NEWS LITERACY

GUIDELINES FOR TRAINERS

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Contents

INTRODUCTION

This module helps trainers design, implement, and evaluate lessons about (Modules 1-16) different aspects of media literacy. The materials comprise 16 different topics belonging to three content parts:

- PART 1: UNDERSTANDING THE NEWS LANDSCAPE (BACKGROUND INFO) **Modules 1-8**
- PART 2: MEDIA AND JOURNALISM **Modules 9-11**
- PART 3: THINKING CRITICALLY ABOUT NEWS (HOW TO CONSUME NEWS CRITICALLY) **Modules 12-17**

The topics can be used by experienced educators and other professionals who are already teaching about media literacy as well as by those with less teaching experience who are interested in running workshops and/or training courses for adult learners about media literacy. The training materials are extensive and diverse. Each topic presents an independent chapter and can be taught separately from other topics. It contains goals, learning outcomes, and suggestions for structuring the training as well as suggestions of some teaching and learning activities. In these Guidelines for Trainers we:

- present some characteristics of adult learners
- present different roles of a trainer
- describe teaching methods and techniques that can be used when teaching media literacy
- guide trainers in preparing their teaching sessions by providing a structure of a lesson plan

CHARACTERISTICS OF ADULT LEARNERS

The project targets different groups of adults and aims to improve their news literacy and critical thinking skills. Adult learners learn for many different reasons and when doing so they usually acquire a certain set of skills. Some adult learners learn to finish an education programme they started and did not finish in their youth or adolescence. They learn to be promoted at work, to retain their job position or to get a job in the first place. They learn to change their career. They learn to obtain knowledge they need in their free time, when performing their hobbies, when travelling. They learn to keep up with demands of changes in daily life brought about by digitalisation of society etc.

As diverse as reasons for learning is also learners' characteristics. Adult learners differ by age, gender, education level, socioeconomic status, employment status, interests, beliefs, mental capabilities, motivation level for learning etc. They play different life roles: parents, employees, children, friends, partners, colleagues, citizens. Their news literacy needs at 30 are different from their news literacy needs at 50 or 65 and depend on a variety of the before mentioned factors. Therefore, considering a truly diversive spectre of adult learners' needs is crucial for every trainer working with adult learners.

According to Malcolm Knowles' *The Modern Practice of Adult Education – from Pedagogy to Andragogy* adult learners require **self-assertion** and **individual learning**. Moreover, adults demand for **recognition of their status**. Studies on adult education highlight the experiential method (Hardy, 2005) in which they can best assimilate the knowledge taught. Adults make connections between concepts not by memorizing or learning structured but by **reference** to an **experiential context.** Thus, **subjective ideas, presumptions and opinions** are generated towards the curriculum which can enhance the teaching method and improve delivered content.

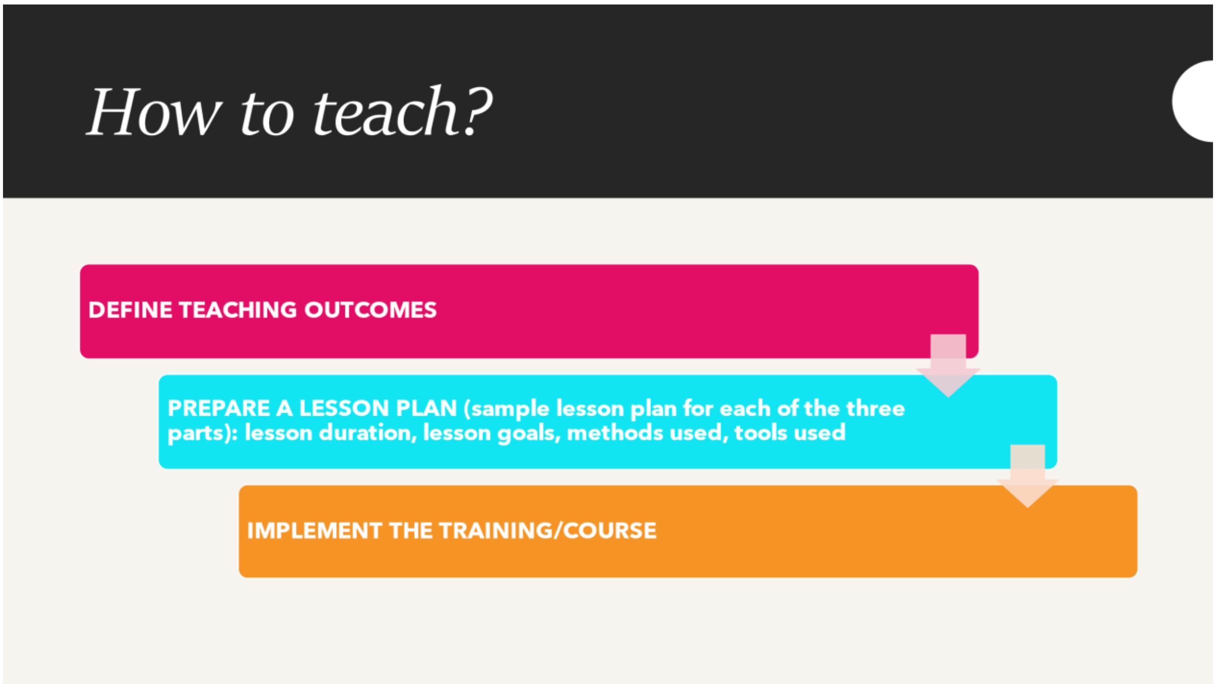
Older adults are more active in learning situations where they have no doubts or worries about their learning abilities and are more motivated and active in tasks they perceive as **important, useful**, and **meaningful** in **their daily lives**. Therefore, the choice of educational methods is linked to the notion of learning: **learning as self-transformation**, **learning as a better understanding of life, learning as a search for personal meaning, learning as the accumulation of information for later use**. (Dr. Radovan M. (October 2019); slide 6)

Many trainers expect their trainees to behave like "mature people". And when inappropriate behaviour occurs, it can quickly become subject of condemnation or even insult. Most of the time, the problem is already in the mind-set of the trainer ("They are not children, they will read it for themselves!"), which is reflected in their attitude to teaching. An effective educator is aware that he or she also has a role as an educator, not just as a messenger of information. (Morano M. (August 2013), p.5)

Adults' Learning Capabilities

It has long been accepted in the profession that "the capacity to learn increases until the age of 20, then stops for a few years and then declines" (Jelenc, Sabina 1996: 21). Discoveries about brain function deny this, although with age there is a deterioration in the senses (vision, hearing), in speed (physical and intellectual response) and in physical strength (but not intellectual strength). Adults' learning abilities depend above all on the constancy of their mental activity. A healthy adult who is always mentally active may be slower to learn content of which he or she has no experience, or which is quite different from his or her own experience but will remember it as well as a young person. However, adults remember content that matches their experience even faster than young people. Considering that adults tend to be more emotionally stable than young people (which allows them to focus better on the content) and that they are more patient (which allows them to be more persistent in achieving the learning objectives), training providers should not be worried. An effective trainer in the delivery of content enables learners to **relate the content to their own experiences** and to see the **relevance** to their own lives and work (Morano M. (August 2013), p.6)

PLANNING TRAINING ABOUT NEWS LITERACY



The training materials prepared in this project are rich and extensive. What part of training content shall a trainer use – all modules or only specific ones? What are the criteria to select training materials for giving a workshop, a seminar, or a longer course about media literacy?

When deciding what content to use, we prepared some questions for a trainer to help him/her make decisions that are in best interest of his/her learners:

- Who are my learners and what are their characteristics (age, education level, employment status, social circumstances, motivation to participate in training etc.)?

Tip: Try to gather as much information as possible about your learners so you can prepare adequately. You can ask the organiser of the training to provide you with some of the data, you can prepare a short online form and send it to learners before the start of the training.

- What are the main gaps in learners' knowledge?

Tip: A simple way to check learners' existing knowledge is to prepare a short online (self)evaluation form about the content you are going to teach and gather learners' answers when preparing for the training.

- How much time is there available for training?

Tip: Be realistic. If you are preparing for a four-hour workshop, make sure you do not take too much content and dedicate all the training to lecturing. Make sure that no matter the duration of the training you prepare activities that are relevant for learners and which they can relate to their experience.

- What is the delivery mode: face-to-face mode, online mode, blended delivery mode?

Tip: Delivery mode has a big impact on teaching delivery and has its specifics. Make sure you adapt activities according to delivery mode. If you deliver training online, think about how are going to retain motivation, when you are going to make breaks, how you are going to ensure that participants are active (e.g., divide them into separate online rooms to work in groups or pairs). In case of face-to-face training check how big the room for teaching is and what equipment does it have?

- How am I going to know whether learners have achieved learning goals?

Tip: There are several ways to get feedback from your learners. You can prepare a short evaluation form, a self-evaluation form for learners, a quiz etc.

Duration

The duration of the training should be in accordance with learners needs, learning goals and time available. Trainers can prepare and implement different types of training:

- 1-day workshops about a particular topic
- seminar
- longer course

TRAINER AND LEARNING PROCESS

Trainers are teachers of various subjects, librarians, educators in public adult education centres, universities of third age, individuals with no formal teaching education who run workshops in NGOs, etc.

"Treat people as if they were what they ought to be, and you help them to become what they are capable of being."

Johann Wolfgang Goethe

The modern education provider knows that he or she cannot teach anyone anything but can only help them to learn. That's why all his or her personal preparation for education is based on the mission: "I help people learn and I learn while doing it." The modern educator does not bother with too much material set out in the course book and curriculum, because he knows that with the right personal preparation for education and the right way of managing the learning process, he or she will encourage them to learn certain parts of the material for themselves. We have already seen in the explanation of the concept of 'adult' that even adults still need an educator, because the process of maturing takes place throughout life. Of course, this is truer for longer forms of education, but even in one-day training we can see a change in the behaviour of the participants. (Morano M. (August 2013), p.16).

Trainer as Information Messenger

Transmitting information is one of the basic communication skills that can be used in a short explanation or clarification as well as in a longer lecture. To transmit information effectively, it is crucial to follow these principles:

- Clarity, comprehensibility (announce the aim and structure, i.e., introduction, core, conclusion; **refer to prior knowledge and experience**, **provide good examples, use visual materials)**
- Emotional engagement (show personal involvement, vivid imagery, linking to existing interests).
- Mental activation of the participants (problem-based format of the intervention, intermediate questions for reflection).
- Coherence between verbal and non-verbal communication.

(Marentič Požarnik B., p. 244)

Asking questions

Asking questions is one of teachers' core activities, but unfortunately, they the questions asked are predominantly lower cognitive questions that require only memory reproduction. **Higher level questions requiring thinking, comparing, analysing, or inferring.** The proportion of these questions may increase if teachers are alerted to this.

The strategy for asking questions is also important: the teacher asks the whole group a question, **waits**, then calls on a participant and waits for an answer. The waiting time is of paramount importance for the quality of the participant's reflection and answer. (Marentič Požarnik B., p. 245)

An effective trainer focuses on the learners and on the results and avoids lengthy lectures, preferring to prepare a varied sequence of his/her own activities and those of the learners. This means that if the trainer has been the source of the messages, he/she will keep them short and allow the participants to do something with the messages afterwards: they can process them or use them to solve a practical task.

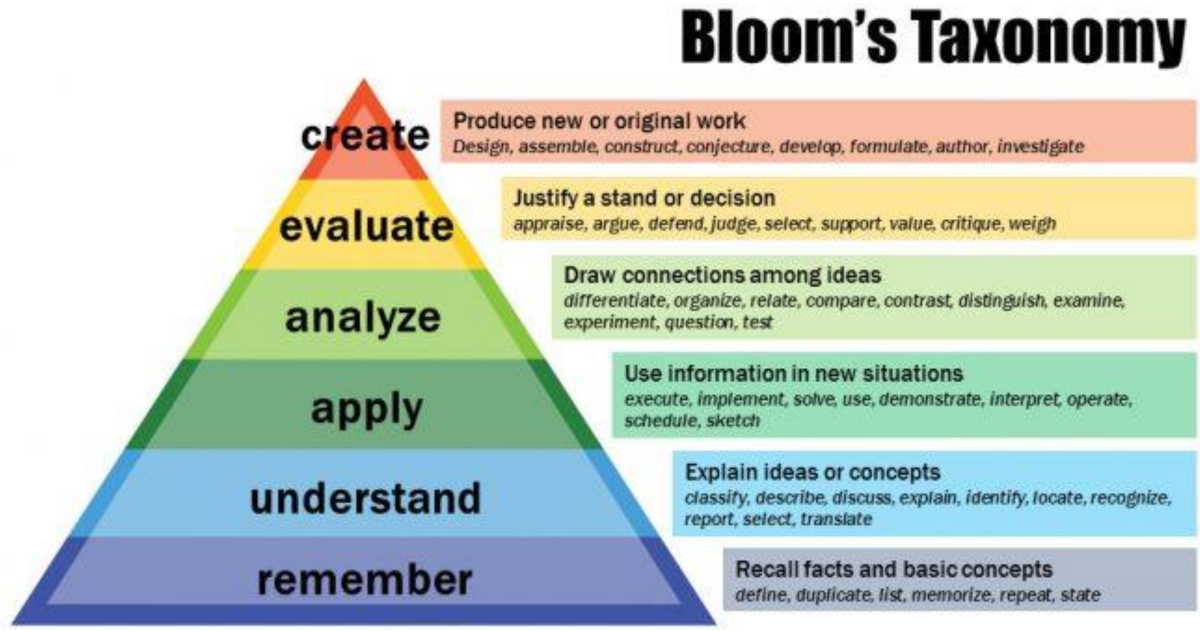
METHODOLOGY

The adult population has its own learning characteristics, and the choice of education methods is very important. The selection of methods is also influenced by:

- Objectives and content of the selection
- The characteristics of the learning group
- The psychological needs that are considered in the selection of methods
- The lecturer's or tutor's conceptions of learning.

The objectives and content of the training should pay attention to:

- The taxonomy of objectives (Bloom's Taxonomy)
- More practical or more abstract content
- Motivational power of the content
- What methodological approaches does it allow? (Dr. Radovan M. (October 2019), slide 4-5)



Source: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/, January 2022

The education methods most suitable for older people are **group and experiential education methods**. These include: **the discussion method, the problem-solving method, the project-based learning method, the exploration method, and others.** (Dr. Radovan M. (October 2019), slide 10-11)

Experiential learning

The term "experiential" suggests that such learning is focused on experience. The theory was developed by David A. Kolb (1984) based on research by Dewey, Lewin and Piaget on the importance and role of experience in learning. According to Kolb, experiential learning is the process of **transforming experience into knowledge** (Morano M. (August 2013), p.18).

Kolb Cycle

The first stage is about experiencing or reliving the experience, the second stage is about reflecting on the experience, the third stage is about forming conclusions and the fourth stage is about actively trying to validate the conclusions:

- Concrete (real, sensory) experience
- Reflection on the experience
- Abstract (conceptual, mental) conceptualisation (idea, way of doing, way of happening)
- Active experimentation

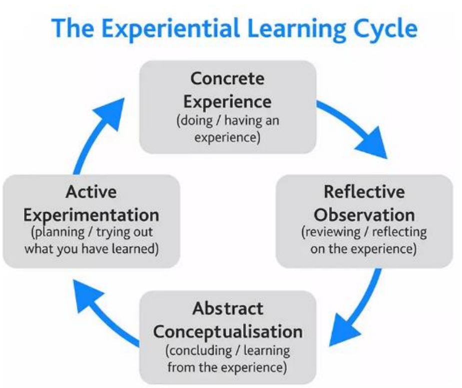
Example of an activity:

Step 1: Learners read an article that is fake news without knowing it. The article is taken from training materials (**concrete experience**).

Step 2: Learners reflect on their experience while reading the article (**reflective observation**):
How did you feel when reading the article?
Do you find the information presented trustworthy? Why? Why not?

Step 3: Learners learn about characteristics of fake news based on the article (**abstract conceptualization**).
Can you identify any signs that the news is fake?
Which are they?
What can we learn from it?
How can you use this knowledge in the future?

*Step 4: Learners try out what they have learned (**active experimentation**).*
Students read two different pieces of news: one is fake, and one is trustworthy. They try applying gained knowledge when identifying fake news.



Source: https://www.skillshub.com/what-are-kolbs-learning-styles/, January 2022

Lesson Plan

Education is like a theatre performance. The director of a theatre performance has a script to make sure that the theatre performance achieves its purpose and runs smoothly. The same applies to the education provider. He/she is also the director of the performance. The special feature of this performance is the participation of the audience. This can lead to surprises, which is why the **training plan** (script) is extremely important. Why? There are at least three arguments for the importance of the lesson plan:

- **preparing** the details of the components of the training is more effective (the lesson plan allows the trainer to have the whole lesson in front of him/her and to be able to deal with the details according to their importance for the success of the lesson).
- **the delivery** of the training is facilitated (the trainer can adapt the course of the training during its delivery).
- **preparation** for training repetitions is shorter and quicker (the trainer refreshes the course when the training is repeated, perhaps slightly revises the scenario in line with the comments he/she has written down or received after the first delivery and focuses on the specificities of the new group).

The scenario is initially only an indicative plan for the delivery of the training. During the personal preparation for the training, the trainer continuously returns to this outline plan, completing and modifying it. The final version of the scenario is only created just before the training starts. The scenario contains the order in which the different **components of the training** will take place, their description, approximate duration, and the necessary aids. The format can be very simple e.g.:

Theme	Activity of the trainer	Activity of the learners	Aids	Time

The **components** of the training scenario are:

- warm-up and getting to know each other
- bonding around common goals
- activities of the trainer to achieve training objectives (e.g., short interactive lectures on specific topics, giving instructions, monitoring, and supervising the processes, giving feedback, moderating the processes, etc.)
- learners' activities
- breaks (to allow participants to meet informally and share experiences; to refresh and satisfy physiological needs; and to allow the trainer to assess the compliance of the training with the scenario and to decide on possible changes to the follow-up)
- extra time to deal with unforeseen problems
- evaluation

In the next part of the Guidelines, **at least one method and technique** will be discussed for:

- warming up and getting to know each other
- bonding around common goals
- trainers' activities to achieving training objectives
- learners' activities in pursuit of the objectives
- evaluation of the training

Teaching Methods and Techniques

Ice breakers

At the start of the training, participants have mixed feelings:

- curiosity,
- expectations,
- uncertainty,
- embarrassment
- anxiety, etc.

Individuals seek their place within the group and identify the central personalities of the group. Extraverted participants can hardly wait to speak up, introverted ones are silent and just observe. The group emits a tense energy to which many performers react with trepidation.

An effective trainer is aware of the need to release tension, so he or she starts the meeting with the so-called "Ice Breakers". These activities allow learners to start preparing themselves for a new environment and a new event (Morano M. (August 2013), p.20-21).

Individual "warm-up" method

Source: [Brushes Painter Work Shop - Free photo on Pixabay]

Each participant draws a picture of themselves at work (or themselves in their private life) on A4 paper (even better on A3 paper, or even on a poster if you can afford it). It is useful in terms of time for the trainer to show his/her example beforehand, but if you want more creativity, it might be better to give them all the freedom. Each person then pastes their product on a section of the wall marked "Who are we?" (or "Here we are:") and explains in one minute (standing up) what they wanted to show with the picture. They can take turns to report, they can choose a person to report by passing a "tennis ball" or similar object from one to another, the trainer can ask "Who will be the first to present what he/she has drawn?" and then (after thanking him/her)

Suitable number of participants: up to 10.
Duration: one minute for drawing and one minute for debriefing
You need: one A4 sheet (A3 or even a poster) for each participant, a marker, and a piece of tape (Morano M. (August 2013), p. 21).

Warm-up in pairs

Source: [People Talking Gesturing - Free vector graphic on Pixabay]

Divide the participants into pairs (they can be neighbours; they can be people who do not know each other; the criterion can be a suitable playing card which each person draws when they enter the room). Tell and show the instruction, which contains a maximum of 3 questions to be answered by each person in the pair, while the other listens, because then he/she will tell the others his/her partner's answers. If the participants do not know each other yet, the questions can be related to identifying the work the partner does, interests, life experiences, etc. If the participants know each other, the questions may be related to experience of the content you will be covering in the training.

Suitable group size: 8-12 participants
Duration: four minutes for the pair discussion and one minute for each of the individual presentations.
You need: instructions, a clock, a sound device (e.g., gong, bell)
(Morano M. (August 2013), p 21-22)

Warm-up in small groups

Source: [Meeting Conference General - Free vector graphic on Pixabay]

Divide participants into groups of 3 or 4 (can be by proximity: "You three will be a team, you three ...", can be by the coloured sticker they were given on arrival; can be by birthdays (from 1-31) and then count off the same number of participants in turn). Each group goes to their poster and is asked to write up to three things standing up (can be three things that link them; can be answers to questions, etc.). Then, in each group, choose the person to present their poster. The trainer decides whether each group will present all the findings or only part of them, depending on the task.

Suitable group size: 9-25 participants (there can be more participants, but then it is not necessary to present everything they have written, and it may not even be necessary for each group to present - it is sufficient to have met the participants who will also participate later).
Duration: maximum of three minutes for the group task and one minute for each group to report back.
You need: a poster and a marker for each group, instructions, a clock, a sounding device (e.g., bell) (Morano M. (August 2013), p. 22).

Exercise for teambuilding and strengthening effective communication - Paper Tie

Source: [Business Man People - Free image on Pixabay]

Draw a tie on A4 paper and cut it out. Write 3 statements on the tie, one of the statements is false and the other two are true. Each participant pins the tie to his/her shirt or upper part of his/her clothes. All participants or group members walk around the room and interact with as many members as possible. The main task is to find out which of the written statements is true and which is false. At the end of the exercise, give all members the opportunity to share their feelings and findings with the others. The purpose of the exercise is mainly to get to know the members of the group, but also to strengthen listening skills.

Methods and techniques for co-designing learning objectives

These methods and techniques are used by the trainer to encourage participants to **express their expectations in relation to the objectives presented**. (Morano M. (August 2013), p22).

Individualised co-design method

Source: [Skills Competence Knowledge - Free photo on Pixabay]

First, each participant circles the three most interesting goals on his/her list. Then, for each goal presented, the trainer asks for a show of hands of those who have circled it. The number of votes is then written on the poster and the three with the most votes are circled. The trainer then asks the participants to write their wishes and expectations that were not covered by the objectives on the cut sheets of felt-tip paper.

The facilitator collects the completed sheets and pastes them on a part of the wall marked "We are interested in:" (or "Wishes and expectations:"). For the Desires and Expectations sheets that seem like him/her, he/she checks with the authors whether they really think alike and decides whether to group the sheets together or to have each one represents its own category. He moves the wishes and expectations that are not in line with the purpose of the training to another place and explains where, when and how they can realise their wishes.

Duration: 20 seconds for selection, one minute for voting, one minute for writing the wishes and expectations, 3-5 minutes for analysis of the sheets.
You need: a poster with the goals and a poster with the serial numbers of the goals, a felt-tip pen, a piece of A4 tape cut into three strips for each participant and a felt-tip pen for each participant (Morano M. (August 2013), p.22-23).

Co-designing objectives in small groups or pairs

Source: [Confident Businessman Presentation - Free image on Pixabay]

First, each participant circles the three most interesting objectives on his/her list. The group leader makes a sheet to record how many votes the members have given to each goal. When the reporters report their results to the trainer, the trainer writes them down on a poster. He/she then circles the three with the most votes. The trainer then asks the groups to agree on a maximum of three common expectations (they can write them on the poster, or they can write them on cut sheets of paper, as in the individual method).

Reporting is done in a "word circulates" method, each group saying only one wish or expectation. Once the circle is complete, the debriefing is repeated as many times as necessary and for as many rounds as necessary to allow the trainer to write down everything. Once all the wishes and expectations have been recorded, the trainer circles the ones that can be accepted as a goal in this training, and for the others, indicates where, when and how they can realise them, or (if they don't know) how they will find out about this information.

Duration: 1 minute to make the list, 1-2 minutes to debrief (depending on the number of groups), 2 minutes to write the wishes and expectations, 3-5 minutes to write down the wishes and expectations and analyse them.
You need: poster with objectives (or a projector and a poster with the serial numbers of the objectives), felt-tip pen (Morano M. (August 2013), p23).

Trainers' activities to achieve training objectives

The educator is a source of information, a facilitator, a companion, and an evaluator (Morano M. (August 2013), p. 24). In this chapter the focus is put on an **interactive l**ecture.

Interactive lecture (presentation)

The most important thing about interactivity is to encourage learners to participate while receiving the information.

The trainer encourages learners:

a) **to demonstrate understanding** (checking if learners follow):
- What type of disinformation does the *Martian Invasion* example present?
- What are the characteristics of *misinformation*?
- Why is this piece of news characterised as *disinformation*?
- What is the main difference between *a troll* and *a bot*?

b) **to express their opinion** on the information presented:
- *Why do people create information disorder? Can you think of some reasons?*
- *Why are social media important in the creation of information pollution?*
- *We have seen how mental shortcuts, confusions, and illusions encourage us all to believe things that aren't true. Which cognitive mechanisms make you believe things that aren't true – is it confirmation bias, motivated reasoning, maybe cognitive dissonance?*
- *What are negative sides of echo chambers? Are there any positive sides, too?*

c) **to give examples from their own experience**:
- *Have you ever come across Internet trolls? What made you think it was a troll activity.*
- *Can you name any positive effects of algorithms?*
- *Are you aware of any echo chambers you are part of?*

The purpose of the **encouragement** is extremely important. Participants can identify the intention of the practitioner from the tone of voice and body language. (Morano M. (August 2013), p. 24).

Moderating group processes

Group processes during training include discussions, debriefing, giving, and receiving feedback and evaluation. The facilitator's most powerful tool is **a wide range of questions**.

Questions that broaden the way learners think:

- Let's look at this more broadly. How will this affect our work?
- Who has different experiences?
- What should we do next?
- What do you think about (the proposal)?

Questions to respond positively to suggestions, opinions and views of participants that are at first sight misguided or wrong:

a) in the search for ideas to solve the problem:
   - This is one possibility. What else is possible?
   - Thank you. What other options are there?
   - What else will we add to this list? etc.

b) in the discussion:
    - What does this have to do with ...?
    - How can this affect ...?
    - How did you come to this conclusion? etc.

Questions that aim to achieve a common understanding (clarity) among all participants:

- What exactly do you mean?
- What evidence can you give for this?
- What is the reason you think this?
- How might this affect your work/situation/understanding...?

(Morano M. (August 2013), p 24-25)

Monitoring and assisting participants in group activities

After the instruction for the participant activity, the trainer turns into an **observer.** The purpose of the observation is to check the understanding of the task (when we observe body language, we make sure that the participants really understand what is expected of them) and to make a judgement about the need for intervention (help).

For participant activities that take place in pairs or small groups, first allow the participants to **organise themselves and discuss the purpose of the task**. If he/she detects signs of uncertainty, he/she approaches them and asks how he/she can help them. He/she also intervenes with groups that have not yet written anything on the poster (this is another reason for standing meetings and writing on posters) and when he/she notices disunity within the group (one person holding back, only two people discussing, etc.). In such cases, he/she approaches the group, asks where they have come to and then uses a question to encourage the passive participant to participate (Morano M. (August 2013), p 26).

Individual method for learning from previous experience

This method allows participants to relive their experiences and learn from them, or to share their experiences with other participants to enable them to learn from their experiences. The trainer could conduct this activity in the form of **a discussion**. Ask the group about their experience of a particular issue. However, there is a danger that the extrovert and quick thinkers would speak up and the others would not get a chance to speak. By directly singling out individuals, it could embarrass some (especially the introverted participants).

Therefore, an effective trainer should **first allow everyone to briefly reflect** on the answer to the question. He or she may even prepare a worksheet or part of a page in the participant handout for this purpose. Say: "Think about a news article that you were uncertain about in terms of truthfulness. Take 1 minute to think about it and write down your thoughts." For introverted participants, this minute will allow them to process at least one experience, while extraverted and quick thinkers will discipline themselves to select the best from the crowd of thoughts during this time.

The second step is to reflect on what has been learned. Under the first box in the material there may be a second box (blank, without instructions). After 1 minute, the trainer might say: "Here is another frame for you to write down what you have learnt from this experience. Take 20 seconds and write down your insights."

The next step is to **report your experience.** Depending on the experience with the whole group so far, the trainer decides on the method of debriefing:

- using Word Circle technique and record contributions on a poster or on a whiteboard
- using a tennis ball or similar technique to select a spokesperson
- moderating a discussion in which he/she makes sure that everyone contributes something (here again, he/she writes the contributions on a poster or on the board)

The trainer may also decide to contribute some of his/her own experience or that of another person. The decision depends on the quality of the contributions so far. The method concludes with the question: **"So what can we learn from our own experience?".** This question can be answered by the participant (summarising what has been written), by moderating a discussion or by organising group work (a group task could be: 3 observations).

Suitable number of participants: up to 10. More participants are welcome, but not all of them will be able to present their experience.
Duration: 1 minute to think on paper, 3-5 minutes to present and analyse the experience, 3-5 minutes to draw conclusions. 7-11 minutes in total.
You need: a worksheet for each or a space or cut sheets of paper, a whiteboard, or posters to write on, a felt-tip pen. (Morano M. (August 2013), p. 27-28)

Group method for learning from previous experience

This method allows participants to do the same as the individual method. It is suitable for bigger groups who are divided in smaller groups. **In a small group, everyone contributes and learns** from the others. Then everyone can learn from the findings of the other groups.

The start of a group method can be like the start of an individual method: 1 minute to think on paper. This individual preparation allows for a better quality of participation in the group.

Individual preparation is followed by group work. Standing poster sessions are shorter and make it easier for the facilitator to follow the work of the participants. In groups, participants should discuss their experiences, choose one that is interesting for others and write about what they have learned from this experience. The group that finishes early can choose another experience and write a lesson for that one too.

After three minutes, the trainer sounds an acoustic signal to signal the end of the task. The groups that have not yet finished are reassured, saying, "What you have is enough." The group with the fewest findings (so that they have at least something to contribute) can start the debriefing and continue with the "word circle" technique, so many rounds that each group presents everything they have written. In case of time constraints, the facilitator may decide to make a shorter presentation, with each group presenting only one finding.

In the group method, the trainer may also decide to add one of his or her own or another person's experiences. And even in this method, he/she concludes with the question: **"So what can we learn from our own experience?"** and answers the question himself (summarising what he has written), moderate a discussion or organise group work (a group task could be: 3 observations).

Suitable group size: 9-25 participants.
Duration: maximum of three minutes for the group task and one minute for each group debriefing.
You need: a poster and a marker for each group, instructions on a transparency or on a poster, a clock, a sounding device (triangle, horn, gong, bell) (Morano M. (August 2013), p 28-29).

Group method for learning from new insights (collaborative learning)

This method allows participants to do the same as the individual method and follows similar guidelines as the group method for experiential learning.

Collaborative learning is effective in a "mature group" - a group in which:

- all individuals are aware of the positive interdependence of all group members and their different team roles,
- all group members take turns in leadership positions,
- rules for equal and effective communication are agreed and followed by the members.

The group needs time to mature. During maturation, the group progresses from the Orientation stage, through the Dissatisfaction stage and the Resolution stage to the Production stage.

Learning from watching a demonstration

A demonstration is a practical demonstration by the trainer of the process or activity under discussion (e.g., how to verify a photo by using online verification tools, how to use Boolean search logic). It **allows participants to have a new experience** or to compare it with an experience they have already had. **The demonstration achieves its purpose when the participants themselves repeat the process** or activity. In preparation for the demonstration, the trainer asks:

- What exactly am I trying to demonstrate?
- Into which stages can I divide a process or activity?
- How can I give them a concrete experience?
- What can go wrong with the demonstration and how can I prevent it?
- What will I do if the demonstration or any part of it goes wrong?
- How will I know that the demonstration has achieved its purpose?

After the demonstration has been carefully prepared, the trainer prepares an instruction for the participants, explaining what will happen, focusing their attention on the important points and announcing what will happen after the demonstration. He/she then prepares a post-demonstration briefing for the participants, allowing them to work individually or in groups.

Similarly, **learning from watching a video and learning from listening to an audio recording** is also done, as the trainer knows the content of the recordings and can prepare all four stages of the Kolb cycle accordingly.

(Morano M. (August 2013), p 32).

Learning from a case study

Source: [100+ Free Description & Why Images (pixabay.com)]

A case study is a story about something special, unique, and interesting to learn from someone else's experience. It can be the story of an individual, an organisation, a process, a programme or even an event.

The most important part of this method is a well-crafted description of a real case from practice, but a good case study goes beyond a simple case description. In preparing a case study, the trainer asks similar questions as when preparing for the demonstration method, plus:

- How will I attract the attention of the trainees and make them want to read the text carefully? - What will they get out of reading?
- How will they benefit?
- How can I enable them to quickly parse it?

Some tips:

- The case should contain proof of veracity (e.g., a zoomed-in screenshot of an article reporting the incident).
- Start by describing the problem or question you want the reader to answer, then give them the information they need to come to their own conclusions.

- The text describing the case should be no more than one A4 page with a font size of at least 12 pixels. Longer case studies are suitable for activities taking place during training sessions.
- Although you can prepare different case studies that individuals, pairs, or groups can then present to others, it is more effective to have all participants working on the same case at the same time.
- The text of the case should be given to each participant - exceptionally, if the description is short, it can be written on a transparency. People have different perceptual abilities, so it is important to give everyone the opportunity to study the case as they see fit. In collaborative learning, reading aloud can even be distracting for other groups.
- The case study method can take 15-45 minutes. There is a risk that the faster individuals (pairs, groups) will have finished, and the slower ones will be far from finished. It is therefore important to divide the process into several stages (familiarising with the case, reflecting on the case, analysing, and conceptualising abstractly, testing the validity of the findings), to time each stage, to stop the process after each stage (with a sound signal) and to balance the work of the groups by debriefing. (Morano M. (August 2013), p 32-33)

Project work

Source: [Network Round Project - Free image on Pixabay]

Both **independent** and **collaborative project work** have excellent results in adult education, as they **enable adults to reach their full potential**. Collaborative project work has additional "side" effects, such as learning to cooperate, interpersonal communication and project management.

Project work is a **time-consuming method**, so it is usually used during or after training sessions. Important components of project work include:

- defining the purpose and objectives
- the identification of resources and
- the definition of the means of delivery
- setting a deadline for completion.

(Morano M. (August 2013), p 34).

The Discussion Method - a fundamental method in adult education

Source: [900+ Free Discussion & Conversation Images (pixabay.com)]

The characteristics of the discussion method are:

- The democracy of the relationship
- Two-way communication
- Participant involvement
- Ability to argue

It has a particular quality because the **knowledge gained in discussion is more lasting**, more emotionally tinged, develops a value system and attitudes. The discussion method does not require much preparation on the part of the tutor, but it does require a thorough examination of the learning group in terms of background knowledge and group attitudes, etc.

When does the discussion method fail?

- Unrealistic expectations of the teacher
- Non-cooperation of the participants
- Lack of ground rules (discussion).
- Use in a poorly formed group. (Dr. Radovan M. (October 2019), slide 12-15)

Evaluation

Source: Feedback Report Back Balloons - Free image on Pixabay

There are many different methods and techniques for evaluating what has been learned, to name a few:

- individual presentation of what has been learned
- making a poster
- the production of a project assignment
- knowledge test
- quiz
- self-evaluation from
- etc.

If you have time, you could organise a quiz or similar game in the form of a competition between groups or individuals. The tasks may require knowledge, speed of answering, demonstration of skills. (Morano M. (August 2013), p. 36).

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MODULE INSTRUCTIONS

MODULE 1: POST-TRUTH AND FAKE NEWS

Guidelines for trainers include suggestions and tips for trainers on how to use the content of this Module to train people on the subject.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and research based factual information.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What does post-truth mean? What is fake news?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes.

The activity can be conducted as follows:

- Ask trainees whether they have ever come across the terms post-truth and fake news
- Invite trainees to elaborate on the connection of these two notions
- Ask trainees about the possible effect of fake news on democracy

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to explain the notions of post-truth and fake news, their connection as well their impact on democracies, individuals and societies). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing a definition of post-truth and fake news, ask participants to come up with their own.
- When introducing the threats of post-truth and fake news, ask participants to elaborate on it first.
- When making the connection between post-truth and fake news, ask participants to elaborate on it first.
- Provide research findings when you reveal the dissemination speed of fake news
- Ask participants for their opinion about why fake news spreads faster than the truth

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

Following question can help:

- Ask trainees for the threats of post-truth politics, emotion based information consumption and fake news.

When concluding, make sure that trainees understand that in the post-truth era objective facts are less influential in shaping public opinion than emotion and personal belief and information consumption is mainly guided by people's emotions, fake news spreads faster and reaches more people than the truth and the term fake news is inadequate to describe the complexity of information pollution.

MODULE 2: INFORMATION DISORDER

Guidelines for trainers include suggestions and tips for trainers on how to use the content of this Module to train people on information disorder.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. It is also suggested to adapt the examples and exercises in this Module to issues which are more familiar to the actual target group. Choosing local examples (country specific) regarding the current or well known issues help to illustrate a point more clearly. It also helps to draw the attention of trainees. The more familiar and popular the examples are, the better the message will be communicated. Local (national) fact-checking platforms could be a good source for a wide range of news/case studies which are already verified and labeled.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What is disinformation? What is misinformation? What is imposter content?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject (information disorder) and categorise their responses. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes. The activity can be conducted as follows:

- Ask trainees to provide examples of information disorder
- Invite trainees to categorise the given examples and explain in what ways they differ
- Invite trainees to identify the topics of disinformation (such as politics, economy, health, technology, social benefits, entertainment and celebrities, etc.)
- Ask trainees where they encounter disinformation and in what form (videos, articles, posts, etc.).
- Ask trainees how they distinguish false information
- Ask trainees how often they think they come across disinformation.

After the discussions make sure that trainees are able to distinguish between intentional and unintentional spread of false information (distinction between disinformation and misinformation). Trainees should also understand that the level of their falseness in other words facticity (the degree to which false news relies on facts) might vary.

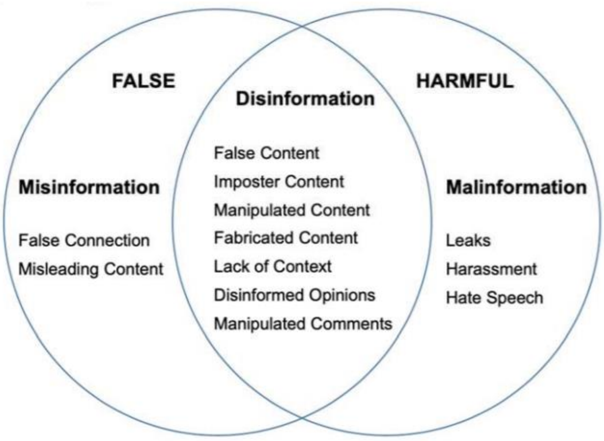
Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to conceptualise disinformation as a phenomenon affecting our lives and decision-making and to reflect on its nature). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing a definition of disinformation, ask participants to come up with their own.
- When introducing common types of information disorder, ask participants to give real life examples. Make comments on the examples whether or not they belong to the category you are talking about.
- When providing examples choose real world examples. And get as much background information as possible about that specific case you are presenting. So that if asked by trainees/participants you can provide more details.
- When you choose examples, make sure that they suit hundred percent well with the definition of the category you are addressing. Some examples could go into more than one category, which could be confusing for the beginners.
- When you choose examples from social media make sure to present the original post with likes and re-shares to be able to demonstrate the size of the effect.
- Provide some examples (if not real world examples they could be also some scenarios) with detailed information and ask participants to decide which kind of information disorder it is.
- After introducing all different types of information disorder, ask participants to categorise all these different types under the three main categories (misinformation, disinformation, malinformation). Like in the following example.



Source: Humprecht, Esserl & Van Aelst, 2020, p. 495

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give. Following questions can help.

- Ask trainees to describe a piece of information they have encountered online that at first appeared to be true, but later turned out to be false.
- Ask trainees whether they have ever shared false information and realised it afterwards
- Ask trainees how much do they think they are affected by the spread of misinformation
- Ask trainees if someone unknowingly spreads false information, does that person have the same responsibility for the consequences as someone who intentionally spreads disinformation

MODULE 3: CAUSES AND CONSEQUENCES OF INFORMATION POLLUTION

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the causes and consequences of information pollution.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. Choosing and presenting local examples (country specific) from the current or well known cases with clear motivations and well known consequences are also suggested. The more familiar and popular the examples are, the better the message will be communicated. Local (national) news media and fact checking platforms could be a good source for a wide range of information pollution case studies, real life consequences of which have already been published and elaborated in detail.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject.

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. For instance you can ask trainees

- who spreads false information
- why people spread false information
- to give an example of serious consequences of a disinformation they came across
- whether they ever shared false information. If yes, what was their intention and motivation?

After the discussions make sure that trainees are able to understand the intent of and distinguish the main motivation behind the creation and dissemination of false and misleading information. Trainees should also understand that information pollution always has some consequences and people who create and/or spread dis/mis information are responsible for its consequences.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to inform about the cause and consequences of information pollution). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing an overview of motivations behind information pollution, ask participants to elaborate on possible causes.
- When providing examples choose real world examples and get as much background information as possible about that specific case you are presenting. So that if asked by trainees/participants you can provide details.
- When you choose examples, make sure that motivations and consequences are either known or can be clearly identified. In some cases main motivation could be blurred.
- Provide some examples of disinformation (if not real world examples you can write some scenarios) with details and ask participants to elaborate on the intention and possible motivation behind them.
- Provide some examples of disinformation (if not real world examples you can write some scenarios) with details and ask participants to elaborate on possible effects (consequences).

Concluding

Make a short summary of the lesson and ask a couple of questions which underline the most important messages you try to give.

- Ask trainees to describe a piece of information they have encountered which at first appeared to be harmless, but later turned out to cause serious problems
- Ask trainees why it is important to distinguish between reliable and misleading information? (Especially in the context of politics and public health)

After the discussions make sure that trainees are able to understand the main motivations behind spreading dis/mis-information and their consequences. Trainees should also understand that the level of harm false information may cause might vary however everyone who shares it is responsible for the consequences.

MODULE 4: THE ROLE OF THE INTERNET AND SOCIAL MEDIA IN THE CREATION OF INFORMATION POLLUTION

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the subject.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. It is also suggested to adapt the examples and exercises in this Module to issues which are more familiar to the actual target group. Choosing local examples (country specific) regarding the current or well known issues help to illustrate a point more clearly. It also helps to draw the attention of trainees. The more familiar and popular the examples are, the better the message will be communicated.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What is a troll? What is a bot?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes. The activity can be conducted as follows:

- Ask trainees whether they have ever come across inauthentic activity on social media. Why do they think it was inauthentic?
- Invite trainees to categorise the given examples and explain in what ways they differ

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to explain the role of the Internet and social media in the creation of information pollution and the trustworthiness of online users). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing a definition of trolls, bots and cyborgs, ask participants to come up with their own.
- When introducing common forms of inauthentic activities and accounts, ask participants to give real life examples. Make comments on the examples whether or not they belong to the category you are talking about.
- When providing examples choose real world examples. And get as much information as possible about that specific case. So that if asked by trainees/participants you can provide more details.
- When you choose examples, in order to avoid confusion, make sure that they suit hundred percent well with the definition of the category you are addressing.
- Create hands-on practice opportunities for trainees whenever possible.

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

Following question can help:

- Ask trainees how they would react when they suspect inauthentic activity.

When concluding, make sure that trainees understand that there are imposter user accounts in social media and hidden purposes (mainly manipulation) behind inauthentic activities.

MODULE 5: THE PSYCHOLOGY OF MISINFORMATION

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the cognitive mechanisms which make people vulnerable to misinformation; which make misinformation persistent and difficult to correct and; which can be used to prevent the influence as well as the spread of misinformation.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. Choosing and presenting local examples (country specific) from the current or well known cases are also suggested. The more familiar and popular the examples are, the better the message will be communicated.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject.

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. For instance you can ask trainees what they think about the role of psychological factors in the spread of misinformation, what makes people vulnerable to misinformation, why we fall for fake news, why misinformation is so hard to correct.

After the discussions, making sure that trainees are able to understand human psychology makes people vulnerable to misinformation.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to inform about the cognitive mechanisms which make people vulnerable to misinformation; which make misinformation persistent and difficult to correct and; which can be used to prevent the influence as well as the spread of misinformation). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing an overview of the cognitive factors which make people vulnerable to misinformation, ask participants to elaborate on it.
- Before providing an overview of the cognitive factors which make misinformation persistent and difficult to correct, ask participants to elaborate on it.
- When demonstrating examples, support them with evidence (preferably scientific research findings).
- After completing a comprehensive overview of the cognitive mechanisms related to misinformation receptivity ask participants whether cognitive mechanisms can be used to combat misinformation and elaborate on it.

Concluding

Make a short summary of the lesson and ask a couple of questions which underline the most important messages you planned to give.

- Ask trainees whether being aware of the cognitive factors which effect misinformation receptivity and persistence of misinformation helps them to take the control

After the discussions make sure that trainees understand that there are numerous cognitive mechanisms behind the spread of misinformation, however there are other cognitive mechanisms which can be used to fight against misinformation.

MODULE 6: THE AGE OF ALGORITHMS

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the algorithms, the potential they have to affect people, their decisions and societies.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is supported with some visual materials which displays the results of search engine searches by different people or from different locations is strongly suggested. Alternatively a real time demonstration can be planned.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject.

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes.

The activity can be conducted as follows:

- Ask trainees what they think about the place of algorithms in their daily life
- Ask trainees to classify the given examples and make a list of places/circumstances decisions are taken by algorithm
- Ask trainees whether algorithms have anything to do with the news we are exposed
- Ask trainees who writes this algorithms and sets the decision making rules/parametres

After the discussions, making sure that trainees are able to understand algorithms are everywhere in our daily lives and they are written by other people and have a potential for manipulation.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to raise awareness about algorithms, their place in daily life and their potential for manipulation). Following the warming-up question it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing a definition of algorithm, ask participants to define it elaborate on its functions.
- Before providing an overview of the benefits and potential risks of algorithms, ask participants to elaborate on it.
- When talking about the differing results for the same search (by different people or location) from search engines, either support your claim with screen shuts or make a real time demonstration
- If time and facilities allow, ask participants to perform the same search and compare results.
- Make the connection between algorithms and news/news feeds clear
- After completing a comprehensive overview of the algorithms, filter bubbles and echo chambers, ask participants to elaborate on the role algorithms play in the spread of misinformation.

Concluding

Make a short summary of the lesson and ask a couple of questions which underline the most important messages you planned to give.

- Ask trainees whether being aware of the algorithms helps them to take control.

After the discussions make sure that trainees understand that algorithms are making decisions for us and there is a room for manipulation.

MODULE 7: GLOBAL NEWS CONSUMPTION TRENDS

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the global news consumption trends and the changing environment around news across countries, time, culture and demographic features.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with graphs and factual information (evidence) is strongly suggested. Presenting country specific data along with global data is also suggested.

This part of the content requires frequent updates. So, get the latest annual report of Reuters and make additions and changes as necessary. If your country is included in the Reuters' survey, include country specific details in your presentations. If your country is not included within the Reuters' sample, try to get research findings from other sources.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge and awareness about the subject.

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. For instance you can ask trainees what are the changes in their news behaviour during the last decade.

After the discussions, making sure that trainees are able to understand that the news environment is changing across countries, time, culture and demographic features.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to develop an understanding of the attitudes, habits, concerns, awareness and preferences of news audiences, and the changing environment around news across countries, time, culture and demographic features. Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing an overview of the global trends in news consumption, ask participants to elaborate on it.
- Before providing an overview of the changing environment around news across countries, time, culture and demographic features ask participants to elaborate on it.
- When demonstrating global figures, provide also country specific figures and make comparisons.
- After completing a comprehensive overview of the global trends in the news landscape, ask participants how important this knowledge is for curriculum development for news literacy.

Concluding

Make a short summary of the lesson and ask a couple of questions which underline the most important messages you planned to give.

- Ask trainees whether being aware of the changes in news landscape raise their awareness towards news related issues

After the discussions make sure that trainees understand that there are numerous changes and factors (time, countries and demographic features) which affect news consumption behaviour of individuals and this is valuable information for a targeted training.

MODULE 8: NEWS LITERACY

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the news literacy and related concepts.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) is strongly suggested. Choosing and presenting examples are also suggested.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject.

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. For instance you can ask trainees how they define news literacy.

After the discussions, make sure that trainees are able to understand the concept.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to define the concept of news literacy). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing extensive information about building blocks of news literacy ask participants to elaborate on it.
- Before demonstrating the close relationship between news literacy and critical thinking, ask participants to elaborate on it.

- When demonstrating the relationship between news literacy, media literacy and information literacy make sure to define each of these concepts clearly and demonstrate the hierarchical structure among these concepts (which includes which).

Concluding

Make a short summary of the lesson and ask a couple of questions which underline the most important messages you planned to give.

- Ask trainees to draft a course outline for news literacy

After the discussions make sure that trainees understand that news literacy is a complex concept which has different aspects (composed of various building blocks) and is closely related with wider concepts such as media literacy and information literacy. Also underline the fact that news literacy skills can be developed through comprehensive training.

MODULE 9: CHANGING MEDIA ENVIRONMENT

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the changing media environment and its effects.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with images and factual information (evidence) is strongly suggested. Presenting more relevant examples of new media for a specific age or interest group helps them to illustrate the content more clearly.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge and awareness about the subject.

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. For instance you can ask trainees if they feel any sharp changes in their information or media consumption environments and if any, ask them to describe their effects on them.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to develop an understanding of digital revolution, new media platforms and their characteristics, the effects of digital transformation). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing an overview of the digital revolution, ask participants to elaborate on it.

- Before providing an overview of the new media environment and its characteristics, ask participants to elaborate on it.
- While presenting the effects of changing media environment, encourage the participants to think and discuss their experiences.

Concluding

Make a short summary of the lesson and ask a couple of questions which underline the most important messages you planned to give.

- Ask trainees whether being aware of the new media environment raise their awareness towards news related issues

After the discussions make sure that trainees understand that the changing media environment affects various aspects of human lives and is a game changer for the societies.

MODULE 10: FREEDOM OF EXPRESSION

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the subject.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. It is also suggested to adapt the examples and exercises in this Module to issues which are more familiar to the actual target group. Choosing local examples (country specific) regarding the current or well-known issues help to illustrate a point more clearly. It also helps to draw the attention of trainees. The more familiar and popular the examples are, the better the message will be communicated.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What is freedom of expression? What is freedom of information? Why are these rights important?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes. The activity can be conducted as follows:

- Ask trainees what they think about the possible restrictions on social media.
- Invite trainees to define different concepts of freedoms, such as freedom of speech, thought or expression and ask their opinions about the functions of them.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to explain the freedom of expression and other related rights and their functions). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing a history for freedom of expression, ask trainees to think about themselves as citizens and encourage them to discuss if they feel free to speak about, for example political issues, in their country or society.
- When introducing the functions of freedoms in a democratic society, ask them if they think there is any need for restrictions on the internet.

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

Following question can help:

- Ask trainees how they would react when any restrictions applied to their social media accounts by the government.

When concluding, make sure that trainees understand that the freedoms are basic human rights but they should have some boundaries not to harm other people.

MODULE 11: JOURNALISM, NEW JOURNALISM PRACTICES AND THEIR SOCIAL EFFECTS

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the concept of journalism, new journalism practices and its effects on people.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and research based factual information is strongly suggested. Moreover, it is suggested to choose country-specific reading lists for trainees to better understand the concepts.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What is the role of a journalist in a society? Which ones of the following can be listed as news values?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes.

The activity can be conducted as follows:

- Ask trainees whether they know the link between journalism and democracy.
- Invite trainees to elaborate on the connection of these two notions.
- Ask trainees about their experiences about the new news environments.
- Ask trainees if they trust journalists and guide them to discuss their justifications.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is to describe the main characteristics of journalism, explain the impact of journalistic values and define the effects of new journalism practices on society). Following the warm-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- Before providing a definition of journalism and news, ask participants to come up with their own.
- When introducing information about the changing news environment, ask participants to elaborate on it first.
- Before providing information about new journalism practices, ask the participants about their awareness of this issue and from which news platforms they feed.
- When introducing information about the effects of changing news and media habitat, ask participants if they are aware of these effects of this new environment and guide them to discuss these issues.

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlie the most important messages you would like to give. Following questions can help:

- Ask trainees about the threats of “bad” journalism on societies.
- Ask trainees if they are willing to learn more about evaluating news or any kind of information. This may help to prepare them for the following modules on fact-checking.

MODULE 12: DISTINGUISHING NEWS FROM OTHER MEDIA CONTENT

Guidelines for Trainers include suggestions and tips for trainers on how to use the content of this module to train learners about sources for reliable information. Trainers can revise the study material if needed.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is supported by visual materials is strongly suggested. It is also suggested that the examples used, and the exercises recommended should be those which are most familiar to the target group. Use of local or well-known issues help to maintain the attention of learners.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or Mentimeter can be used at the beginning for engaging participants in the topic. The quiz can also be used as a motivational tool, as well as a tool to check trainees' existing knowledge on the subject. Some examples for questions might be:

- What is *news*?
- What is the difference between *promotion* and *news*?
- How might one distinguish between *news* and *entertainment*?
- What does *accountability* mean?

Methods to Use

Various teaching methods can be used in combination with each other during the training. Methods such as:

- Lecturing
- Group work
- Individual work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and their learning expectations is to ask a few preliminary questions about how news is distinguished from other media content. For instance, learners might be asked: *Can you give an example of potential differences in media content?* The warm-up activity may contain the following elements:

- prepare different examples of media content (e.g. news, advertisement, entertainment)
- ask participants whether their example is news, or not

- ask participants to share and explain their answers, and how they came to their conclusion

After the activity, make sure that participants understand that there are differences in media content.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear. Following the warm-up questions, it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content, make sure to interact with the learners, and encourage them to participate actively.

Before:

- Before the lesson, prepare examples of different media content.

During:

- At the beginning of the lesson ask participants some questions such as:
    - What do they know about news and other media content?
    - What is news?
    - How might one distinguish news from other media content, such as raw information, promotion?
    - What might be the consequences of accepting media content other than news, as news?
    - What is the most appropriate way to distinguish news from other media content?
- While introducing the module contents:
    - Ask participants to give examples of different media content.
    - Make comments on their examples.

Afterwards:

- Make sure participants understand that here is a variety of media content.
- Review and elaborate on the importance of distinguishing news from other media content.
- Ask participants to provide their own examples of what is, or is not news. Ask them to support their choice using the module contents.

Suggestions:

- Be sure to support your lessons with local, or well-known examples and exercises.
- When you choose examples, make sure that they fit well with the definition of the media content.

Conclusion

Give a short summary, and ask questions which would help underline the most important content and practises of the lesson.

MODULE 13: SOURCES OF RELIABLE INFORMATION

Guidelines for Trainers include suggestions and tips for trainers on how to use the content of this module to train learners about sources for reliable information. Trainers can revise the study material if needed.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is supported by visual materials is strongly suggested. It is also suggested that examples of sources (e.g. Data Turkey, LETA, LURSOFT "Laikrakstu bibliotēka"), and exercises be adapted to issues which are more familiar to the target group. It also helps to maintain the attention of learners. During the course, a real time use of different sources is also strongly suggested.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or Mentimeter can be used at the beginning for engaging participants in the topic. The quiz can also be used as a motivational tool, as well as a tool to check trainees' existing knowledge on the subject. Some examples for questions might be:

- What does *primary source* mean?
- Can you give an example of a *reference source*?
- What is a *database*?
- Is it possible to access the world's major news content gathered from mainstream sources via a single source?

Methods to Use

Various teaching methods can be used in combination with each other during the training. Methods such as:

- Lecturing
- Group work
- Individual work
- Self-reflection

Tips for Trainers

Warming-up

An effective way of involving participants and their learning expectations is to ask a few preliminary questions on the subject (sources for reliable information). For instance, learners might be asked: What is a secondary source? Where can I find historical newspapers? What is the difference between web sources and databases? Also an activity can be conducted as follows:

- prepare different search topics requiring the use of different kinds of sources (e.g. reference sources, databases, books, serials, standards)

- ask participants to choose appropriate and reliable sources for these topics
- ask participants to share and explain their choices with other participants
- ask participants to use the sources chosen by themselves, in order to answer the research questions
- ask participants if they are satisfied with the results
- ask participants if they think these results are reliable

After the activity, make sure that participants are able to understand that there are many different kinds of sources, that different types of sources address different kinds of information, and that not all sources are reliable.

Presenting the Objective of the Lesson

The objective of the lesson (which is to introduce categories and types of sources for reliable information) should be made clear. Following the warm-up questions, it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content, make sure to interact with the learners, and encourage them to participate actively.

Before

- Before the lesson prepare questions for participants to practice, using different sources (determine questions and most appropriate sources)
- Before the lesson decide which sources will be used for practice

During

- At the beginning of the lesson ask participants:
    - What is reliable information?
    - Why are reliable information sources important?
    - What do they know about categories and types of information sources?
    - What could be the consequences of not using reliable sources?
    - What are the most appropriate and reliable sources to use in order to answer the practice questions?
- While introducing categories and types of information sources:
    - Ask participants to give examples of the information needs that we can apply to these sources.
    - Make comments on their examples.

Afterwards

- Review and elaborate on the importance of using reliable sources for the acquisition and evaluation of information.
- Make sure participants understand that a variety of sources for reliable information exist, all of which require evaluation.
- Provide new search topics for participants to explore using the sources explained in this module.

Suggestions

- Be sure to support your lessons with practical examples and exercises.
- While providing examples of sources, choose country- or learner-specific sources.
- When you choose examples, make sure that they fit well with the definition of the category and types of sources. Determining if a source is primary, secondary or tertiary might be tricky.

Conclusion

Give a short summary of the lesson, and ask questions which would help underline the most important content and practises that you would like to emphasise. Such as:

Why is knowing the different kinds of sources important?
What might happen if we do not apply “reliable” sources?
Were the participants able to find answers to each of the search topics on the internet?

In the “post-truth world” , being aware of different sources for reliable information will enable participants to satisfy information needs thoroughly and efficiently and protect them from being deceived by false information.

MODULE 14: EFFECTIVE SEARCH STRATEGIES

Guidelines for Trainers include suggestions and tips for trainers on how to use the content of this module to train people in the use of effective search strategies.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is supported by visual materials and which displays the results of database/search engine searches is strongly suggested. During the course a real time demonstration is also strongly suggested.

Getting Started

A short quiz (3 to 5 questions) in Kahoot, or questions with Mentimeter can be used at the beginning for engaging participants in discussion on the topic. The quiz can also be used as a motivation tool, as well as a tool used to check trainees' existing knowledge on the subject. Some examples for questions could be: What are Boolean operators? What are truncations? How can we use "quotation marks" for phrase searching?

Methods to Use

Various teaching methods can be used in combination with each other during the training. Such as:

- Lecturing
- Group discussion
- Individual work
- Self-reflection

Tips for Trainers

Warming-up

An effective way of involving participants and their expectations about what they will learn is to ask a few preliminary questions on the subject. For instance, trainees can be asked to conduct online searches for one or more negotiated queries. The activity can be conducted as follows:

- prepare different queries which need to apply search strategies
- select a database for each query
- ask participants to conduct online searches for these queries
- ask participants to save their search strategy and results
- ask participants to share and discuss their results with other participants

After sharing make sure that participants are able to understand that different search strategies bring different results. Trainees should understand the benefits of effective search strategies.

Presenting the Objective of the Lesson

The objective of the lesson (which is to explain effective search strategies, and understanding the impact of using these strategies on search results) should be made clear. Following the warm-up questions, it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content, make sure to interact with the trainees and encourage them to participate actively.

Before

- Before the lesson prepare queries for participants to practice searching (determine queries, conduct searches for these queries, and try different databases for queries)
- Before the lesson decide which sources and databases will be used for practice

During

- At the beginning of the lesson ask participants their opinion about why an effective search strategy is important
- At the beginning of the lesson ask participants what the effect of an effective search strategy is on information retrieval
- At the beginning of the lesson, ask participants to conduct searches about given queries, and save the results

Afterwards

- After explaining the topics, ask participants to conduct the same searches that were carried out at the beginning of the lesson. For example, after explaining Boolean operators, ask participants to conduct the same query, using Boolean operators
- Compare previous saved results with the new results
- Some techniques (for example truncations, wildcards etc.) can vary from database to database. Conduct the same queries in different databases
- Discuss the results with the participants

Suggestions

- Be sure to support your lessons with practical examples and exercises

Conclusion

Give a short summary of the lesson, and ask questions which would help underline the most important content and practices that you would like to emphasise. Such as:

Why are effective search strategies important?

After the discussion period, make sure that trainees understand that search strategies are very important for information retrieval, and that they give researchers a comprehensive plan for conducting their search. To be aware of effective search strategies will enable participants to satisfy information needs thoroughly and efficiently.

MODULE 15: MANAGING FILTERS

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the subject.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. It is also suggested to adapt the examples and exercises in this Module to issues which are more familiar to the actual target group. Choosing local examples (country specific) regarding the current or well known issues help to illustrate a point more clearly. It also helps to draw the attention of trainees. The more familiar and popular the examples are, the better the message will be communicated.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What is personalization? What impact can personalization have on users?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes. The activity can be conducted as follows:

- Ask trainees
    - whether they make personalization on the platforms they use (such as Google, Facebook, YouTube, etc.)
    - whether they are aware of the personalization of the algorithms on the platforms they use (such as Google, Facebook, YouTube, etc.)
    - whether they themselves do anything to avoid the personalization made by the algorithms on the platforms they use

  - whether they are aware that they are under the influence of filter bubbles or echo chambers

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is how to manage filters and what can be done to avoid them). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.
- After explaining personalization and its types, ask participants if they are aware of personalization.
- When mentioning different results from search engines for the same search, support your claim with examples of searches, if possible, by different people and in different locations (countries).
- Explain the effects of using sources with the same perspective when looking for news or information on any subject, by associating them with filter bubbles and echo chambers.
- Emphasize why it is important to be individuals aware of personalization and filtering. Talk about its importance both for the individual and for a democratic society.

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

Following question can help:
- Ask trainees what users can do to avoid filter bubbles.
- Ask trainees what platforms can do to avoid filter bubbles.

When concluding, make sure that trainees understand the effects of personalization and filtering.

MODULE 16: VERIFICATION TOOLS AND TECHNIQUES

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the subject.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. It is also suggested to adapt the examples and exercises in this Module to issues which are more familiar to the actual target group. Choosing local examples (country specific) regarding the current or well-known issues help to illustrate a point more clearly. It also helps to draw the attention of trainees. The more familiar and popular the examples are, the better the message will be communicated.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What is verification? Do you use any verification tools?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes. The activity can be conducted as follows:

- Ask trainees whether they come across any content (image, text, video, etc.) on social media that they doubt its accuracy.
- When they encounter suspicious content, they can be asked whether they try to verify this content.
- They may be asked what steps they take when they try to verify suspicious content.

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is the tools and methods that can be used for verification). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- While providing training on this module, it is important who the target audience is. Because, verification skills require efficient use of computer or mobile devices and search tools. Such technical skills may vary according to different factors (such as age, education level). For example, older adults may find it difficult to use verification methods and tools if they cannot use the computer or mobile devices and search tools effectively. Therefore, such trainees can be trained for the use of simpler tools (such as Google and its sub-tools). In contrast, trainees (such as university students) with more effective skills in using the relevant tools may need more in-depth knowledge of verification methods and tools than is offered. In this case, the resources under the title of Recommended Sources can be used.
- In order to teach the verification tools and methods effectively, priority should be given to the trainees' practice of tools and methods in the lessons. If possible, practice questions/case studies should be prepared in advance and trainees should be able to answer these questions using the tools and methods they learned in the lesson.
- During the in-class practice, trainees can be asked where they have difficulties. In this way, it will be understood more clearly what parts of the subject are not fully understood. These topics can be repeated and examples related to the topic can be enriched.
- While explaining the subject, examples from daily life should be included.
- Both local and international examples can be used in the course. This will help trainees assimilate the subject.

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

Following question can help:

- Ask trainees what are the elements that need to be addressed in verification

When concluding, make sure that trainees understand that there are a number of methods and tools that can be used to verify different types of content.

MODULE 17: FACT-CHECKING PLATFORMS AND SERVICES

Guidelines for trainers include suggestions and tips for trainers about how to use the content of this Module to train people on the subject.

Getting Prepared

Preparing a presentation (PowerPoint/Prezi/Canva) which is enriched with visual materials (images and video clips) and clear solid examples is strongly suggested. It is also suggested to adapt the examples and exercises in this Module to issues which are more familiar to the actual target group. Choosing local examples (country specific) regarding the current or well-known issues help to illustrate a point more clearly. It also helps to draw the attention of trainees. The more familiar and popular the examples are, the better the message will be communicated.

Getting Started

A short quiz (3 to 5 questions) in Kahoot or questions with Mentimeter can be used at the beginning for engaging participants in the topic. It can be used as a motivation tool as well as a tool to check trainees' existing knowledge about the subject. Some examples for questions could be: What is fact-checking? Do you know IFCN?

Methods to Use

Various teaching methods can be used in combination during the training. Such as:

- Lecturing
- Discussion
- Group work
- Self reflection

Tips for Trainers

Warming-up

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. This can be done through group work by asking trainees to discuss and collect ideas, but also individually by asking each participant to write their ideas on sticky notes. The activity can be conducted as follows:

- Ask trainees
    - whether they know the name of any fact-checking platform
    - whether they have submitted any suspicious content to any fact-checking platform before
    - whether they have previously read an analysis prepared by any fact-checking platform

- ○ whether they report any content on Facebook, Instagram or Twitter as suspicious content

Presenting the Objective of the Lesson

The objective of the lesson should be made clear (which is fact-checking platforms, their operations and fact-checking services). Following the warming-up questions it will be easier to clarify the objectives.

Presenting the Lesson Content

While presenting the content make sure to interact with the trainees and encourage them for active participation.

- While explaining the subject, examples from daily life should be included.
- If there is a fact-checking platform in your country, examples of their analysis can be shown. Also, whether the methodologies, funding, team information of these platforms are clearly included in the website can be examined in class. If there are deficiencies in the information on the website, they can be opened for in-class discussion.
- Also, both local and international examples can be used in the course. This will help trainees assimilate the subject.

Concluding

Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

Following question can help:

- Ask trainees what are the criteria specified in the “Code of Principles” in order to become an IFCN signatory?

When concluding, make sure that trainees understand the operations and services of fact-checking platforms.