Open Group also conducted the training in two sessions to include more participants; the first solely with webinars, the second using offline meetings. Partners confirmed the achievement of all learning outcomes and collected useful feedback (detailed below).
4. Piloting reports

4.1 Bulgaria

Piloting organisation: Global Libraries – Bulgaria Foundation (GLBF)

Start of the pilot: 11/04/2020
End of the pilot: 14/07/2020

Number of participants:

- Youngsters (14-16): 24 (11 males, 13 females)
- Young people (17+) and adults: 24 (0 males, 24 females)
- Total number of participants: 48
- Number of dropouts: 0

Recruitment of the participants

The main strategy of GLBF was focused on involving school communities by cooperating with the school authorities to find students and parents willing to participate and who demonstrated interest in raising their level of media literacy. Therefore, the project team designed, created and sent 2 types of flyers to the target groups describing the main training objectives and learning outcomes. A media release about the project was published on the GLBF FB page and website to raise the awareness of the importance of media literacy for the family throughout the school communities in Sofia. During the Digital week GLBF made a post each day using the campaign infographics, translated in Bulgarian, to attract the families’ interest. The secondary school students and parents who demonstrated interest in the issues of the training were reached out via email. Finally, participants applied via online registration form.

Short description of the activity

The young people who participated in the online training are currently studying at “Albert Einstein” Secondary School in Sofia. The project team planned to engage the students during their spring holiday in April from 13th to 16th by organizing the online meetings in Microsoft Teams. As they have developed their digital skills of using Microsoft Teams while distance learning during the COVID-19 pandemic, GLBF created a Microsoft Team with resources and collaboration space for youngsters. The online meetings with the parents were organised in April during the weekends (in the evenings) on Zoom to enable them to participate at the webinars. The materials, presentations and resources were sent to the participants via email. The final online meetings with students and parents together were held on 25th and 29th April and lasted around 2h each. The duration of the students’ webinars was approximately 1h and 15min each whereas the parents’ webinars lasted 2h each. The training went as planned, the participants were eager to interact and their positive feedback showed that they raise their awareness of the importance of critical assessment of information flow on social media.

GLBF organized 4 online sessions of about 1h 15m each with the youngsters and 4 longer sessions of 2h each with the adults. The two mixed group sessions lasted 2h each. The final assignments - a family project “Fake or true news” and the evaluation quiz in Kahoot took approximately 1h or more. The project team selected resources relevant to the age group and related to the national context and the Covid pandemic situation. The content was relevant and useful as well as the structure and effectiveness of the training outline which was a valuable guidance to the trainers in achieving the learning outcomes.
Implementing Module 1 and 2 separately and the third one in a mixed group gave the trainers an opportunity to apply different approaches relevant to the interests of the target group. GLBF had a positive training experience and feedback shared by both the youngsters and adults that revealed the effectiveness of the methods used during the sessions. The mixed online meetings and the final family assignment were highly rated by the participants as they required time and collaboration between the young people and the parents.

The final assignment given to the families was a project to create one fake and one true news. The participants were given an online tool - newspaper clipping generator (fodey.com). This digital app put the participants in the role of real journalists - they created the headline of the news, the name of the newspaper and the short reports that had to catch the attention of the readers. The youngsters and their parents were very creative and collaborative with the news they presented and the comments over each presentation were positive. There was a group dynamic as all the participants had to decide which news is fake/true.

**Duration of the activity:** 10 hours

**Type of the activity:** webinar

**Online tools used:** Microsoft teams, Zoom, Kahoot

**Implemented programme:** Detailed description of the training activity programme is available in [Annex I](#).

### Challenges with the implementation

One of the challenges was to make most of the activities enjoyable so that the teenagers would be willing to participate and interact during the sessions and beyond the online classroom. Another one was to select interesting and amusing examples of misleading news out of the national context that will attract the young people considering the fact that they are not much into reading national news.

The first meeting with the parents in Zoom was challenging as some of the participants used the platform for the first time. The good thing was that the webinars allowed GLBF to have people from different parts of Bulgaria joining the activity.

The project team faced some challenges in identifying the target group and fixing the period of the online training due to the busy schedule of the students during the distant learning. GLBF kept active communication with the schools' administration staff which helped in finding the most convenient period for the online training during the spring holiday. They also suggested reaching out the parents’ committee which was really useful in identifying the target group. To overcome the challenges, GLBF had to demonstrate flexibility and had to change some of the scheduled training activities in accordance with the school requirements regarding the participation of both students and parents.

### Feedback by the participants

The participants actively participated in the training activities posting comments in the chat box, asking questions relevant to the content and presenting their final family projects sharing their screens. They really appreciated the group interactions with the trainers, shared their experience as social media users and their opinion on disinformation examples given during each session. The training resources were carefully selected so that they meet the target group interest and needs. The post-survey analysis showed positive feedback of all participants who stated that their expectations about the training were fully met.
GLBF observed the positive effect of the training over the family dynamics. The collaboration between the youngsters and their parents in the final family assignments and the time they spent together doing the project were highly rated by all the participants. They put lots of efforts in doing the family project “Fake or true news” applying creativity and imagination that it was difficult to decide the winner in this competition. They also demonstrated their team spirit in the presentations of the project work in the mixed group sessions.

Summarized participants feedback on each of the three modules:

<table>
<thead>
<tr>
<th></th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was most interesting</td>
<td>The discussion over types of disinformation examples in the collaboration space of MS Teams and the comments of the parents over the same issue in the Zoom chat zone.</td>
<td>The group interaction over the example of the fake news about the “Blue whale” game and the conspiracy theories behind the Coronavirus pandemic.</td>
<td>The follow-up discussion after the story “The tweet that ruined Justin Sacco’s life” presented in the slideshow. The creative family projects “Fake or true news. The kahoot game used for evaluation.</td>
</tr>
<tr>
<td>What was missing</td>
<td>To include more examples of misleading news</td>
<td>To have more time for a follow-up discussion after playing the games (factitious/iDEA)</td>
<td>To hold the meetings live so that the families get to know each other.</td>
</tr>
<tr>
<td>The doubts and difficulties that have arisen</td>
<td>The first online meeting in Zoom as some of the people didn’t use the platform before.</td>
<td>To engage students in analysing some political reports.</td>
<td>Defining the time suitable for the quiz questions in Kahoot.</td>
</tr>
<tr>
<td>Significant comments by students</td>
<td>The harmful effect of social media on the mental health of teens related to the “Blue Whale” challenge.</td>
<td>The popularity of the influencers on the social media and how to break the filter bubbles.</td>
<td>To avoid hate speech and racist tweets as they can ruin your life and career.</td>
</tr>
</tbody>
</table>

Feedback by the organizers

GLBF was completely satisfied with the online training of both groups - the students and their parents. Moreover, the period they chose to conduct it was suitable with lots of examples of propaganda and a long list of conspiracy theories the COVID-19 pandemic has sparked.

The final assignment was interesting and challenging so it was a useful way to assess the achievement of the learning outcomes. GLBF would keep the idea of this project collaboration within the families, the competitive aspect of the task and the follow-up group interaction.
4.2 Croatia

Piloting organisation: Centre of Technical Culture Rijeka

Start of the pilot: 06/04/2020
End of the pilot: 23/06/2020

Number of participants:

- Youngsters (14-16): 27 (21 males, 6 females)
- Young people (17+) and adults: 92 (35 males, 57 females)
- Total number of participants: 119
- Number of dropouts: 17 youngsters, 61 young people (17+) and adults

Recruitment of the participants:

Although the registration was on the platform and the course was free and opened to everyone - participants were reached through social media (general population) and website, CTC Rijeka contacted their partner schools from disadvantaged rural areas to let their students know about the online course and to encourage them to participate in the course. Beside that, they directly contacted some people for whom they have previously known to come from disadvantaged background.

The Online Training Course was opened to everyone and there were not any criteria for selection. Some of the participants came from rural areas (which are considered disadvantaged) while some of them were unemployed.

Short description of the activity

The training was held as an online course due to the Coronavirus crisis in the country, and as such it had no fixed timing, i.e. the participants could finish the course in their own time and at their own pace. The training coincided with the fact that the majority of education and work had shifted online, so that a lot of people were overwhelmed by online content, and some of the participants didn’t finish the whole course due to lack of time or becoming disinterested in any form of online activities which is why we recorded a significant dropout. Some of the participants reported that they are familiar enough in the topic and didn’t finish the whole course but only parts they were interested in. The course was opened, and still is, for everyone interested. The report was created at the time when there were enough, over 40, participants who finished the whole course, but it is possible that more will finish the course at a later time and that new participants will enrol in the course.

CTC Rijeka developed an Online Training Course based on the Moodle platform containing learning materials and interactive exercises covering all the learning outcomes. The course was divided into 3 parts, as intended by the Training Outline, with materials and links to contextual content chosen to be suitable for both youngsters (age 14 to 16) and adults. Materials included written, graphic, video and interactive content providing the participants to firstly gain new knowledge and skills, and to test them afterwards via quizzes and various assignments (such as recognizing different types of false information, searching for valid and false information and sharing thoughts and opinions with other participants and trainers on the forum). Activities in the course were facilitated by 3 trainers (Andrea Ratkajec, Loris Rašpolić, Ivan Mušanović) who kept contact with participants during the course via different channels (phone, e-mail, forum) in the effort to keep the participants engaged and to answer any potential questions regarding the course contents or the platform functionality itself. To finish the course the participants were required to go through all of the course materials (optionally additional materials), take part in the final quiz (which was done individually using built-in Moodle interactive quiz module) and fill-out the final evaluation. Since the course was of online form, the participants
had the freedom to access it at their convenience and to take as much time to finish it as their other obligations allowed them to. After a participant finished the course he/she was given promotional T-shirt as a reward and Certificate of completion.

**Duration of the activity:** 10 hours

**Online tools used:** Moodle

**Type of the activity:** online course

**Implemented programme:** Detailed description of the training activity programme is available in Annex I.

**Challenges with the implementation**

As in most cases, no matter whether the training is held in person or online, younger participants are shy, and do not want to state their opinions openly (or in this case in the forum and comments sections of the online platform), but they participated in quizzes and other types of lessons and exercises. People of more mature age had some minor issues with the usage of technology, but all the issues were resolved by trainers.

The initial target group (youngsters age 14-16 and their parents/grandparents) was difficult to identify and select because of the shift to online environment. Either the youngsters were too busy and didn’t want to participate when parents were willing, or the other way around. Some of the children – parent teams finished the course, but most of them were either people without children, parents whose children didn’t participate or children whose parents didn’t participate. Since the decision to expand the target group to general population, it wasn’t difficult to get participants.

The trainers have had communication via telephone or email with the participants who started the course and didn’t show any progress as time went on in order to find out if there were any issues troubling the participants that could be resolved, but most of them said that they didn’t have the time to finish the course at all, while some of them finished the course at a later point when they found the time to do it. Also, there was the problem with the participants who were unwilling to share their opinions which the trainers tried to solve by asking questions and trying to engage the participants in the discussion that way.

**Feedback by the participants**

The participants’ responses were generally very positive, with participants stating that the course was useful and that they will use the knowledge gained in the course in the future. Some of the participants stated that they would have liked to study the course material more thoroughly (with all the additional materials and links), but they didn’t have the time. Some were surprised that this field is so broad stating that, for example, they didn’t know there was so many types of misleading news.

**Summarized participants feedback on each of the three modules:**

<table>
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<tr>
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<th>Module 1</th>
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<th>Module 3</th>
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<tbody>
<tr>
<td><strong>What was most interesting</strong></td>
<td>“Different types of misleading news”</td>
<td>“I will think more about the validity of information when surfing the internet”</td>
<td>“Tools/online services for fact checking”</td>
</tr>
<tr>
<td></td>
<td>“Difference between informing the public”</td>
<td></td>
<td></td>
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This project is co-funded by Preparatory action “Media literacy for all” of the European Commission DG CNECT. Grant Agreement: LC-01249049
4.3 Germany

Piloting organisation: Stiftung Digitale Chancen (SDC)

Start of the pilot: 15/06/2020
End of the pilot: 19/06/2020

Number of participants:

- Total number of the participants: 326 (93 males, 228 females, 1 diverse, 4 didn’t want to answer)
- Number of dropouts: 174 (500 people registered for the activity)

Recruitment of the participants

SDC used two main measures to acquire the participants: a newsletter and social media (FB & Twitter). Most participants who registered were informed of the webinars by the newsletter (130 people) or by a friend or colleague (128 people). Although the analytics of the social media campaign show a successful picture, only 11 people of all participants stated that they heard from the webinars through Facebook or Twitter. Additionally, they received request for participation via email – among others also from youth institutions who participated with the young people together.

The registration was open and no selection of participants was done. SDC closed the open participation once all five webinars reached 100 participants due to limits to their licence in Adobe Connect.

Short description of the activity

The training was planned to take place in the library “Bibliothek am Luisenbad” in Berlin, but due to Covid-19 these plans were changed and the training became five webinars conducted via Adobe Connect. Additionally, SDC integrated Mentimeter into the presentation in order to interact with the audience even more. All tools worked quite well considering the limited time of one hour but also the difficult topic that might cause inconvenient comments. However, the people interacted very appropriately and often commented each other’s comments.

The activity covered all learning outcomes and was implemented with a combination of explanation, quizzes, Mentimeter surveys and discussions. SDC also provided every participants with additional learning material to enable them to further dive to the topic.

SDC integrated the final assessment into the webinars with the game “Fake or Fact” and with the Mentimeter survey. It was very helpful to assess if the participants understood the main characteristics of fake news and if they are able to spot them. Furthermore, they asked why fake news are distributed and how can be countered and the participants answered these questions successfully. In the end this tool is not only to get insight into how well the content was facilitated but also to interact with the participants and give them a feeling of success.

Duration of the activity: 10 hour (together with the additional learning material for participants)

Type of the activity: webinar

Online tools used: Adobe Connect, Mentimeter

Implemented programme: Detailed description of the training activity programme is available in Annex I.
Challenges with the implementation

SDC did not encounter real difficulties during the implementation of the webinars. However, they experienced one case in which a participant wrote a few comments in the chat that were concerning. For example, he made a “joke” about someone’s name. The trainer who moderated observed the situation and would have kick out the troublemaker but then he stopped.

Feedback by the participants

The participants received the webinars very positively. SDC saw a great participation in the chat and in Mentimeter. Many participants asked for other webinars and for the presentation and link list of this webinar (which they received of course). The short format of one hour was not a challenge but rather an advantage for the participants. They were able to get a good overview of the thematic while not interfering with their work, school, or other duties. Multipliers and teachers asked to use the presentation in their classes.

<table>
<thead>
<tr>
<th></th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was most interesting</td>
<td>There was an interesting discussion in the chat if a clickbait could be also political.</td>
<td>Participants stated in the chat their experiences with people who distribute fake news.</td>
<td>/</td>
</tr>
<tr>
<td>What was missing</td>
<td>The trainers did not have their camera on, maybe we could change this the next time for a more personal, familiar atmosphere.</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>The doubts and difficulties that have arisen</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Significant comments by students</td>
<td>Most participants were very thankful! One mentioned that we shouldn’t use the term “conspiracy theory” because it is not a theory, but rather use “myth”, which we did from then on.</td>
<td>/</td>
<td>/</td>
</tr>
</tbody>
</table>
Feedback by the organizers

Due to Covid-19, SDC had to change the duration and depth of the training outline, but they believe that the structure and learning outcomes were covered. They believe that one-hour online-session covered most of the learning content. It was very effective and efficient because they reached many people that would not participate in a face-to-face training or a several hours training. They were also able to give them a good idea about the topic and empower them to learn more about it. The methods of interaction (Mentimeter, survey and chat) worked very well to keep the attention of the participants alive and get a feeling whether the participants understood the learning content.

For SDC the online sessions had the following impact:

- The sections of the online sessions have been recorded again to become small explanatory videos that they will share and use in other courses.
- They will develop other one-hour sessions regarding other topics because they realised how valuable they were.

SDC shrank the training to a one-hour webinar, so in no way they could go too deep into all the topics. However, they informed the participants about the most important issues and provided material after the webinars so they could work more on the topics. In conclusion, to provide information on Fake News to a large audience, it is helpful to have comprehensive but short sessions.

SDC is very satisfied with the implementation of the pilot and even thinks that the idea to change the trainings into webinars has been a pure success, because:

- they were able to reach people all over Germany;
- they were able to reach much more people independently from their age;
- they were able to contribute to the fight against fake news with a much higher impact;
- the responses to the webinars were very positive and they will publish short recordings of some of the content.
### 4.4 Italy

**Piloting organisation:** Open Group

**Start of the pilot:** 18/05/2020; 22/06/2020  
**End of the pilot:** 21/05/2020; 25/06/2020

**Number of participants:**
- Young people: 25 (8 males, 17 females)  
- Adults: 34 (4 males, 30 females)  
- Total number of participants: 59 (12 males, 57 females)  
- Number of dropouts: 0

**Recruitment of the participants**

The project was initially aimed to be implemented in a district with a high presence of migrants and citizens with disadvantage conditions. The transfer to online mode has reduced the accessibility of these target groups. This was also the reason Open Group decided to organise additional offline activities which was more accessible to minors with disadvantaged backgrounds.

Open Group launched an internal promotion campaign involving their partners and a campaign aimed at the public Open Group to reach target groups. They used facilitated channels such as the services for young people (communities for minors, youth centres) managed by Open Group and the channels of the Libraries that have been collaborating with them for a long time. For the first pilot they created a registration form on Google Form open to everyone (from 12 years old on). For the second one they recruited participants among young people visiting the youth centre.

**Short description of the activity**

The theme of fake news is a topic of great importance and interest for the formation of a conscious and participatory citizenship, in particular its articulation with respect to the social allows us to support young people also in reference to the impact that they can have within their context, in their daily practices. Social media in fact make evident the historical passage from user to prosumer, that is producers and consumers of mass media content, a border that is increasingly blurred with social media. If the importance of this theme was already in the minds of the partners before, the advent of COVID-19 has represented or highlighted even more the gap between those who manage these skills and those who are excluded. As a confirmation of this growing awareness, the fact that despite the enormous difficulties brought by the health emergency it was still possible to develop the project and the pilot foreseen.

Pilot training 1 was done in online mode. Open Group organized four webinars on Google Meet, one of the simplest and most used platforms in Italy during the lock down period. They used the chat for the questions during the presentation and Kahoot for quizzes. The first three webinars corresponded to the 3 modules of the project. Open Groups differentiated the first three webinars between the two target groups (adults and young people), therefore during the first three meetings the two targets carried out the activities separately. During the fourth meeting the two targets met and there was the possibility to make a joint delivery, an exchange of opinions and views on what had been discussed and discovered, then young people and adults fought in a battle at the last click on Kahoot.

Pilot training 2 was done face-to-face. Open Group organized four meetings, which took place outdoors, at Spazio Eco, a youth centre co-managed by Open Group. They used a computer and smartphones, following all the rules imposed by social distancing, and Kahoot for quizzes.
The final assignment was implemented with Kahoot. Open Group believes it’s a very engaging and easy to use tool. The final task helps participants to take stock of the situation, fixing the concepts and notions learned. Open Group believes that doing this using a game-based strategy can help a lot and increases the satisfaction rate and active participation.

**Duration of the activity:** 10 hours

**Type of the activity:** webinar, face-to-face training

**Online tools used:** Google Meet, Kahoot

**Implemented programme:** Detailed description of the training activity programme is available in [Annex I](#).

**Challenges with the implementation**

The intervention with of the activity with the disadvantaged youth is favoured by the involvement of proximity projects generally in informal gathering spaces. The emergence of COVID-19 has made these elective spaces inaccessible. The libraries and youth centres contacted were closed following the lock down, but Open Group tried to reach the users who used to frequent these places. During the lock down, young people interfaced with the digital world in an all-encompassing way. For the first time (in Italy) they experienced a distance education completely online and were overwhelmed by the huge offer of online courses. This great offer of content, sometimes excessive, made them lose the enthusiasm to participate in the pilot, although interesting, in online mode. Spending most of their day in front of a screen probably affected their level of attention and active participation. In general, it's been a little harder than usual to keep up the level of attention. Despite the interest shown in the topic, Open Group found it challenging to keep the participants following ten hours of online training. During the face to face meeting keeping the attention, higher level of enthusiasm and participation was significantly easier. Also, the group participating at the face-to-face event asked many questions and exchanging of opinions in the absence of a computer screen stimulated their participation.

The reduced availability of time, lack of space and devices reduced the possibility of access to young people and adults from disadvantaged groups.

**Feedback by the participants**

The training activity interested the participants. Both target groups confirmed that they were satisfied with the knowledge they had acquired and they were all very satisfied with the tools provided by the organizers. In most of cases expectations have been fulfilled and exceeded.

Many middle and high school teachers have expressed extreme interest in having their students participate, but the emergency has made it impossible to include the project in the programming of distance learning.

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<tr>
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<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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<tbody>
<tr>
<td><strong>What was most interesting</strong></td>
<td>Types of misleading news</td>
<td>Political and commercial interests behind Fake news</td>
<td>Defend myself from threats and risks</td>
</tr>
</tbody>
</table>

This project is co-funded by Preparatory action “Media literacy for all” of the European Commission DG CNECT. Grant Agreement: LC-01249049
What was missing

Training 1: the possibility to carry out face-to-face activities.

Training 1: the possibility to carry out face-to-face activities.

Training 1: the possibility to carry out face-to-face activities.

The doubts and difficulties that have arisen

/

/

/

Significant comments by students

The young target group asked many questions about the terminology related to the various types of misinformation.

/

After providing useful tools and after the call to action on the verification of information, the adult target group started a reflection on how much and how to use these tools. According to some, verifying every single piece of information encountered online can lead to over-suspiciousness.

Feedback by the organizers

The project was very satisfactory, despite all the problems related to COVID-19. Everything worked very well despite the difficulties of the case.

Adults and young people have interfaced with the digital world in a totalizing way, and a training of 10 hours, at a moment of chaos and an abundance of online courses was a bit heavy. Families worked, studied and communicated online, sharing the same spaces and the same devices. So sometimes, it was a little harder than usual to keep up the level of attention. The reduced availability of time, space and devices reduced the possibility of access of the adult target, especially fragile and disadvantaged groups.

Open Group believes it would be useful to use this experience and produce even shorter formats that intervene in a diachronic way, possibly also with independent groups (only adults or only young people). The structure is well defined, but the length could be improved by considering structuring a shorter training.
4.5 Latvia

Piloting organisation: Ventspils Digital Centre (VDC)

Start of the pilot: 02/04/2020
End of the pilot: 24/04/2020

Number of participants:
- Young people: 79 (45 males, 34 females)
- Adults: 23 (4 males, 19 females)
- Total number of participants: 102 (49 males, 53 females)
- Number of dropouts: 0

Recruitment of the participants

Due to the state of emergency, specific schools were involved (Ventspils Music High School, Riga X School and all Ventspils schools) and all interested parties were invited on social media platforms.

VDC used Facebook to target the audiences and sent out invitations to local and other city educational institutions. Teachers were given the opportunity to integrate these training topics into their learning process by providing them with a report on student achievements in tests. The training was also open to citizens, who were interested in the topic.

Short description of the activity

Classes were initially scheduled for March 14, 17, and 19, but due to the Corona virus emergency, classes were converted to online. VDC organized 4 webinars. All webinars were implemented on Zoom, but only the first two were also broadcasted via Facebook live on VDCs Facebook page.

First webinar saw Klinta Ločmele, doctor of Communication Science and media competence expert on the topic of disinformation, who spoke about how to recognize disinformation and how to respond. The expert spoke about the impact of images and how images are used to disseminate disinformation, what tools can be used to recognize disinformation to check if an image is assembled or improved. There were various examples and explanations about the actual situation on the internet. During the lecture, all participants were able to ask questions to the expert by writing their question on FB or in the Zoom group. At the end of the lecture the lecturer asked the participants to take part in a test she had prepared, by sharing a link. Webinar was attended by 150 participants, out of which 120 were registered.

Second webinar saw actress, radio “SWH” Voice/Personality and influencer Ieva Florence - Viiksne, conducting an online lecture on social media impact, social networking algorithms and profit opportunities. She her experience and gave advice to young people and adults on how to protect yourself and children on the internet. During the broadcast, the participants could ask questions by writing them in the comment sections or chats. At the end of the lecture, the lecturer chose the sympathy award recipients - the participants who asked the most interesting questions and actively took part in the lecture. These participants also received awards. All participants also had the opportunity to participate in the final test. Participants who had listened to both lectures and completed the tests were awarded small gift at the end. Webinar was attended by 250 participants, out of which 120 were registered.

For third webinar all registered participants were given a choice of two movies (American MEME and The Social Network) to watch before the actual webinar. At the webinar trainers organized separate
discussions young people and adults, where each shared their opinions and recommendations on how to protect themselves, as well as what factors should be considered when using the Internet.

The final assignment for each of the registered participant was to create animations, videos, tests, worksheets or infographic on the following topics: (1) What information can be posted on social networks? What to look for? (young people), (2) How to protect a child from false information? (adults) and (3) How to behave online (young people and adults).

Each practical session ended with a test in Google Forms and at the end of the training there was a joint creative work with the parents. Google Forms was convenient, accessible to all and in the national language, which facilitated communication. Tests was the most convenient way to test knowledge immediately after the end of the webinar.

**Duration of the activity:** 12.5 hours

**Type of the activity:** webinar

**Online tools used:** Zoom, Facebook Live, Google Forms

**Implemented programme:** Detailed description of the training activity programme is available in Annex I.

**Challenges with the implementation**

Young people have a feeling they are very knowledgeable in the use of social networks, therefore teachers or parents had to motivate them, but in the end, young people themselves acknowledged that they had learned a lot of new things.

Some adults communicated that they could not join the live broadcast because of work, so they were happy to watch the video of lecture later.

**Feedback by the participants**

According to the questionnaires, VDC concludes that 25% of participants were satisfied with the overall quality of the webinar (evaluated experience with webinar with 5 points). The extent to which the webinar corresponded to your expectations 40% evaluate with 5 points.

56% participants gave 5 points in question “Do you think you can use the knowledge and skills gained through the Get Your Facts Straight! webinar in the future?”

Most of the participants in the questionnaire noted that they would like to participate in future this type of activities.

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<tr>
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<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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<tbody>
<tr>
<td>What was most interesting</td>
<td>The effect of pictures on misinformation</td>
<td>Change social network settings</td>
<td>Social networking algorithm</td>
</tr>
<tr>
<td>What was missing</td>
<td>Group work for more discussions</td>
<td>Group work for more discussions</td>
<td>Group work for more discussions</td>
</tr>
<tr>
<td>The doubts and difficulties that have arisen</td>
<td>Diversity of message types</td>
<td>Poor English language skills make it impossible to check information</td>
<td>Information sorting options. Be able to distinguish everything yourself.</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Significant comments by students</td>
<td>Very useful information.</td>
<td>Very useful information.</td>
<td>Very useful information.</td>
</tr>
<tr>
<td></td>
<td>Such training is needed more.</td>
<td>Such training is needed more.</td>
<td>Such training is needed more.</td>
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<tr>
<td></td>
<td>I learned a lot new.</td>
<td>I learned a lot new.</td>
<td>I learned a lot new.</td>
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</table>

**Feedback by the organizers**

VDC reported they were very happy that the piloting took place online. It provided them with an opportunity to reach a much larger geographical area in Latvia and involve more participants. Additionally, they were glad that not only the participants, but also the teachers themselves were satisfied with this opportunity.

It was not difficult to maintain the involvement of the target groups, because VDC planned to conduct the classes in a short period of time (within a week) so that the interest would not dissipate. Class teachers motivated students and parents because the lessons were a part of school activities.

For adults, the duration, content and teaching of the lessons were assessed as satisfactory, they were convinced that the acquired knowledge would be useful and used in everyday life and were happy to watch the lesson in video format afterwards.

The younger young people admitted that they would like the classes to be a little shorter or with breaks, but the young people from the age of 15 were satisfied with the time of the classes and the information obtained.

Not everyone was comfortable listening to video lectures, but there were public lecturers who particularly attracted their attention.

Due to the fact that the first two modules were implemented together, but the last one separately, VDC concludes that all participants were satisfied with it, as the participants acknowledged that they were happy to discuss what they had heard together (parents and youngsters) and explain if anything has not been understood.

Everyone acknowledged that the information was presented in an easy-to-understand and attractive way.
4.6 Romania

Piloting organisation: Fundația EOS – Educating for an Open Society

Start of the pilot: 03/06/2020
End of the pilot: 30/06/2020

Number of participants:

- Young people: 47 (11 males, 36 females)
- Adults: 120 (16 males, 104 females)
- Total number of participants: 167 (27 males, 140 females)
- Number of dropouts: 0 (out of all registered participants, 58 completed the course, 40 of them managed to complete most of the course and 85 people registered in the last period but didn’t started yet the training. No one expressed the intention of dropping out from the course and they didn’t erase their accounts).

Recruitment of the participants

EOS used two main measures to acquire the participants: Social media campaign – especially posts on Facebook and posting announcements on teachers’ groups that we were already using for other projects (EOS has a great collaboration with the education system given to the long partnership with Ministry of Education and the big number of projects dedicated to teachers). A lot of people registered in this groups enrolled to the online training and they also spread the word among their students encouraging them to take part in the course together with their parents. Both strategies went very well given the numbers of participants registered on Moodle platform.

Short description of the activity

The training was planned to take place in two high schools – one high school near to Bucharest (capital of the country) and the other one in the western part of the country, near to Timisoara city where EOS Romania Foundation office is based. Unfortunately, due to Coronavirus situation they were forced to move the training online. They adapted the content of the training to be suitable for an online course on Moodle platform. The target group was extended not only to young people and their parents/grandparents but also to general public. In the end, participants to the training were high school students, teachers from secondary schools and high schools, and parents (not necessary parents of the young people involved in the training). The training can be visited using the following link (one can login by creating an account or just as a visitor).

The final assignment was put in practice as an individual evaluation quiz. The quiz consisted of 27 evaluation questions. For each correct answer provided, participants accumulated points. To pass the quiz, students had to answer correctly to each question. The questions were adapted to national context.

From the data gathered from participants, about 20% of them come from disadvantaged background (rural areas). EOS also had quite a big number of participants aged 50+ which were eager to participate in this online training because they have never attended a course on an e-learning platform, especially a course on Fake news topic.

Duration of the activity: 10 hours

Type of the activity: online course

Online tools used: Moodle, Microsoft forms
Implemented programme: Detailed description of the training activity programme is available in Annex I.

Challenges with the implementation

The biggest challenge was attracting more young people to register for the online training and to finish it. Given the fact that high school students had to participate in online school classes (which was very overwhelming for most of them) in the last few months, it was difficult to involve a large number of youngsters in the online training, during the piloting period.

A few of adult participants needed some technical assistance regarding the login into the platform and several faced some difficulties in completing the quizzes and asked for more help from the trainers.

Feedback by the participants

Most of the participants received the online course very positively and enjoyed the learning activities from the platform. The big number of participants registered to the course and those students that completed it until now demonstrate that training programme meet their needs and expectations.

The online course was created to take approximately 10 hours of study for each participant, including the final evaluation quiz. From the feedback that was provided by participants, depending on the knowledge and skills they had before the course (including ICT skills), some of them considered that the length of the course was appropriate, but also others, considered that the duration of the training was a bit too long. Regarding the timing, the fact that the piloting period was very close to the period when schools are closing, made things a bit difficult in terms of attracting more young people into the training.

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<th>Module 2</th>
<th>Module 3</th>
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<tbody>
<tr>
<td>What was most interesting</td>
<td>“I learn to identify the types of misleading news”</td>
<td>“To be more informed and to check if a news is false or not”</td>
<td>“How to react to the phenomenon of disinformation”</td>
</tr>
<tr>
<td>What was missing</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>The doubts and difficulties that have arisen</td>
<td>“It was a little bit hard to get used to the specialized terms”</td>
<td>“Formulation of answers to mini-essays from the exercises, not very used with terminology in this domain”</td>
<td>/</td>
</tr>
<tr>
<td>Significant comments by students</td>
<td>/</td>
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</tbody>
</table>
Feedback by the organizers

EOS is very satisfied with the implementation of the pilot and even think that the idea to change the trainings into an e-learning course has been more successful because:

- They had the opportunity to enroll people from all over Romania to the online training not just from 2 pilot sites as it was planned initially.
- They were able to reach much more people independently from their age and professional/social affiliation which resulted in a much better impact.
- They had the opportunity to create an online course that remains open and which will offer a possibility to many people to complete this training in the future.

Training outline worked very well given the fact that they had to adapt it and added a lot of national resources that were used as examples within the course. All these resources were based on the learning outcomes presented in the original version of the Training Outline. Also, the structure of the Training Outline helped a lot in designing the course for Moodle platform. Duration and depth of the training outline was not affected too much, all learning outcomes were covered even if they had to adapt the content of the training to the online space. Participants also reported they were happy they had the chance to finish the course in their own time and at their own pace.

The final assignment was a very satisfying tool to assess the achievement of the students because it offered them an opportunity to check all the information acquired during the online course in a very interactive way. Participants liked the tool and the structure of the quiz very much.
4.7 Spain

Piloting organisation: Colectic

Start of the pilot: 27/03/2020; 05/06/2020; 01/07/2020
End of the pilot: 30/04/2020; 26/05/2020; 07/07/2020

Number of participants:

- Young people: 3 (1 male, 2 females)
- Adults: 89 (31 males, 53 females, 5 non-binary or preferred not to tell)
- Total number of participants: 92 (32 males, 55 females, 5 non-binary or preferred not to tell)
- Number of dropouts: 23

Recruitment of the participants

After it became clear that Colectic will not be able to not reach the population at risk in the Raval neighbourhood (for whom they had designed the training, in collaboration with the educational centres) they had to refocus the target audience. To do this, they used their own resources, focusing on two user profiles to contrast the results with one another:

- Professional trainers and digital educators that usually work with the original target group.
- General population that uses the Barcelona Libraries network.

This was possible thanks to Colectic's regular collaboration with these groups: with the government of Catalonia (social welfare departments, on the one hand, and digital policies, on the other) and with the public network of libraries in Barcelona.

Short description of the activity

Just at the time when Colectic was finalising agreements with educational centres to carry out the pilot, the COVID-19 crisis caused an action of confinement for all citizens in Catalonia. The educational centres closed and the teachers’ collectives had to start virtualising their education, which caused the priorities of the centres' directors to change. Consequently, Colectic did not reach any agreement with any educational centres to host the pilot activity. As a result, they had to come up with a new approach to training because the young people they were planning to target and enrol in the pilot were no longer within their reach.

The 3 training pilots have been carried out 100% online. Colectic has chosen 3 different platforms (all of them managed by them: in two of them they're commissioned by the regional government as Community-managers and Technical Office and the third one is their own e-learning platform), in order to get different target groups involved. They organized 3 pilots:

- The first, aimed at e-facilitators of a network of digital centres (Xarxa Omnia, of the welfare department of the regional government) that works in geographical areas where there is a high risk of social exclusion. The protagonists of this training were trainers, with whom Colectic worked a whole morning to present the contents, the didactic materials, the training outline and the activities proposals. Their profile is social educators and social workers.
- The second, aimed at citizens, in collaboration with the public network of libraries in the city (Bibliotecas de Barcelona), which contributed to the dissemination of training. In recent years, Colectic has maintained close collaboration with this network of libraries, which it provides with training and revitalization of multimedia spaces.
Finally, they decided to carry out a third edition, trying to take advantage of the materials and the structure they have developed. This edition was offered through the Catalan telecentre network PuntTIC, made up of general digital competence centres for citizens. The impact was much less than expected, surely because the activity was carried out in the summer period.

For the final assignment Colectic implemented an exercise where participants were put in groups of two and were instructed to create three pieces of news: one false, one real, and a third that could be false or real. Each group presented their news in the plenary and a vote was cast so that participants from the other groups voted on whether each of the news was true or false. The result was that 50% of the group wrongly assessed whether the news was true or false which offered the trainers an opportunity to comment again on what strategies and tools can be used to identify disinformation and fake news.

Duration of the activity: 10 hours
Type of the activity: webinar
Online tools used: Moodle, Zoom, Jitsi
Implemented programme: Detailed description of the training activity programme is available in Annex I.

Challenges with the implementation

Very few young people signed up for training in virtual format. Of the three young people who enrolled, only one completed the training (the oldest). Without a doubt, it is a pending subject.

Regarding the adult participants, Colectic observed very different behaviours of the two profiles:

- The trainers and educators completed the entire training course.
- The general public, for the most part, did not show up for synchronous training appointments or dropped out after the first session. Without a doubt, the virtual format has caused many difficulties for them. Colectic has made several actions to try to accompany them individually (for example, phone calls to accompany them in the introduction to the virtual environment) but without a significant success. Undoubtedly, the difficulties derived from the use of the virtual platform, language, etc. were too big for these people. Usually Colectic offers blended learning activity formats for these profiles, so that the trainers can accompany their virtual learning with face-to-face activities, but this time the confinement made it impossible. The no-show rate is very high with the people with this profile.

Feedback by the participants

Participants expressed their satisfaction. One of them commented that this training should be compulsory at educational centres. In the case of the pilots with the trainers, we were asked to make the training materials available in an editable version to allow implementation of the training in their own local environments.

When asked (at the end of each webinar and especially the last one) about their expectations, the responses confirmed that a good design had been implemented, and the participants did not have any more topics to discuss or different expectations to cover.
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<tr>
<th>What was most interesting</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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<tbody>
<tr>
<td>A general introduction was very welcome by participants</td>
<td>The algorithms part.</td>
<td>Final assignment was very funny and enjoyable.</td>
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</tr>
</tbody>
</table>

| What was missing | / | / | More about what you can do to be a positive and responsible player on social media, especially to combat disinformation as an activist, eg: linking with any future campaign. Get more into the part of how to report misinformation to local authorities. |

<p>| The doubts and difficulties that have arisen | / | How to deal with conspiracy theories when those who support them are close friends. How to configure privacy protection tools on social networks like Facebook. In addition, during the second pilot, participants asked for more information about the business model based on web visits and the collection of personal data of users. They expressed concern about the sale of data and wanted more information on how the European data protection regulation prevents companies from selling private information. | How to configure privacy protection tools on social networks like Facebook. |</p>
<table>
<thead>
<tr>
<th>Significant comments by students</th>
<th>Feedback by the organizers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The module was introductory.</td>
<td>The training was very satisfactory. However, throughout the implementation Colectic had to overcome some difficulties, such as problems with the agenda. They had participants who were unable to keep synchronous appointments and had to design review activities to ensure that, at a minimum, they had viewed the video conference recordings and understood the contents and acquired the skills and competences. They were not clear enough about it, and in the end many of the participants who had participated in the videoconferences also wanted to carry out these review activities.</td>
</tr>
<tr>
<td>Some participant commented on the possibility of printing a poster with the images of the campaign and asked permission to add the logo of his entity at the foot page.</td>
<td>Most of the dropouts occurred before the course even started and were due to technological difficulties. Colectic have not been able to find the strategy to lead and support these people in the use of the Moodle platform. At Colectic they value the possibility of doing the training openly on YouTube, but at the time they decided that establishing an atmosphere of dialogue and trust with the participants was more important and that this space could not be achieved through open webinars. The truth is that they are not sure if that was the best decision, but the participants who have completed the training have been very satisfied.</td>
</tr>
<tr>
<td>The participants expressed little prior knowledge about the different types of disinformation and showed great interest in them. In the case of the trainers, they highly valued the visual resource on this topic. Some expressed their intention to provide training related to this topic to groups of older people (and young people, in some cases) during the last quarter. In the third pilot, one of the participants wanted to do the training because he is going to start teaching a course in July. He stated that the materials seemed very useful to him, as well as the images of the campaign.</td>
<td>Those that did not drop out before the start and have never participated in the online training was practically impossible to keep involved and engaged throughout the training sessions. Colectic reports that they should have properly assessed their digital skills beforehand—which they did not–they</td>
</tr>
<tr>
<td>Participants found the last task (the challenge) very fun and challenging and upon seeing the result one participant joked about the possibility of creating a business based on the production of disinformation. This caused a lot of laughter among the participants, who agreed that the course was intended to do just the opposite, but the learnings on how disinformation works were very helpful in &quot;tricking&quot; the other participants during the final task.</td>
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would have prepared and implemented a preparatory activity to present and familiarise the participants with the virtual environment -Moodle- and its tools. This teaches us that general public is far from having the digital competence necessary to carry out online tutored training. On the contrary, when the participants that have the profile of promoters, teachers or e-facilitators have had no problems and most of them have completed the training.

The training scheme worked very well. Participants appreciated the sequence and commented that they found it easy to follow. The difficulty was incremental, the activities appropriate. Although Colectic initially planned an hour-long webinars the conversations spanned up to an hour and a half to two hours. The contents were very suitable, with some small exception. In module 3 they entered a little bit into cyber bullying and other dangers of the social networks and, at this point, the participants stated that these were subjects that they felt as something external to the theme of the course, although they were also interesting.

The final assignment created a very good atmosphere in the classroom during the webinar. On a future occasions Colectic would spend more time and even do a second round of voting, after leaving individual work time to use the tools that can be used to detect false or fake news. After that second round, the class-group could comment on what elements indicated that the news was false or what indicators - in the true news - could make them think it was false (misspellings, click-bait titles, etc.)

During the webinars, they were recording the presentation part of the webinars. Colectic found that once the recording stopped, the level of participation increased: the participants felt more comfortable when their contributions were not being recorded.

The pilots have been different from each other and the project staff has managed to learn a lot with each one of them, perfecting the resources, the methods, the way of communicating, etc. In the end, the result is tangible and intangible knowledge that will be very useful in the future.

The contents and the handouts will remain to be available at the Moodle Platform and the Colectic’s plan is to continuously improve them in order to have this content open to the e-facilitators and trainers who would like to use this content with their students.
5. SWOT analysis

Piloting partners were asked to provide a SWOT analysis of the piloted training programme. The results are following:

**Strengths**

- The formative and curricular design is very good. Local resources and local examples are very motivating and really capture the interest of the participants.
- The students and parents were motivated to achieve the learning outcomes. They were active participants and demonstrated creativity in the final assignment and excellent results in the evaluation Kahoot game. The training outline was engaging and interactive due to the trainers’ choice of discussion points and collaborative activities.
- Very interesting and actual topic.
- A Training Outline very well structured.
- 10 hours of online training on Moodle platform reaching a broader audience.
- Interesting and very topical subject.
- Good methodology adapted to the content, target and interactive mode.
- It is possible to adapt this argument in different contexts and to a wide audience.
- Very interesting and current topic.
- Well-structured learning outcomes.
- One-hour webinar: broader audience.
- Easily adaptable to other contexts (school lessons).
- Relevance of the contents, good Training Outline, interesting topic.
- Very knowledgeable guest lecturers.

**Weaknesses**

- Participants tend to excessively explain personal experiences (it would be interesting if they did so through, for example, classroom forums). We did not know how to find good strategies to combat disinformation related to pseudo-science. Carrying out intensive training (two hours a day, in the third pilot) during the month of July was not a successful strategy.
- In the beginning of the online (Zoom) meetings some of the parents lack experience in using the platform. In fact, we all had to get used to communicate and interact online during all the sessions;
- No face to face interaction.
- Webinar mode does not give the possibility to resort to all the methods thought out.
- Webinar: No in-depth training, no face-to-face interaction, most methods were left out
- Inability to have face-to-face training.
- Distance learning process.

**Opportunities:**

- The online format is very interesting, but it is difficult to measure the times. Implementing training at a slower pace as scheduled can have a better impact. Collaborating with the city's library network proved to be a good strategy.
• To check if all the resources and methods the trainers planned in advance are efficient and engaging. To understand what is the participant’s level of media literacy in the beginning and at the end of the training.

• The online training on Moodle can be used by teachers in schools in the future to train their students on the topic of fake news and disinformation, but also by other target groups interested in these topics.

• Materials collected and produced along the way can be used for other training sessions and can stimulate the creation of other courses based on the same themes. We will propose the project to schools and youth centres.

• The webinar will be in some way published and used for other trainings. We will offer the webinar for schools and youth clubs later this year.

• To hold face-to-face trainings in the future, as part of regular training offer.

• Build more exciting online training tools.

Challenges

• Replicating the training for groups of young people, finding their own language, examples appropriate to their age and interests.

• Scheduling the meetings with students and parents during the distant learning in time of the COVID pandemic lockdown. Getting together the youngsters and the adults in the mixed sessions online and finding the best approach to make them interact. We planned to organise the mixed meeting in person, but the lockdown lasted too long so we did it online.

• Encouraging discussion among participants and made them realise that these topics require a more in-depth study and research, some of them are treating these topics a bit too easy and consider that they know a lot of information even if they do not.

• Young people, and adults also, often think that they can easily recognize fake news and easily contain it, so when they approach these issues, they might start with some preconceptions.

• Encourage discussion especially working with vulnerable groups.

• People consider the topic easy and get a great feeling of confidence but only know so little.

• Engaging people one-on-one, encouraging discussion among participants.

• Combine and create lectures according to age groups.
6. Lessons learned and recommendations

6.1 Lessons learned from piloting of the training activities

Recruiting participants

- Within the Covid-19 context, some partners were able to work directly with schools and include the trainings as part of the school curriculum.
- Some partners were not able to work directly with schools, as it depended on schools’ decisions and other factors.
- Some people interested in the trainings were unable to start the course while faced with overwhelming changes due to the pandemic.

Engaging participants

- It was difficult to get people to talk freely and share their experiences and opinions.
- Younger participants can be shy whether the training is held in person or online.

Completion of course

- Not everyone attended every session and a significant number of participants did not complete the course.
- It was a challenge to maintain participant interest in the course for the whole duration (10 hours) of training.
- Some partners reported that it was a little harder than usual to sustain the level of attention and active engagement among participants. External factors also played a role in this drop in attention levels. Participants were overwhelmed by the sudden surge (oversupply) in online education as schools moved to distance learning; families also worked, studied and communicated online, sharing the same spaces and devices, thus contributing to the less than ideal situation at home for online learning.

Technical difficulties

- Some users (predominantly older adults) had issues with the use of technology. Trainers helped some to resolve them but there were also some participants who dropped out of the course due to issues of digital divide.

Challenging preconceptions

- Some partners observed that no matter the age group, young people and adults often started with some preconceptions about fake news, thinking they could easily recognize and handle it properly, which actually proved quite challenging.

Timing of the implementation

- Due to COVID-19 most of the activities moved online which resulted in people being overwhelmed by the amount of online activities. This significantly impacted their willingness to participate in additional (non-compulsory) online activities despite being interested in the topic.
- Activities that were organised towards the end of the school year and beginning of the summer proved less interesting especially for young people.
6.2 Recommendations for future implementation of the training

Recruiting participants

- Make partnerships with schools and other organisations providing educational activities to include the trainings as part of the curriculum or add the activity as a part of their educational activities.
- Marketing: Newsletter, social media (own pages and dedicated groups), educators, libraries, youth organizations and existing networks.
- Begin with recruiting activities (finding partners, building partnerships, promotion of the training) well before the set dates of the training.
- Word of mouth.

Increase reach and completion rate (if participants do not have to view in real-time)

- Conducting webinars can allow the trainers to reach more people and be less geographically dependent.
- Having shorter (webinar) sessions may appeal to people who have less time.
- Regular and higher frequency (e.g. 3 times a week compared to once a week) session to retain interest.
- Giving more time for people to complete online courses on LMS such as Moodle.
- Giving prizes such as a promotional T-shirt or similar to participants who complete the course.

Improve engagement during and between sessions

- Adapt sessions so that they are more relevant to the everyday reality of the participants. Consider adding interesting visuals (images, videos, infographics etc.) and information.
- Consider asking questions during registration or have preliminary surveys to find out more about the level of knowledge, interests and expectations of participants, then use the information to create more engaging lessons.
- Have a variety of activities such as quizzes, interactive polls and group work so that everyone can participate in various ways.
- Use different communication tools for different age groups if trainers are aware of which ones work better for the different groups.
- Encourage participants by giving awards and recognition to those who shared most, commented most etc.
- Use a blend of teaching methods such as direct instruction (PowerPoint lectures etc.) and task-based learning to cater to different styles of knowledge acquisition.
- Game-based and experiential learning methods are also helpful. For example, asking participants to create one false and one real news item with the help of online tools (newspaper clipping generator fodey.com), thus putting them in the role of journalists – create a headline, name of newspaper and short reports to catch the attention of the readers. In the training outline, we suggested the Get Bad News game, and it can still be done in the online setting with communications taking a different route.
- Include group work for more discussion-based learning and collaborative exercises. For example, Breakout rooms for group discussion and Google docs, online tools to record group work and then follow with screen sharing. Collaboration space can also be in the form of Class Notebook on Microsoft Teams, as one of our partners did or through FLOSS (Free, Libre, Open Source Software) tools like Etherpad or wikis.
• Give adequate time for group work as participants enjoy the interaction and this encourages more sharing of ideas.
• Have a dedicated person monitoring live chats and comments.
• Trainers to check on participants regularly.
• Consider not recording the discussion and group work part of webinars to encourage people to speak up more freely.
• Set aside time to receive regular feedback from participants and trainers, so that the sessions can be improved.

Technical issues
• To avoid delays, confusion and reluctance to participate, give guidance on how to use the tools prior to the lecture/sessions (instructions before the activity, short technical introduction at the beginning of activity), including to the lecturers and guest speakers.
• Learn about the level of digital skills of your participants beforehand to plan the above activities accordingly.

Production, Clarity and Delivery of content
• Provide well-organized but concise agendas for content delivered, e.g. on Moodle navigation section or PowerPoint presentation at start of lecture.
• Give more examples where possible.
• Use clear definitions, speech and sentences.
• Invest adequate time in building more exciting online training tools.
• Incorporate well-designed materials. Some partners shared social media messages based on learning outcomes as part of a slideshow and also during webinars. This is an efficient use of resources. The slideshow was also part of self-paced learning resources on introducing basic concepts.

Final Assignment
• Partners used 1 of 2 approaches: 1) a more standardized test for individual evaluation; 2) a more interactive exercise, such as dividing the group in two and challenging the participants to create three pieces of news: one false, another real, and a third that could be false or real. Each group presented their news and a vote was cast by participants of the other groups on whether each of the news items was true or false. One of our partners, Global Libraries, who managed to get a parent and child to participate together, used the second approach but adapted it by having each family member (children and parents) prepare one false and one real news, then present them to the rest of the class. They also observed the positive effect of the training on family dynamics. The final family assignments were highly rated by the participants as they required time and collaboration between the children and their parents.
• Both methods offered trainers and participants an opportunity to revisit concepts learned during the trainings.
• Individual quiz to be constantly updated in future courses, relevant to the topics relevant to local current events.
• Testing is convenient and offers participants a chance to check their understanding of the information they acquired during the course.
• Award participants a Certificate of Completion at the end of the course.
7. Conclusion

The situation with the implementation of the piloting activities of the Get Your Facts Straight project looked quite bleak in the beginning of March 2020 due to COVID-19 measures that prevented the implementation of the original project plan.

Project consortium showed extreme resilience, adaptability and solidarity in this situation and managed to overcome the obstacles and transform what was planned to be a face-to-face activity to a wide range of online activities while retaining the main objective, methodology and learning outcomes of the training activity. This has provided a valuable insight not only for future implementation of the Get Your Facts Straight training activity on disinformation on social media for 14-16 years old and their parents/grandparents but also for other educators developing and implementing online media literacy training activities.

While some tools and solutions worked better than others, one is certain. Good basis (i.e. quality training outline with defined learning outcomes, methodology, learning materials, activities etc.) is a vital for any training activity. Our piloting activity has been successful exactly because all the project partners meticulously developed all the above and this proved pivotal when transforming an offline activity to an online one.

There is no one-size-fits-all method in delivering training sessions. It is up to the trainers to adapt a training outline, selection and presentation of content, as well as activities and mode of delivery. The needs and preferences of learners must be taken into consideration, and it is helpful to collect timely feedback. We sincerely hope that our experiences can help those who are interested in delivering this training to more people.

Big thank you goes also to the Media literacy team of the Directorate-General for Communications Networks, Content and Technology (DG CONNECT) of the European Commission for supporting project consortium in transformation of the project activities co-funded by Preparatory action “Media literacy for all”.

Last but not last, big thanks also to all of the project partners for their continues effort which resulted in a successful piloting of the Get Your Facts Straight training activity.
Annex I – Programmes of the training sessions

I.1 Programme of the training sessions in Bulgaria

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/04/2020 4pm</td>
<td>1</td>
<td>1h30min</td>
<td></td>
<td>We organised a 1.5h webinar which was attended by 24 students and moderated by Dessislava Ivanova, expert in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. After the webinar, participants were given the task: to define the types of misleading news in the collaboration space of MS Teams which they did alone. Materials/methods: slideshow, discussion, guessing game, videos, Task-based instruction</td>
<td>youngsters</td>
</tr>
<tr>
<td>14/04/2020 4pm</td>
<td>2</td>
<td>1h15m</td>
<td></td>
<td>We organised a 1h15m webinar which was attended by 24 students and moderated by Dessislava Ivanova, expert in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. After the webinar, participants were given the task: to watch videos uploaded in the class materials folder of MS Teams; to write comments of what they learned about disinformation and misleading news in the collaboration space of MS Teams in groups of 4 students; to play Fake news games Materials/methods: slideshow, videos, games - factitious/, brainstorming, discussion, group work</td>
<td>youngsters</td>
</tr>
</tbody>
</table>

idea.org.uk
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<thead>
<tr>
<th>Date and Time</th>
<th>Room</th>
<th>Duration</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/04/2020 4pm</td>
<td>3</td>
<td>1h15m</td>
<td>We organised a 1h15m webinar which was attended by 24 students and moderated by Dessislava Ivanova, expert in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. After the webinar, participants were given the task: to write comments about the responsible behaviour of social media users in groups of 4 students in the collaboration space of MS Teams; to watch the video about the social media influencers uploaded in the class materials of MS Teams. Materials/methods: slideshow, videos, discussion, Task-based instruction.</td>
</tr>
<tr>
<td>16/04/2020 4pm</td>
<td>4</td>
<td>1h</td>
<td>We organised a 1h webinar which was attended by 24 students and moderated by Dessislava Ivanova, expert in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. After the webinar, participants were given the task: to do a project “Fake or true news” together with their parents using a google app fodey.com - final assignment. Materials/methods: brainstorming, slideshow, project work; discussion.</td>
</tr>
<tr>
<td>11/04/2020 11am</td>
<td>5</td>
<td>2h</td>
<td>We organised a 2h webinar which was attended by 24 parents and moderated by Justine Toms, expert in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. After the webinar, participants were given the task: to watch a Ted Talk with the family-group work; to read 2 articles about fake news in technews.bg and actualno.com - individual task. Materials/methods: slideshow, facilitated discussion, Ted Talk, articles in technews.bg and actualno.com.</td>
</tr>
</tbody>
</table>

This project is co-funded by Preparatory action “Media literacy for all” of the European Commission DG CNECT. Grant Agreement: LC-01249049.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Duration</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/04/2020</td>
<td>6pm</td>
<td>2h</td>
<td>We organised a 2h webinar which was attended by 24 parents and moderated by Justine Toms, expert in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. After the webinar, participants were given the task: to watch a video about disinformation published by bTV news with the family-group work; to do a family project “Fake or true news”-group work. Materials/methods: slideshow, facilitated discussion, videos, group work</td>
</tr>
<tr>
<td>25/04/2020</td>
<td>2pm</td>
<td>2h</td>
<td>We organised a 2h webinar which was attended by 40 youngsters and parents moderated by Dessislava Ivanova and Justine Toms, experts in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderators monitored the chat to answer the questions. After the webinar, participants were given a final assignment: to make a family presentation of their project work “Fake or true news” for the next session together-group work. Materials/methods: slideshow, storytelling - “Justin Sacco, PR executive fired over racist tweet”, follow-up discussion, group work</td>
</tr>
<tr>
<td>29/04/2020</td>
<td>6pm</td>
<td>2h</td>
<td>We organised a 2h webinar which was attended by 40 youngsters and parents moderated by Dessislava Ivanova and Justine Toms, experts in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. The families presented their projects “Fake or true news” and the participants had a task to recognize the false and the real story behind the news. After the webinar, participants were given the task: to register and play a Kahoot quiz game as final evaluation -individual task. Materials/methods: slideshow, facilitated discussion, individual task</td>
</tr>
<tr>
<td>Date</td>
<td>Duration</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>26-28/04/2020</td>
<td>1h5</td>
<td>Webinar</td>
<td>We organised a 1h5 webinar which was attended by 40 youngsters and parents moderated by Dessislava Ivanova and Justine Toms, experts in social media advertising. Participants were able to ask questions by raising their hand in the chat zone and the moderator monitored the chat to answer the questions. The moderators presented the Kahoot quiz results in a slideshow and focused on the questions which were challenging for the participants. Materials/methods: slideshow, facilitated discussion, brainstorming</td>
</tr>
<tr>
<td>14/07/2020</td>
<td>1h</td>
<td>Live meeting</td>
<td>We organised a live meeting in the school with 25 students and parents. The meeting was moderated by Dessislava Ivanova and Justine Toms, experts in social media advertising. The parents gave feedback about the training sharing the most useful skills and knowledge they acquired. There was a certificate award ceremony and reception at the end of the meeting.</td>
</tr>
</tbody>
</table>
I.2 Programme of the training sessions in Croatia

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
<th>Target group (youngsters, adults, both)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. 4. 2020.</td>
<td>1</td>
<td>n/a</td>
<td>All</td>
<td>CTC Rijeka developed an Online Training Course based on the Moodle platform containing learning materials and interactive exercises covering all of the learning outcomes. The course was divided into 3 parts, as intended by the Course Outline, with materials and links to contextual content chosen to be suitable for both youngsters (age 14 to 16) and adults. Materials included written, graphic, video and interactive content providing the participants to firstly gain new knowledge and skills, and to test them afterwards via quizzes and various assignments (such as recognizing different types of false information, searching for valid and false information and sharing thoughts and opinions with other participants and trainers on the forum). Activities in the course were facilitated by 3 trainers (Andrea Ratkajec, Loris Rašpolić, Ivan Mušanović) who kept contact with participants during the course via different channels (phone, e-mail, forum) in the effort to keep the participants engaged and to answer any potential questions regarding the course contents or the platform functionality itself. To finish the course the participants were required to go through all of the course materials (optionally additional materials), take part in the final quiz (which was done individually using built-in Moodle interactive quiz module) and fill-out the final evaluation. Since the course was of online form, the participants had the freedom to access it at their convenience and to take as much time to finish it as their other obligations allowed them to. After a participant finished the course, he/she was given promotional T-shirt as a reward and Certificate of completion.</td>
<td>both</td>
</tr>
</tbody>
</table>
## 1.3 Programme of the training sessions in Germany

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
<th>Target group (youngsters, adults, both)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.06. 10 o’clock</td>
<td>Not sequential</td>
<td>1 hour</td>
<td>1.0, 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4,</td>
<td>Presentation, Game: Fake or Fact?, menitmeter*</td>
<td>Both</td>
</tr>
<tr>
<td>16.06. 14 o’clock</td>
<td>Not sequential</td>
<td>1 hour</td>
<td>1.0, 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4,</td>
<td>Presentation, Game: Fake or Fact?, menitmeter*</td>
<td>Both</td>
</tr>
<tr>
<td>17.06. 17 o’clock</td>
<td>Not sequential</td>
<td>1 hour</td>
<td>1.0, 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4,</td>
<td>Presentation, Game: Fake or Fact?, menitmeter*</td>
<td>Both</td>
</tr>
<tr>
<td>18.06. 14 o’clock</td>
<td>Not sequential</td>
<td>1 hour</td>
<td>1.0, 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4,</td>
<td>Presentation, Game: Fake or Fact?, menitmeter*</td>
<td>Both</td>
</tr>
<tr>
<td>19.06. 10 o’clock</td>
<td>Not sequential</td>
<td>1 hour</td>
<td>1.0, 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4,</td>
<td>Presentation, Game: Fake or Fact?, menitmeter*</td>
<td>Both</td>
</tr>
</tbody>
</table>

- Short introduction to the training, the project and SDC
- Presentation of the agenda of the session
- First Quiz: Fake or Fact: we used the survey function of adobe connect to let the participants guess whether the news is fake or fact. After the participants filled in the survey, the correct answer is revealed and explained.
  - “Because of Pisa – schoolbook now with emoji instead of words (PPT, slide 5)
  - “Village in Brandenburg auctioned for 140.000 €” (PPT, slide 6)
  - Facebook Post with picture of bank statement: “1.780,35 € for asylum seeker from the state” (PPT, slide 7)
- Detailed explanation about what fake news are. (PPT, slide 9)
- Where do you encounter Fake News? (PPT, slide10)
• Mentimeter survey: Which reasons or motives do people have to create and disseminate fake news? – This questions were answered by participants via menti.com

• In the next section, motives and types of fake news discussed and examples were shown:
  • Motives: political, economic, ideological, personal, humour
  • Types: propaganda, clickbaits, conspiracy, satire, hoax,

• In the next section, the participants learned how to recognize fake news (from slide 28):
  • Check sources
  • Check facts
  • Check the presentation of the news
  • Ask professionals

• Second Quiz: Fake or Fact: this time the participants were asked to vote again but also write in the chat the reasons why the news were fake or fact.
  • “Wearing masks is bad for children” (PPT, slide 33)
  • “Polish football fan in flames” (PPT, slide 34)
  • “Missing: 6 year old Marie H. is missing!” (PPT, slide 35)

• Mentimeter survey: How do you react to fake news? - This questions were answered by participants via menti.com

• In this section, we explained how people can react to fake news (PPT, slide 38)
• Thank you and note to the material we will send per mail after the training
## 1.4 Programme of the training sessions in Italy

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
<th>Target group (youngsters, adults, both)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.05.2020</td>
<td>2</td>
<td>2,5</td>
<td>1.0; 1.1;</td>
<td>Definition of fake news and history of the word &quot;Bufala&quot; (hoax); wordcloud: <em>what’s the first word that you associate to fake news?</em>; call to action: <em>what are information and disinformation are for you?</em> go on visualthesaurus.com and find that words; definition of information and video &quot;Pericolo bufale&quot;, discussion; <em>what’s disinformation: how, when, who?</em>; BBC video &quot;Fake news generator&quot;; COVID-19 and infodemia, infographic of agcom data on disinformation generated on COVID on Facebook and reactions to posts on Covid; disinformation EAVI infographic explanation case by case, examples from social media and Butac.com; discussions, short videos and call to action: <em>Find the intruder</em> in a list of fake news and plots; call to action: <em>Find your plot</em> and discussion; video &quot;Fake news and post-truth&quot; discussion; Quiz time on Kahoot.</td>
<td>Youngsters; adults</td>
</tr>
<tr>
<td>19.05.2020</td>
<td>2</td>
<td>2,5</td>
<td>Recap and 2.1; 2.2; 2.3; 2.4</td>
<td>Module 1 Recap; Infographics Internet in a minute and the most used social media platform; discussion; Video ‘How to become TripAdvisor’s #1 Fake Restaurant; discussion; who creates Fake news and why? Examples from Butac.com; How social media makes money? How manipulators work? Why? Examples; Call to action: experience Bad news game and Factitious game; Why do we believe in fake news? Examples; Call to action: how much information do you find in 1 minute on your social profiles? How many reflect your tastes? Algorithms and filter bubbles; Video &quot;Filter bubbles and Fake news&quot;; discussion; Why believe in false disinformation and share it is dangerous? Discussion; Quiz time on Kahoot; and a final experiment: <em>Create your own quiz on Fake news on Kahoot and test your friends.</em> We have also</td>
<td>Youngsters; adults</td>
</tr>
</tbody>
</table>
This project is co-funded by Preparatory action "Media literacy for all" of the European Commission DG CNECT. Grant Agreement: LC-01249049

<table>
<thead>
<tr>
<th>Date</th>
<th>No.1</th>
<th>No.2</th>
<th>Activity</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.05.2020</td>
<td>2</td>
<td>2.5</td>
<td>Recap modules 1-2; video &quot;How to recognize fake news&quot;; Museum of Hoaxes: historical fake news; <em>How do you know? Which sources do you consult?</em> and discussion; IFLA infographic; Agcom sources and video &quot;Spot 1 Disinformation&quot;; list of reliable sources and discussion; call to action: analyze this news, which elements should we consider to understand if it is true or a fake news? Tools useful to verify identity (email-checker; webmii) photos (google images, tin eye, citize nevidence) location (dual maps); call to action: verify the identity of, image check, location check; meme check; fact-checking what is it and who does it?; Social risks; Comics: &quot;Fred Fact doesn’t get fooled by buffaloes&quot; and discussion; social media at the time of COVID-19; EU action plan and Code of Practice on Disinformation; #BastaBufale Decalogue to be a positive and responsible social media user; Quiz time on Kahoot.</td>
<td>Youngsters; adults</td>
</tr>
<tr>
<td>21.05.2020</td>
<td>1</td>
<td>2.5</td>
<td>Recap, discussion, and final battle on Kahoot</td>
<td>Both</td>
</tr>
<tr>
<td>22.06.2020</td>
<td>1</td>
<td>2.5</td>
<td>Recap 1.0; 1.1; 2.1; 2.2; 2.3; 2.4; 3.1; 3.2; 3.3; 3.4</td>
<td>Youngsters</td>
</tr>
<tr>
<td>23.06.2020</td>
<td>1</td>
<td>2.5</td>
<td>Recap and 2.1; 2.2; 2.3; 2.4</td>
<td>Youngsters</td>
</tr>
<tr>
<td>24.06.2020</td>
<td>1</td>
<td>2.5</td>
<td>Recap and 3.1; 3.2; 3.3; 3.4</td>
<td>Youngsters</td>
</tr>
</tbody>
</table>

created a summary video on module 2 posted on Open Group social channels.
This project is co-funded by Preparatory action “Media literacy for all” of the European Commission DG CNECT. Grant Agreement: LC-01249049

### I.5 Programme of the training sessions in Latvia

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>02.04.2020</td>
<td>1</td>
<td>2.5</td>
<td>1. Understand what disinformation is.</td>
<td>The day before the beginning of the webinar, the instructor Arnita Vaitkus sent emails with information and access data to the ZOOM application to all registered participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Understand how to recognise and react to disinformation</td>
<td>Fifteen minutes before the head of the project Dace Bergmane, Arnita Vaitkus, marketing specialist Kristīne Bergmane-Korte and webinar lecturer Klinta Ločmele joined in, tested the platform, connected ZOOM live to Facebook live streaming, checked communications, discussed the program, and five minutes before start connected the rest of the participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>At the beginning of webinar, project manager Dace Bergmann informed all participants about the progress and planned activities of webinar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Instructor Arnita Vaitkus checked the correspondence on the Facebook platform throughout her life to transfer questions from Facebook to THE ZOOM application to the lecturer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Doctor of Communication Science and media competence expert Klinta Ločmele conducted an online lecture with the help of the video conference tool Zoom on the topic of disinformation, speaking about how to recognize disinformation and how to respond. The expert spoke about the impact of images and how images are used to disseminate disinformation, what tools can be used to recognize disinformation to</td>
</tr>
</tbody>
</table>
check if an image is assembled or improved. There were various examples and explanations about the actual situation on the internet.

A total of 150 participants listened to the lecture, 120 of whom had previously registered for this lecture by filling out the login questionnaire. The enrolled members were mostly classes of different schools that listened to the lectures during their lessons, as well as teachers who wanted to supplement their knowledge and use the information in their work and day-to-day life.

The lecture was also broadcasted on Ventspils Digital Center's Facebook page and could be listened to by anyone. An invitation to join the Zoom tool was sent to registered members.

During the lecture, all participants were able to ask questions to the expert by writing their question on FB or in the Zoom group. All the questions were forwarded by the administrators directly to the lecturer who answered all the questions.

At the end of the lecture the lecturer asked the participants to take part in a test she had prepared, by sharing a link.

The lecturer also chose the most active participants during the lecture and awarded them with sympathy prizes.

Survey link
Survey responses
This project is co-funded by Preparatory action “Media literacy for all” of the European Commission DG CNECT. Grant Agreement: LC-01249049
Understand how social media make money and why disinformation is vastly present on social media

<table>
<thead>
<tr>
<th>Date</th>
<th>Number</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.04.2020</td>
<td>1</td>
<td>2,5</td>
</tr>
</tbody>
</table>

The day before the beginning of the webinar, the instructor Arnita Vaitkus sent emails with information and access data to the ZOOM application to all registered participants.

Fifteen minutes before the head of the project Dace Bergmane, Arnita Vaitkus, marketing specialist Kristīne Bergmane-Korte and webinar lecturer Ieva Florence - Viksne joined in, tested the platform, connected ZOOM live to Facebook live streaming, checked communications, discussed the program, and five minutes before start connected the rest of the participants.

At the beginning of webinar, project manager Dace Bergmann informed all participants about the progress and planned activities of webinar.

Instructor Arnita Vaitkus checked the correspondence on the Facebook platform throughout her life to transfer questions from Facebook to THE ZOOM application to the lecturer.

Actress, Radio “SWH” Voice/Personality and Head of “BM Production” Company, influencer Ieva Florence - Viksne, conducted an online lecture on social media impact, social networking algorithms, profit opportunities with the help of the video conference
tool Zoom. She told about her experience and gave her advice to young people and adults on how to protect yourself and children on the internet.

The lecture was also broadcasted on Ventspils Digital Center's Facebook page and could be listened to by anyone.

In total, around 250 people were listening to the lecture, of which 120 members were previously registered. An invitation to join the Zoom tool was sent to registered members.

During the broadcast, the lecture participants could ask questions by writing them in the comment sections or chats, where the broadcast administrators forwarded them to the lecturer.

At the end of the lecture, the lecturer chose the sympathy award recipients - the participants who asked the most interesting questions and actively took part in the lecture. These participants also received awards. All participants also had the opportunity to participate in the final test. At the end awarded were those participants who had listened to both lectures and completed the tests. The results were collected, and the awards were granted according the overall score.

Survey link
Survey responses
This project is co-funded by Preparatory action “Media literacy for all” of the European Commission DG CNECT. Grant Agreement: LC-01249049

15.04.2020 2 2.5 x 2 Movies:
  - American MEME
  - The Social Network
  - HBO Ephoria

Each member had to watch one of the movies being offered telling the stories of types of fake news.

Together with the trainer Dace Bergmann and Arnita Vaitkus, a discussion was organised separately for children and individual adults, where each shared their opinions and recommendations on how to protect themselves, as well as what factors should be considered when using the Internet.

Only the registered members – 120 people received the invitation link and took part in the discussion about what they had seen and heard in previous lectures and movies.
First, discussions were organized with the children who use the conference tool ZOOM and “raise a hand” during a video call, to discuss or ask questions.

Teachers prepare content in advance and discuss issues, use Zoom anketting if members do not want to speak publicly.

Some questions from participants:

- How does language culture affect the veracity and reception of information in the social environment?
- I’m looking for a new smartphone, why wouldn't I seek a youtube.com or a comparison?
- What is an influencer?
- Do you start using TickToks to promote yourself, because the app is large with people?
- How would you see how influencer could participate in state-created campaigns in various crisis situations in order to reduce the spread of disinformation in society? Or would you be prepared to be involved in such campaigns if they were organised?
- What is TOP 3 “don’t do it” or the mistakes made by companies in partnership with influencer?
- How do you think what a world would be without internet and technology?

Teachers previously created a variety of questions about topics that were discussed in films and a ZOOM survey was conducted online with the opportunity to respond and express their views.

The pupils did not want to discuss much, so basically all the negotiations were conducted by the leaders of the debate and online testing.

24 participants participated in the adult debate and the discussion was much easier and each had a view on a matter that could be expressed by raising a virtual hand on THE ZOOM application. Then one of the leaders of the discussion granted the right to speak online.
Some of the following issues that were addressed online:

1. Does Facebook's algorithm make your daily easier? Do you value it positively?
2. Would you use an aggressive social campaign to develop your business?
3. Social networks and children who parents should pay attention to?
4. Are social networks suitable for a child? Who do you, as parents, have to pay attention?
5. Will you be more confident in the social environment or fearful after the lectures?

etc.

<table>
<thead>
<tr>
<th>24.04.2020</th>
<th>1</th>
<th>5</th>
</tr>
</thead>
</table>

Each of the registered members after taking part in the lectures had to create animations, videos, tests, worksheets or infographic on the following topics:

They use: Office applications, online tools - canvas.com, infogr.am, video tools, etc.

**Youngest:**
What information can be posted on social networks? What to look for?

**Adults:**
How to protect a child from false information?

**Both:**
How to behave in the Internet environment for children / adults?
## I.6 Programme of the training sessions in Romania

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
<th>Target group (youngsters, adults, both)</th>
</tr>
</thead>
<tbody>
<tr>
<td>03.06.2020 - 30.06.2020</td>
<td>Online training</td>
<td>N/A – for some participants is still ongoing, the training is not closed.</td>
<td>All</td>
<td>Fundația EOS – Educating for Open Society developed an Online Training Course based on Moodle platform, containing learning materials and interactive exercises/quizzes which cover all the learning outcomes. The online course was divided in 5 parts: <strong>Introduction</strong> into the course, <strong>3 training Modules (entitled workshops on the platform)</strong> containing materials and links (in the national language) to contextual content chosen to be suitable for both youngsters and adults, and also an <strong>Evaluation</strong> section. Learning materials include Power Point presentations, a lot of videos (including some registered webinars on the topic of Fake news and disinformation that were organized by EOS in March 2020), images &amp; graphics from the Romanian infographic. The aim of the learning materials was that participants to gain new knowledge and skills, and to test them afterwards via quizzes and various assignments (such as searching for valid and false information, recognizing different types of false information, writing short essays on different topics in order to see participants opinion regarding disinformation and fake news - especially on the topic of Coronavirus). Training activities were facilitated by 2 trainers: Alexandra Fomete and Brîndușa Armanca, who were in contact with participants during the course via email and platform forum in order to keep participants engaged and to encourage them to complete the course. In order to complete the course, participants were required to go through all of the course activities.</td>
<td>Both</td>
</tr>
<tr>
<td>materials (and to go as well through all quizzes from the 3 modules), take part in the final quiz and fill-out the final evaluation questionnaire. Since the training was designed as an e-learning course, participants had the opportunity to access it at the time that it was convenient for them and in their own pace. All participants that finish the training were awarded with a Certificate of Completion.</td>
<td></td>
<td></td>
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</tbody>
</table>
I.7 Programme of the training sessions in Spain

1st Pilot with Xarxa Òmnia

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
<th>Target group (youngsters, adults, both)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Març, 26th, 11:00 h.</td>
<td>1</td>
<td>3 hours</td>
<td>All (*)</td>
<td>(**)</td>
<td>E-facilitators trainers (social educators, social workers)</td>
</tr>
<tr>
<td>Own pace learning</td>
<td></td>
<td>7 hours</td>
<td>All (*)</td>
<td>(**)</td>
<td>E-facilitators trainers (social educators, social workers)</td>
</tr>
</tbody>
</table>

(*)
Learning Outcome 1 – Understand what disinformation is
Learning Outcome 2 – Understand how social media make money and why disinformation is vastly present on social media
Learning Outcome 3 – Understand how to recognise and react to disinformation

(**)
We started the training with a Videoconference to present the training outline, activities, materials and sources. It lasted three hours, during which the trainers presented the key concepts, objectives, materials, and activities and spoke with the participants, solving doubts.

Participants were then able, at their own pace, to examine the materials and resources made available to them on the Moodle training platform. Queries were made through messaging tools (those belonging to the Xarxa Òmnia, the Mattermost) and these were answered, so that the participants were able to get to know the content in depth and acquire the related informational skills.
### 2\textsuperscript{nd} Pilot with Biblioteques de Barcelona

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Session number</th>
<th>Duration</th>
<th>LO(s) addressed</th>
<th>Activities</th>
<th>Target group (youngsters, adults, both)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 de juny, a les 17.00 h:</td>
<td>1. Mòdul 1</td>
<td>01:05:00</td>
<td>1.0 I can explain the difference between information and disinformation</td>
<td>General presentation, general discussion</td>
<td>General public</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.1 I can identify the types of misleading news</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 de juny, a les 17.00 h</td>
<td>2. Mòdul 2, primera part.</td>
<td>1.5 hours</td>
<td>2.1 I understand the consequences of believing and sharing false information for the society and for myself 2.2 I understand the reasons why disinformation is published with the intention to mislead me</td>
<td>presentation, general discussion, Kahoot to evaluate previous knowledgeable Individual, after videoconference: Moodle questionnaire to check the learning outcomes</td>
<td></td>
</tr>
<tr>
<td>12 de juny, a les 17.00 h:</td>
<td>3. Mòdul 2, segona part.</td>
<td>2 hours</td>
<td>2.3 I know there are some political or commercial interests that try to affect my behavior online 2.4 I have a general idea about how algorithms affect what we see online</td>
<td>General presentation, general discussion Kahoot to evaluate previous knowledgeable Individual, after videoconference: Moodle questionnaire to check the learning outcomes Quizz Fakes game</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Time</td>
<td>Learning Outcomes</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 16 de juny, a les 17.00 h | 4. Mòdul 3, primera part. | 2 hours | 3.1 I understand what are some examples of credible sources of information  
3.2 I know how to check information and I know the changes in the media landscape | General presentation, general discussion  
Col·laborative poster, during training (reliable sources of information) |
| 19 de juny, a les 17.00 h | 5. Mòdul 3, segona part. | 1,5 hours | 3.3 I know how to defend from threats and risks on social media  
3.4 I know what I can do to be a positive and responsible player on social media | General presentation, general discussion  
Kahoot to evaluate previous knowledgeable  
Reverse image search  
Browsing local sources to check desinformation  
**Individual, after videoconference:** visualize videos (catfish, contest and documentary) and send the answer to several questions. |
| 23 de juny, a les 17.00 h | 6. Mòdul 3, tercera part | 1,5 hours | 3.3 I know how to defend from threats and risks on social media  
3.4 I know what I can do to be a positive and responsible player on social media | General presentation, general discussion  
Groupally making some recommendations  
**Individual, after videoconference:**  
Individual exercise: Choose a group (young people, adults or the elderly) and write 7 guidelines or tips to combat the risks of misinformation on social media. Consider the characteristics of each age group. |
| 26 de juny, a les 17.00 h | 7. Mòdul 4 i final. | 1,5 hours | Learning Outcome 1 – Understand what disinformation is | General presentation, general discussion |
Learning Outcome 2 – Understand how social media make money and why disinformation is vastly present on social media
Learning Outcome 3 – Understand how to recognise and react to disinformation

Challenge:
Group work: each group produces 3 news items: one true, one false and the other that can be true or false.
Then the other groups must say whether the news is true or false and why.
Mentimeter: to check overall progress.

<table>
<thead>
<tr>
<th>3rd Pilot with Punt TIC (trainers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date and time</strong></td>
</tr>
<tr>
<td><strong>1. Mòdul 1</strong></td>
</tr>
<tr>
<td><strong>2. Mòdul 2, primera part.</strong></td>
</tr>
<tr>
<td>Module, Part</td>
</tr>
<tr>
<td>--------------</td>
</tr>
</tbody>
</table>
| 3. Mòdul 2, segona part. | 2 hours | 2.3 I know there are some political or commercial interests that try to affect my behavior online  
2.4 I have a general idea about how algorithms affect what we see online | General presentation, general discussion  
Kahoot to evaluate previous knowledgeable  
Individual, after videoconference: Moodle questionnaire to check the learning outcomes  
Quizz Fakes game  
Moodle questionnaire to check the learning outcomes of the second module. |
| 4. Mòdul 3, primera part. | 2 hours | 3.1 I understand what are some examples of credible sources of information  
3.2 I know how to check information and I know the changes in the media landscape  
3.3 I know how to defend from threats and risks on social media  
3.4 I know what I can do to be a positive and responsible player on social media | General presentation, general discussion  
Collaborative poster, during training (reliable sources of information): evaluating the previous entries and adding new ones.  
Kahoot to evaluate previous knowledgeable  
Reverse image search during videoconference  
Browsing local sources to check disinformation  
Individual, after videoconference: analyze the sources: articles and videos (no deliverable) |
| 5. Mòdul 3, tercera part | 2 hours | Learning Outcome 1 – Understand what disinformation is | General presentation, general discussion  
Challenge: |
| Learning Outcome 2 – Understand how social media make money and why disinformation is vastly present on social media | Group work: each group produces 3 news items: one true, one false and the other that can be true or false. Then the other groups must say whether the news is true or false and why. |
| Learning Outcome 3 – Understand how to recognise and react to disinformation | |
Annex II - Tools used by Project Partners

<table>
<thead>
<tr>
<th>Tools used by Project Partners</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videoconferencing</td>
<td>Adobe Connect, Zoom, Facebook Live, Google Meet</td>
</tr>
<tr>
<td>Presentation Tools</td>
<td>Powerpoint, LibreOffice Tools, Canva</td>
</tr>
<tr>
<td>Platform to host/supplement courses</td>
<td>Moodle, Microsoft Teams</td>
</tr>
<tr>
<td>Interaction during and in between sessions</td>
<td>Use of forum as a communication tool, and include tools that cater to younger generations</td>
</tr>
<tr>
<td></td>
<td>- Moderated chat</td>
</tr>
<tr>
<td></td>
<td>- Raise your hand’ tool on Zoom</td>
</tr>
<tr>
<td></td>
<td>- Kahoot quiz, incorporating a more game-based learning approach</td>
</tr>
<tr>
<td></td>
<td>- Mentimeter</td>
</tr>
<tr>
<td></td>
<td>- Linoit.com (sticky Post-its for collaborative poster)</td>
</tr>
<tr>
<td></td>
<td>- Google forms, Microsoft forms</td>
</tr>
<tr>
<td>Additional resources</td>
<td>Infographics, wordcloud, videos, bad news game, factitious game, comics, Google docs, Fodey.com (newspaper clipping generator), Quizz Fakes game developed by own network, reverse image search websites, Microsoft forms</td>
</tr>
</tbody>
</table>

There is no one-size-fits-all method in delivering training sessions. It is up to the trainers to adapt a training outline, selection and presentation of content, as well as activities and mode of delivery. The needs and preferences of learners must be taken into consideration, and it is helpful to collect timely feedback. We sincerely hope that our experiences can help those who are interested in delivering this training to more people.

Additional Resources:

Distance learning solutions under UNESCO’s COVID-19 Education Response

https://en.unesco.org/covid19/educationresponse/solutions

A comprehensive list of educational applications, platforms and resources which aims to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free and many cater to multiple languages. They are categorized based on distance learning needs, but most of them offer functionalities across multiple categories.
Open digital educational tools for interactive online teaching and learning