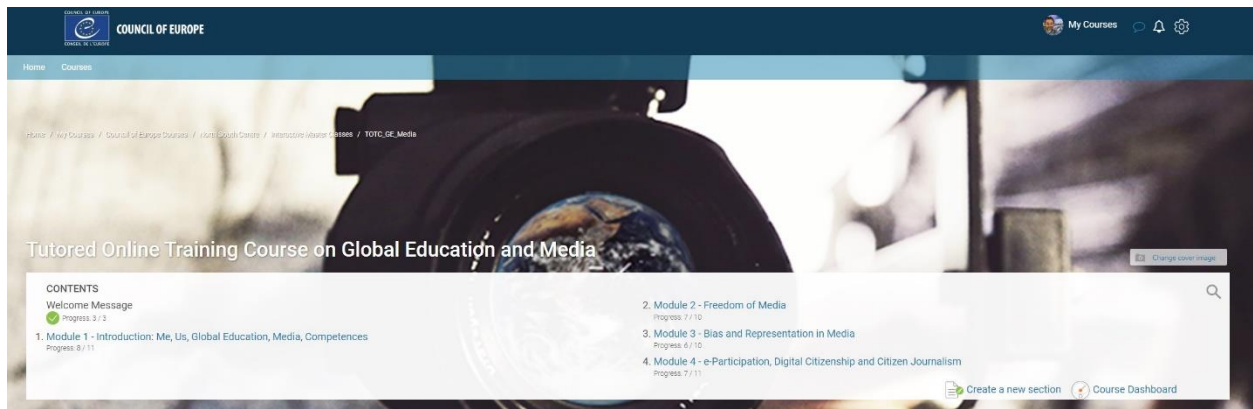


## Tutored Online Training Course on Global Education and Media

### Final report



The Tutored Online Training Course on Global Education and Media took place on the [Council of Europe HELP platform](#), from the 18<sup>th</sup> of April to the 13<sup>th</sup> of May 2022.

Funded  
by the European Union  
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented  
by the Council of Europe

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## Introduction

### Youth co-operation and Global Education at the North-South Centre of the Council of Europe

Created in 1989, the European Centre for Global Interdependence and Solidarity, or “[North-South Centre of the Council of Europe](#)”, was set up with the purpose of spreading the universal values upheld by the [Council of Europe](#) (CoE) – human rights, democracy, and the rule of law – in Europe and beyond. Since its inception, the North-South Centre (NSC) has been advocating for a dialogue across borders, fostering solidarity, creating partnerships, and raising awareness about global interdependence.

The specific mission of the Centre is to empower civil society, in particular youth and women, through intercultural dialogue and global citizenship education, and to play an active role in Council of Europe member States and neighbouring regions, notably through its multilateral activities.

The work of the North-South Centre develops around three Programmes: Youth Cooperation, Global Education, Women Empowerment.

Global Education is a holistic “*education that opens people’s eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all; [...] Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship*”<sup>1</sup>. The [Global Education Programme](#) of the North-South Centre promotes, improves and intensifies this type of education in the Council of Europe member States as well as on a global level, developing, enhancing and sustaining strategies and capacity-building for global education, targeting institutions and practitioners in the formal and non-formal sector, as well as at an informal level.

## iLEGEND

The Tutored Online Training Course on Global Education and Media is part of iLEGEND II: *Intercultural Learning Exchange through Global Education, Networking and Dialogue (2019-2022)*, Joint programme of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe.

The overall objective of the project is to strengthen Global Development Education (GDE) in EU member States and potential EU member States, particularly where it is least established, by promoting dialogue, networking strategies, capacity building and exchange of good practices in the field of Global Education / Global Development Education.

## Rationale

The developments and innovations in the field of information and communication technologies (ICT) have changed the world we live in, making information, communication, and knowledge more globalised, and broadening the influence of media, seen as a facilitator to connect people. The rise of social media and its by-products increased the amount of information available on the Internet, including by transforming everyday people into content producers. Media messages impact human dynamics both at local and global level, influencing economic behaviours, political analysis as much as interpersonal interactions and intercultural dialogue.

<sup>1</sup> Maastricht Global Education Declaration, 15th-17th November 2002

If on the one hand, media may be used as an important tool in democratic processes, on the other hand, media can be a powerful tool to disseminate harmful content, leading to disinformation, hate speech and extremism.

Media Literacy needs to be considered as a fundamental element for conscious and responsible living in an increasingly complex world. Recognising Global Education as a specific field of education aiming at empowering citizens to deal with complexity and interdependency in the global context, Media Literacy needs to be subsequently integrated as pivotal aspect of Global Education, because it provides a life-long set of skills and competences that enable informed decision-making and respectful interpersonal and intercultural dynamics.

### Objectives

- To reflect on Global Education, its concept, principles, and methodology
- To explore the concept of Media Literacy, its link with Global Education and its impact in society
- To develop specific competences focused on Media Literacy and Global Education for practitioners
- To promote networking among participants involved in global awareness-raising or educational actions

### Main topics

Global Education / Global Development Education; Media Literacy; Digital Citizenship Education.

### Content

- Critical analysis and production of media messages, news manipulation and instrumentalisation, information crisis
- Analysis of algorithms and own worldview, perception, knowledge, and beliefs
- Active participation in societies, responsible participation, learning about participation
- Privacy, wellbeing and e-identity management, digital footprint, digital threats

### Expected learning outcomes<sup>2</sup>

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality, and the rule of law
- Responsibility
- Autonomous learning skills
- Analytical and critical thinking skills
- Knowledge and critical understanding of language and communication

### Methodology and working methods

The conceptual and methodological framework of the course was based on the [Global Education Guidelines](#), systematised by the North-South Centre. Participants' learning process was focused on developing competences

<sup>2</sup> According to the CoE Reference Framework of Competences for Democratic Culture (RFCDC)

related to the main topic of the training course. In this regard, the reference in terms of competences was the CoE [Reference Framework of Competences for Democratic Culture \(RFCDC\)](#). Through a non-formal learning approach, collaborative and interactive activities and exercises contributed to the participants' learning process.

The training course was fully online, hosted on [HELP](#) CoE e-learning platform, based on MOODLE. Working methods were structured according to the possibilities offered by the Learning Management System, they included different kind of activities and exercises that met the different learning styles of participants. Two tutors accompanied participants during the 4-week activity, supporting their learning process, providing feedback, moderating discussion, giving inputs, and promoting further reflections on the main topics of the training.

The activity programme was structured in 4 modules (one module per week). The expected workload was approximately 25 hours in total. The training course was asynchronous: each participant learnt on their own schedule and pace, completing activities and exercises. Nevertheless, some activities and exercise were conducted in groups, so participants had to self-organise and schedule group work when it was convenient for everyone. At the end of the training, active participants obtained a certificate of participation.

## Tutored Online Training Course on Global Education and Media

From the 18th of April to the 13th of May 2022

### Calendar

Task	Timeframe													
	March					April				May				
	1 <sup>st</sup> W	2 <sup>nd</sup> W	3 <sup>rd</sup> W	4 <sup>th</sup> W	5 <sup>th</sup> W	1 <sup>st</sup> W	2 <sup>nd</sup> W	3 <sup>rd</sup> W	4 <sup>th</sup> W	1 <sup>st</sup> W	2 <sup>nd</sup> W	3 <sup>rd</sup> W	4 <sup>th</sup> W	
Call for participants	1 <sup>st</sup>		20 <sup>th</sup>											
Selection of participants				22 <sup>nd</sup>										
Selection of trainer/tutor		7 <sup>th</sup>												
Preparation			14 <sup>th</sup>	25 <sup>th</sup>										
Set-up LMS					28 <sup>th</sup>	8 <sup>th</sup>								
TOTC								18 <sup>th</sup>			13 <sup>th</sup>			
Follow-up and reporting												16 <sup>th</sup>	27 <sup>th</sup>	

## Preparation

### Profile of participants

Formal and non-formal educators, youth multipliers, journalists, politicians, leaders, influencers, and business leaders; social media activists, media literacy experts/trainers/teachers, hacktivists, and communication managers among others.

28 participants were selected for this activity, application content being the basis of the selection's procedure. Candidates were preferably (but not exclusively) between 18 and 30 years old, and able to communicate in English (working language of the course); active in a youth organisation/platform or a youth-related institution was considered a plus.

The activity was open to citizens of the formerly 47 Council of Europe Member States<sup>3</sup>. However, a quota of 25% was available for citizens from other countries. The North-South Centre carried out the selection considering gender and geographical balance. The Council of Europe welcomed applications from all candidates who fulfilled the specific profile of the activities, irrespective of gender, disability, marital or parental status, racial, ethnic, or social origin, colour, religion, belief, or sexual orientation.

The selection results were announced on 22 March 2022.

The North-South Centre received 49 applications for this activity, 7 came from non-CoE countries:

CoE Member states	Male	Female	Total
Albania	2	3	5
Austria	1		1
Belgium		3	3
Bosnia and Herzegovina		3	3
Bulgaria		1	1
Cyprus	2	4	6
France		1	1
Georgia		1	1
Hungary		1	1
Italy		2	2
Lithuania	1		1
Malta		1	1
Portugal		1	1
Romania		7	7
Serbia	1	1	2
Slovakia		1	1
Spain	1		1
Switzerland	1		1
Türkiye		3	3
<b>Total</b>	<b>9</b>	<b>33</b>	<b>42</b>

Country	Male	Female	Total
Japan		1	1
Peru		1	1
Tunisia	2	2	4
Yemen	1		1
<b>Total</b>	<b>3</b>	<b>4</b>	<b>7</b>

<sup>3</sup> The call for participant took place before the decision took by the Committee of Ministers (1428ter meeting, 16 March 2022) on the [consequences of the aggression of the Russian Federation against Ukraine](#).

The 28 selected participants were from:

Country	Male	Female	Total
Albania	1		1
Austria	1		1
Belgium		3	3
Bosnia and Herzegovina		1	1
Bulgaria		1	1
Cyprus	1		1
France		1	1
Georgia		1	1
Hungary		1	1
Italy		2	2
Japan		1	1
Lithuania	1		1
Malta		1	1
Peru		1	1
Portugal		1	1
Romania		2	2
Serbia	1	1	2
Slovakia		1	1
Spain	1		1
Switzerland	1		1
Tunisia		1	1
Türkiye		1	1
Yemen	1		1
<b>Total</b>	<b>8</b>	<b>20</b>	<b>28</b>

### Selection of tutors/trainers

The selection of the tutors/trainers took place on the second week of March 2022. As agreed, the team was composed of two tutors/trainers, ensuring gender balance, experience and expertise in Global Education, Medial Literacy, non-formal learning and e-learning methodologies. In order to meet these requirements, the selected tutor/trainer was Andreea-Loredana Tudorache. Due to the need to first conceptualise the activity, and then design the programme, ensuring coherence with both the [Global Education Guidelines](#) of the North-South Centre, and the Media Literacy for Global Development Education - Toolkit for Youth Multipliers (still at that moment a draft publication of

**Were the methodology and the educative working methods implemented during the online Training Course appropriate for the topic addressed, the characteristics of the participants, and your personal learning style?**

*The contents and resources used throughout the course are very efficient: there is a mix of games, presentations, videos, online reading, assignments, etc. which allows for diversity, different learning methods, and no time to get bored!<sup>4</sup>*

*For some exercises, I would have liked to get more "answers", more inputs from the trainers regarding our visions/opinions as participants.*

<sup>4</sup> Quote (as the following ones) from participants' final evaluation



the NSC), the role of the second tutor/trainer was assumed by the Project Officer of the Global Education Unit, in charge of the capacity-building activities (including online training courses) of the Global Education Programme of the NSC.

## Design of the activity programme

### Tutored Online Training Course on Global Education and Media

Online, from the 18th of April to the 13th of May 2022



#### Activity Programme

Module 1	Module 2	Module 3	Module 4
<b>Introduction: Me, Us, Global Education, Media, Competences</b>	<b>Freedom of Media</b>	<b>Bias and Representation in Media</b>	<b>e-Participation, Digital Citizenship and Citizen Journalism</b>
Welcome Expectations and concerns Getting to know each other	News creation: Fake news vs Reliable news	Confirmation bias, selective exposure and search algorithms	Introduction to e-Participation and Digital Citizenship
Introduction to GE (concepts, methodologies, SDGs)	Facts vs Opinions	No Hate Speech	Online Participation
Media Literacy in the context of Global Education	Freedom of Press	Alternative narratives	Citizen journalism
RFDC: competences in Global Education and Media Literacy	Freedom of Expression	Counter-narratives	Online Journalistic Campaign
		Ethical and Responsible Communication	My Action Plan



The activity programme was structured following the 7 key competences for Media Literacy, identified among the 20 of the [Reference Framework of Competences for Democratic Culture \(RFDC\)](#) of the Council of Europe. As resume, the following table shows the 7 competences and the number of activities included in the programme that addressed that specific competence:

Expected Learning Outcomes (RFDC)	N. of activities addressing it
1 - Valuing human dignity and human rights	6
2 - Valuing cultural diversity	8
3 - Valuing democracy, justice, fairness, equality and the rule of law	9
4 - Responsibility	9
5 - Autonomous learning skills	6
6 - Analytical and critical thinking skills	13
7 - Knowledge and critical understanding of language and communication	11

Regarding the working methods implemented during the TOTC, the diversity was paramount for the team of tutors/trainers when it comes to the design of the activities and the flow of the programme, in order to offer a learning experience valid for the different profile of learners/participants. In summary, the following table shows the types of working methods and the times used during the whole activity programme:

Working method	N. of times used
Presentation	8
Creative exercise	1
Individual reflection	3
Individual work	3
Self-assessment	1
Online research	3
Online games	1
Structured debate	1
Brainstorming	1
Case study	1
Working groups	2
Simulation	1

**What were the strengths and weaknesses of the online Training Course, regarding its main topic and contents?**

*Qualitative and clear information, original/varied exercises; it was very well researched and developed to be simple, something that is very hard to achieve.*

*From a topic and content point of view, I found the course to be very complete and coherent.*

*For some exercises, it was a bit unclear/difficult to understand what we had to do.*

*I loved the choice of activities because it helped me understand the content more and made me reflect on many things that I was not previously aware of.*

*The networking could be improved.*

**What were the strengths and weaknesses of the online Training Course, regarding the learning flow, i.e. the building up and the coherence of the sessions/activity programme?**

*Content production activities as great way to learn.*

*Nice articulation between theory and practical exercises.*

*The course is very well structured. Each module had a specific topic which in the end still linked with the other modules and created a very interesting whole.*

*The sessions were really coherent and the learning process was smooth. The structure of activities followed by debriefings helped me learn more about others' experiences.*

*The expected time to complete most of the tasks associated with each module was much lower than expected.*

*Group works were not efficient.*

*The HELP platform is not always intuitive/user-friendly.*

**Technical support: LMS design and helpdesk support**

The training course was hosted on [Council of Europe HELP platform](#). To ensure proper technical support to the trainers/facilitators, and as not to burden them with additional work linked to the design and development of the selected Moodle activities on the HELP platform, the North-South Centre of the Council of Europe contracted [BTS Blended Training Services](#), a Portuguese company with almost 20 years of experience in setting up online learning strategies, through methodologies that involve and motivate the experience through games, case simulation and problem solving, peer learning, social learning, micro learning, etc. The NSC and BTS already collaborated in the past, with excellent results: for this activity BTS exclusively focused its effort on the design of the learning activities



on the Moodle platform of HELP, and on the helpdesk support for the selected participants, ensuring their enrolment on HELP, answering all their technical requests, and providing the NSC with weekly learning reports.

This new form of collaboration between the NSC and BTS, focused only on technical aspects, has been evaluated very positively from both sides. As elements to be explored/improved for next editions of the TOTC, we can mention:

- The further exploitation of the Moodle features available on the HELP platform, in order to get the maximum benefit of the platform itself (i.e., different kind of Moodle activities such as Workshop, Book or Quiz, photos and video galleries, etc.)
- A more attractive design of the platform, with extra features that would ensure a more pleasant learning experience for participants (i.e., GIF, animations, etc.)
- A clearer calendar of activities and tasks, including the mandatory ones, with a deadline system. As option, a single module with the exercises can be kept open, but debriefing forums are closed after the deadline.
- The further exploitation of third-party apps, to be embedded in the HELP platform (i.e., Genally, padlet, etc.)
- The exploitation of gamification
- Live sessions to support working groups

#### Feedback from BTS

*The technical implementation took place within the scheduled time frame (2 weeks) in constant collaboration and validation with the course tutors. The focus was in creating a positive learning experience for learners, based on the learning design from the tutors and the features available from the LMS platform that hosted the course, supported by usability principles and a diversity of solutions. As for the learner's experience, the course design and implementation were a success, considering the low helpdesk request. To support learners' progress, weekly reports were developed and shared with the tutors, to allow progress tracking and identify potential roadblocks. By the end of the course, it was possible to present a detailed progress report that allowed a clear vision of the learner's participation and completion rate, useful for certification on course completion.*

#### What did you specifically appreciate or find useful in this online Training Course?

*The structure and content of the model were very helpful to navigate yourself and all sorts of online teaching topics were engaged*

*I found the introductions and explanation of major concepts very useful, and the resources made available at the end of each module. These really helped me solidify what I had just learned.*

#### How the online Training Course contributed for your personal and professional development?

*I got to know more about the two main topics (GE / Media Literacy) but also on how to organize an interesting online training (kind of exercises/digital tools used).*

*It will help me create new campaigns and projects to address critical literacy deficits in my country. I hope the resources will be available to adapt.*

*It deepened my understanding of the links between media literacy, the digital world and global education. On a personal level, it made me aware I was still missing some analytical reflexes when consuming content.*

*I gained knowledge that I will include in my classes.*

## Implementation

Module 1 - Introduction: Me, Us, Global Education, Media Literacy, Competences	
<b>When:</b>	From the 18th of April 2022
<b>Duration:</b>	6h
<b>Objectives of the activity:</b>	<ul style="list-style-type: none"> <li>To introduce the training course</li> <li>To get to know each other and share expectations and concerns about the training</li> <li>To introduce Global Education conceptual framework and its link with Media Literacy</li> <li>To explore the Reference Framework of Competences for Democratic Culture of Coe and to reflect on the competences related to Media Literacy</li> </ul>
<b>Main content:</b>	Global Education and Media Literacy; Privacy, Online Safety and Digital Footprint; Reference Framework of Competences for Democratic Culture
<b>Working methods:</b>	Video; individual reflection; online research; presentation; structured debate; self-assessment
<b>Online requirements for the activity:</b>	Video-recording device
<b>Materials:</b>	Annex 1 - Self-assessment grid
<b>Description of the activities (step by step):</b>	<p><b>(10min) Official Welcome</b></p> <ul style="list-style-type: none"> <li>Short video introduction of the activity and the trainers, plus extra info about the NSC, the Global Education programme, and the key resources (Global Education Guidelines, pdf activity programme, etc.).</li> </ul> <p><b>(30min) First contact with the group</b></p> <ul style="list-style-type: none"> <li>Now it is your time to introduce yourself: you have to film a short presentation video (max 1 minute), where you introduce yourself.</li> <li>Key information to pass in the video: your name, country you are from, how old you were when you had your first mobile phone, how many devices there are at your home, something about yourself that for sure is not known in the online world, etc..</li> <li>The format of the video is free, according to your creativity.</li> <li>“Add a new topic” in the forum and upload your video. You can also interact with your colleagues, by replying to their topics/presentations</li> </ul> <p><b>(20m) Expectations and Concern</b></p> <p>Here you have access to the Jamboard with Expectations and Concerns (<a href="#">TOTC on GE and Media - Expectations and Concerns</a>)</p> <ul style="list-style-type: none"> <li>Please use the sticky note option and post your expectations and concerns towards the training course.</li> <li>One expectation/concern per sticky note.</li> <li>No need to “sign” the sticky note.</li> <li>If during the activity a new expectation/concern arises, you can come back to the Jamboard and add it.</li> <li>At the end of the training course, please come back to the Jamboard and check if the activity met your expectations, and your concerns were duly noted and addressed.</li> </ul> <p><b>(1h30m) Getting to know each other “Digital footprint” (p.63 MLtoolkit)</b></p> <p>The main task of this exercise is to make “profiles” of participants based on online search.</p> <ul style="list-style-type: none"> <li>Please identify someone in the group who you do not know and are not friends with on</li> </ul>

social media ([here you have the list of participants](#), through an online document, with key information to help to be identified, such as gender, age and country of origin); select and “tick” who you are going to “introduce”, so that person is not available anymore; in this way, “double presentations” are avoided.

- You have to run an online search on the selected participant, and establish their profile based on your findings.
- You have to write a short biography of the selected person, including who they are, job experiences, education, hobbies, private life, etc. You have to assume (or at least try to) the person’s character based on the information found and include it in your presentation. If it is possible, you have to also select a picture of the person (available from the Internet).
- During the research, you should take notes of your remarks, all the possible complexities and conflicts, your feelings while finding information, history (difference between childhood & adulthood notes), context, channels where the information has been found etc.
- **Very important:** even if the aim is to point out that some unwanted information might come out, avoid embarrassing the “target person” in public.
- Once the research is done, you have to share the results on the LMS.
- After that, each participant should answer some questions in the Debriefing Forum.

Debriefing Forum:

- About the research: What are your general impressions, feelings, thoughts you have experienced/collected during the task? Has it been easy to find concrete information about your colleague online? What strategy, tools, approaches you had/used in order to find more information? Can you give some concrete examples of platforms, webpages, thematic websites, etc. that you have used? Did you have any concern in sharing certain information? Why?
- About the presentations: What are your general thoughts, impression after you went through the presentations of your colleagues? What type of information has been identified? How sensitive is this information? Is the information in the presentations correct? Are the assumptions based on that information correct? Can you make any further assumptions about your colleagues based on what you read? Could you share some examples? Have you been aware of the detail of the information you leave behind online?
- About the “Digital footprint”: How did you manage until now the amount of details you leave behind online? How is the case for other people? your friends, colleagues, family, how aware and careful are they about this issue? Which are the risks of digital footprints? Which are the benefits?

(30 min) Presentation: Global Education and Media Literacy introduction

[Genially presentation](#)

*This part of the module aims to get you familiarised with Global Education concepts, as well as with Media Literacy. There is a lot to unpack, understand and reflect on, and we will only give a brief overview. If you need to dive deeper, we invite you to check the resources.*

- **We live and interact in an increasingly globalised world!**

As a result of many ties of interdependence among countries, the world we live in has evolved into a globalised system. Recent history unquestionably shows that the lives of every person

may be affected by events and processes thousands of kilometres away. Worldwide financial, economic, geopolitical and social relations, communications, technologies, media and transport have generated a flow of people, goods and information that has become increasingly unequal.

The various economic, political, ethical, social and cultural challenges in the age of globalisation/*glocalisation* have a drastic but diversified impact on societies, states, regions, people, communities and individuals across the globe. New, innovative and people-oriented pedagogical approaches are needed to respond to the challenges of fragmented and changing societies with a view of spreading a holistic form of education, which considers the integral development of human beings regardless of specific learning environments.

It has been, it still is and will always be fundamental for education to offer educators and learners the opportunity and the competences to understand the multiple interactions between political, economic, ethical, social, cultural and environmental issues, as well as to reflect on their own role and responsibility within such a global and complex interconnected society.

Dealing with this growing interrelatedness between local and global realities, while stimulating a multi perspective approach, should be subjacent to education nowadays, as much as citizenship and social conscience cannot be dissociated from the collective and global dimensions of our lives.

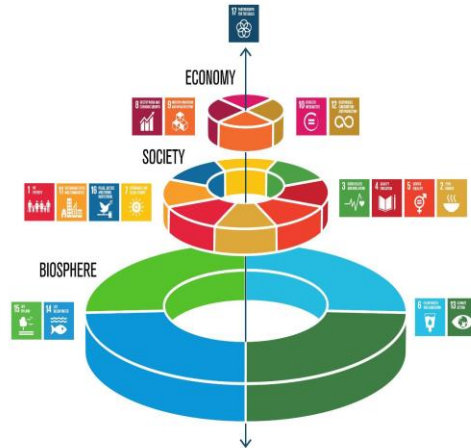
- From the perspective of the North-South Centre of the Council of Europe

*“Global education is education that opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all. Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education, being the global dimension of Education for Citizenship.”*

[What is Global Education](#)

- SDGs and GE

The new Millennium has brought new and pressing political, economic, ethical, social, cultural and ecological defies to the world order, menacing social cohesion and democracy. The 2030 Agenda of the United Nations lists the main priorities that all stakeholders should tackle by 2030 in order to improve living conditions on earth and it has brought a new impetus. It is a plan for People, Planet, Prosperity, Peace and Partnerships, the elements underlying the concept of Global Education (GE). The 2030 Agenda identifies 17 Sustainable Development Goals (SDG), each with its own targets, priorities and monitoring mechanisms that all countries of the world should implement according to the specific national contexts.



**SDG 4 – Quality Education**, mentions specifically, in one of its targets the role of global citizenship and education in developing individual competences to reach the defined targets of the Agenda, as follows:

Target 4.7 : *“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”*

- **Transformative learning through global education, involves a deep structural shift in the basic premises of thought, feelings and actions.**

It is an education for the mind as well as for the heart. This implies a radical change towards interconnectedness and a real sense of the possibilities and opportunities for creating equality, social justice, understanding and cooperation amongst nations and peoples.

Four main stages of transformative learning are strongly linked to this process, and they will be reflected in the learning process designed for specific training module

- An analysis and critique of the present world situation;
- A vision of what alternatives to dominant models might look like;
- The development of a set of competences fostering democratic culture;
- A process of change towards responsible global citizenship.

The goal of this kind of learning is to develop connections between people in order to foster mutual knowledge and understanding and a collective self-awareness. It challenges greed, inequality and individualism by creating these connections in circles of co-operation and solidarity instead of dividing people through competition, conflict, fear and hatred.

As a transformative and a learner-centred learning process, global education stimulates self-consciousness about the learner’s responsibility as an agent of change within its political, economic, social and cultural environment, and makes the learner, as well as the educator, aware of the impact and the interconnectedness between its local actions and global challenges.

This mindfulness offers a way to make changes at local levels to influence the global levels and

builds citizenship, with a global perspective, through participatory strategies and methodologies - so people learn by taking responsibilities that cannot be left only to governments and other decision makers.



Transformative learning enables people to shape a common vision for a more just and sustainable world for all. A focus on the kind of future we want is therefore crucial in such a transformative vision. The dream drives the vision in this sense and the collective imagination must contribute to the dream.

- **Global Education helps to create specific conditions for international understanding, as it leads to:**
  - The knowledge about commonalities and differences and the development of specific skills and behaviour patterns of availability, openness and dialogue as well as the capacity of constructive conviviality in a socially diverse context, valuing peoples' participation and active citizenship.
  - The construction of collective visions of development at various levels which involve as many actors as possible.
  - The creation of positive relations among social actors. The identification of the actors, their roles and their potential contributions for change and transformation as well as how elements of power interact.
  - The construction of consensus, legitimacy and joint work searching for more knowledge and ways to solve problems.
  - The building of institutional capacity for innovative practices in education.
  - The strengthening of learners' and citizens' participation in the various steps of the global learning process. The need for having discussions for widening this participation, the diverse ways those challenges can be faced, and their limitations.
  - The attainment of measurable results which reflect improvements in the learning environment in which the educational intervention on global education takes place.
  - The ability to bridge the gap between real and digital dimensions of existence,



- understanding media messages and developing a healthy relationship with digital life.
- The development of life skills to have equal access and opportunities in the world's financial, trade, communication and social markets, also in reference to banking systems, financial markets, logistics and communication, automatization technology.

- **Media Literacy in the Context of Global Education**

The rise of social media and its by-products increased the amount of information available on the Internet, including by transforming everyday people into content producers. These fundamental changes have both exceptional opportunities as well as risks. It has never been easier to access information, share knowledge, ideas, opinions and collaborate in taking action. Moreover, technological advancements and social media gave certain groups a chance to express their voice and engage in new ways. At the same time, there are risks involved, some of them related to privacy, security or finding trustworthy content. While it is easier than ever to access information, people often lack the competence to recognize misinformation, disinformation and malinformation, all elements of the information disorder.

Within this context lies an exceptional possibility to use the information crisis to effectively focus on media literacy. Addressing it requires multiple dimensions: policy, education, regulation, media platforms etc., and here the focus is on pedagogical approach within global education, as well as the importance of development of individual information strategies, habits and behaviour.

**Media literacy is an important part of global education, a life-long set of skills that enables informed decision making and thus conscious living.** This improves the quality of life and contributes to the effective implementation of Sustainable Development Goals (SDGs), goal 4 and 16 in particular.

Online media platforms and social media in particular, shape our perceptions of reality and the way we see the world. Sometimes, this happens implicitly, without our own recognition.

Media literacy education, which implies raising critical skills, is key to an unpredictable and rapidly changing society, where young people (but not only) can easily be affected by many negative factors, but equally influenced positively by new opportunities. There is a need for teaching and learning – in formal and non-formal environments – about how media produce their messages on behalf of different power holders and how audiences internalise the messages.

**Media literacy is an emerging, evolving and growing concept. As defined by the EU commission:**

*“Media literacy is an umbrella expression that includes all technical, cognitive, social, civic and creative capacities that allow a citizen to access the media, to have a critical understanding of the media and to interact with it. All these capacities enable the citizen to participate in the economic, social and cultural aspects of society as well as to play an active role in the democratic process. «Media» is to be understood in a broad way: including all kind of media (television, radio, press) and through all kind of channels (traditional, internet, social media).”*

[Media literacy | Shaping Europe's digital future](#)

(1h) Where do you stand?

It is time to reflect a bit more critically on some aspects connected to Global Education and Media Literacy, to get to know each other's views, to be challenged and maybe to change our

own opinions.

- [Here](#) you will find a series of statements, for each statement you need to take a stand, to either agree or disagree with the sentence.
- Comment with “Agree” or “Disagree”, adding your own arguments, if different from others or agree with any of the previous arguments (check what other participants have written as arguments for why they agree or not).
- Challenge the arguments from the other side if nobody has already done it.
- You may change your opinion/position if you feel you have changed your mind during the written debate.
- In the debriefing forum you can share your impressions, thoughts, reactions, insights triggered by the written debate.

### Statements

1. A person with extreme racist views should not have the right to express their opinion in any public medium/space
2. Because of freedom of speech, anybody, through any media medium, is free to propagate fake news, misinformation, etc.
3. Social media changed the media consumer’s mentality/views/behaviours in negative way
4. The responsibility associated to an online abuse is not as important as that of an abuse committed in “real life”
5. Actions of governments, big companies and international organisations come before individual behaviour, if we want to bring a change about the global challenges.

### Debriefing Forum:

- About the process: Was there any statement that you found impossible to take position on – either because it was difficult to make up your own mind, or because the question was badly phrased? Do you think there are “right” and “wrong” answers to the different statements, or is it just a matter of personal opinion?
- About the results: Have you been surprised by the extent of agreement/disagreement on a certain issue? Did you change your position during the debate? Why?

### (2h) Reference Framework of Competences for Democratic Culture

#### Genially presentation

#### 1) (5m) What is a competence

- a) Competence is the ability to do something successfully or efficiently. The term is often confused with the term ‘skill’. Two things make a competence different from a skill, and make a competence more than a skill. When you are competent, you can apply what you know to a task or challenge and you are able to transfer this ability between different situations. In non-formal education, competence is understood as having three interlinked dimensions: knowing (knowledge), knowing how to do (skills), and knowing how to be (attitudes and values).
  - i) Knowledge: This dimension refers to all the themes and issues you know or need to know about to do something. This is the “cognitive” dimension of competence. It is commonly associated with the “head”.
  - ii) Skills: This dimension refers to what you are able to do or what you need to

be able to do something. This is the “practical” or skills dimension of competence. It is commonly associated with the “hands”.

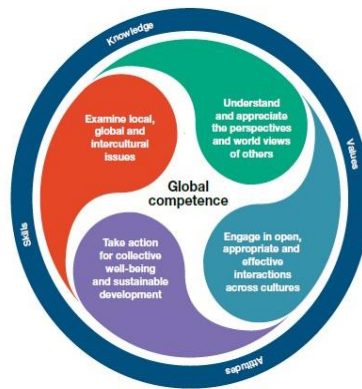
- iii) Attitudes and values: This dimension of competence refers to the attitudes and values you need to espouse in order to do something effectively. This dimension of competence is commonly associated with the “heart”.

2) (5m) Global Education competences

- a) Global education develops the values, knowledge, skills, attitudes, and critical understanding that equip young people to work together to bring about change and take control of their own lives.
- b) Competence-based learning considers that the learner’s demonstration of desired learning outcomes is central to the learning process. To be relevant for learners, learning global matters involves reflecting and discussing the interconnectedness of local and global challenges that derive from the increasingly globalised society, where individual choices and actions may have repercussions for people and communities locally, nationally or internationally.

3) (5m) Global competence

- a) Global competence is defined as the combination of four strongly interdependent dimensions (examining issues, understanding perspectives, interacting across cultural differences and taking action), and how each dimension builds on specific knowledge, skills, attitudes and values.



- b) The OECD Global Competency Framework, preparing our youth for an inclusive world

4) (5m) The Reference Framework of Competences for Democratic Culture (RFCDC)

- a) The specific knowledge, skills, attitudes and values referred to by the OECD draw from the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC); actually, the RFCDC contains a model of the 20 competences that need to be developed by learners if they are to participate effectively in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. The RFCDC makes explicit connections with the general relevance of the themes of global scope.

b) [Competences for Democratic Culture on Vimeo](#)

5) (5m) Media Literacy competences

a) According to the RFCDC, Global Education identifies 7 competencies that are key in Media Literacy, in “understanding media by producing media”:

- i) Valuing human dignity and human rights
- ii) Valuing cultural diversity
- iii) Valuing democracy, justice, fairness, equality and the rule of law
- iv) Responsibility
- v) Autonomous learning skills
- vi) Analytical and critical thinking skills
- vii) Knowledge and critical understanding of language and communication

b) Mastering these competences allows anybody to:

- i) be able to competently and positively engage with evolving digital technologies;
- ii) participate actively, continuously and responsibly in social and civic activities;
- iii) be involved in a process of lifelong learning (in formal, non-formal and informal settings);
- iv) be committed to continuously defending human rights and dignity.

6) (1h35m) Self-assessment

Although educators can support learners to develop their competences, the development of competences is a process that each person will have to experience themselves. It is an individual journey that can be done collectively in learning contexts, and it is a lifelong development where there is always space for improvement. We invite you to have an individual reflection on your Competences for Democratic Culture, tackling them from the perspective of Media Literacy.

- The self-assessment grid includes the 7 competences key for Media Literacy. For each competence you have some descriptors. The descriptors are statements written as learning outcomes that refer to concrete observable behaviour(s) of a person with a certain level of competence; descriptors allow for more precise identification of learners’ strengths and weaknesses, and consequently for fine-graining areas of further development and learning needs and identification of achieved proficiency.
- Download the self-assessment grid, read it carefully, and take your time filling it. Once you have done it, upload it in the LMS.
- Keep a copy of this self-assessment with you, and check-it from time to time during the training course: it allows you to monitor your learning process.
- If you have any doubt/question about the self-assessment (about the grid, how to proceed, etc.), please contact the tutors.
- Please use the forum to share comments, reflections and thoughts with your peer colleagues.

## Expectations

To get practical knowledge and tools in connecting global citizen education in youth projects ...

Sharing ideas / experiences and solutions to different problematics on global education and media

Expanding my network and creating new connections...

To practice my English and get vocabulary related to GE and Media Literacy

To get a better understanding of the link between GE and Media literacy

To discover how an online trainship is organised/managed (how you interact with others/learn new topics/Implement animation tools)

Sharing ideas, best practices, and practical knowledge about global education in different contexts .)

To be able to understand the effective ways to use media as a facilitator for global education

To get in contact with new people and expert in the field.

To get inspirational ideas to broaden the concept of GCE in my country at local level.

To find new ways to include media literacy in my classes

Connect with GE colleagues and discover their realities.

Share (new) ideas, experiences.

Connect with other people who are implementing GE activities

Learn how to use GE's principals when organising educational activities regarding media literacy, but also other topics

As an individual who got all previous training programs face-to-face I am a little bit worrying about my performance in this online/asynchronous training experience

Develop new tools to approach our globalised world with a conscious and democratic understanding

Get a deeper understanding of the influence of current media on today's youth' world view

Network with other international actors active in the field of global education

To leave with a better understanding of how we can measure learning outcomes/results of study abroad experiences and CE/media literacy courses and activities.

Connect with global education network in Europe

How have other educators and administrators been able to successfully integrate more informal and innovative GE/media literacy projects into official curricula?

Learning theoretical aspects of MIL that can be applied in my work/studies

To meet experts in the field to share knowledge of good practices in media literacy education.

Learn how to better teach my students to become responsible and critical when it comes to Media Literacy.

Being able to learn more about how Global Education interconnects with Media Literacy

Learn more about Global Education competences (essential elements / basis; not exhaustive in-depth knowledge)

Learn more about the role of media in global education

I expect to learn more about media literacy and develop skills to use it in my work

To gain a better understanding of the concept of digital citizenship

To meet other people implementing GE activities for future collaborations

## Concerns

Gaining practical knowledge ...

Time management / teamworking ....

To be able to stick to the deadlines

That I won't be able to understand the curriculum

find ways to connect meaningfully (since activities are asynchronous)

time management

That I won't be able to keep up with the course ./

Learning stuff that can be useful

Having enough free time to complete the course

Not being able to work under strict deadlines / group work (as I am more used to conclude e-learning assignments individually on my own individual pace)

Lack of time to deepen the knowledge gained

Concerns related with time management essentially



## Some examples from “Where do you Stand?” activity

<b>A person with extreme racist views should not have the right to express their opinion in any public medium/space. Agree or disagree? Why?</b>	
<i>Sure thing, everyone has the right to speak and perform, but they need to know the limit. You can't act the way you want / feel (hate speech / racist opinions etc.) in order to threaten the limit to the others (people / groups / places etc.)</i>	<i>Disagree. If the racist person is identified and is not using troll tactics (bots) this will test the resilience of the critical thinking of the people interacting with them.</i>
<b>Because of freedom of speech, anybody, through any media medium, is free to propagate fake news, misinformation, etc. Agree or disagree? Why?</b>	
<i>No way. Information must be verified. As Al Jourgensen says at his song (disinformation / moral hygiene 2021), Disinformation = a disease that spreads. Bad informing leads to worst results indifferent areas.</i>	<i>I agree - freedom of speech is a right of everyone, not only of the people that know what is fake or not, that invest time to find out what is fake or not. Stupid, ignorant, naive, gullible, etc. people are also humans. This right doesn't belong only to the well informed, intelligent and people with critical thinking BUT to all humans.</i>
<b>Social media changed the media consumer's mentality/views/behaviours in negative way. Agree or disagree? Why?</b>	
<i>Partially disagree. Not all social media should be demonized.</i>	<i>In my opinion, the problem is not in social media in itself. It is in the lack of media literacy education.</i>
<b>The responsibility associated to an online abuse is not as important as that of an abuse committed in “real life”. Agree or disagree? Why?</b>	
<i>Strongly disagree. Online abuse can be as damaging as real-life abuse. It has a particularly negative effect on youth.</i>	<i>Well - it is a bit like comparing between different type of violence -psychological and physical- both are violence, but some have more serious outcomes. Words can hurt, and really badly BUT direct actions/behaviors can actually go beyond hurting to something words can never do.</i>
<b>Actions of governments, big companies and international organisations come before individual behavior, if we want to bring a change about the global challenges. Agree or disagree? Why?</b>	
<i>I agree. A person can start reacting about the problematics, but the result comparing to the companies, institutions and different organizations activities can't be compared.</i>	<i>Of course not! Companies are made out of individuals – if individuals don't change, nothing will change - a company cannot change in a vacuum, by itself!</i>

Module 2 - Freedom of Media	
<b>When:</b>	From the 25th of April 2022
<b>Duration:</b>	6h
<b>Objectives of the activity:</b>	<ul style="list-style-type: none"> <li>● To analyse the process of news creation, and the concept of fake news and reliable news</li> <li>● To reflect on the differences between facts and opinions</li> <li>● To research on the freedom of press in participants' countries and around the world</li> <li>● To explore the concept of freedom of expression</li> </ul>
<b>Main content:</b>	Critical analysis and production of media messages; News manipulation and instrumentalisation; Information crisis; Freedom of expression



<b>Working methods:</b>	Presentation; online games; case study; online research; working groups
<b>Materials:</b>	5 online newspaper articles; handouts cases study “Freedom unlimited?”
<b>Description of the activity (step by step):</b>	<p><u>(15min) Presentation: Understanding the media environment - addressing the information crisis</u></p> <p>In the process of creating and consuming information, consequently and inevitably, people encounter harmful content. Most prominent and characteristic of information crisis are false or fake news, coupled with fabricated information, propaganda, speculations and rumours, conspiracy theories, etc. A phenomenon also described as information pollution at a global scale.</p> <p>Addressing this crisis begins with understanding it and finding effective responses. None of the techniques that are characteristic of the information crisis are new, nor are they specific to the digital environment; however, the amount and penetration is unmatched. This is generated by several factors but mainly due to accessible, cheap and easy to use publishing technology, speed by which the information is shared, as well as means of sharing it – often through a trusted circle of friends and peers that leave the information unchallenged.</p> <p>What we generally call “fake news” can span from “honest mistakes” to dangerous lies. The Council of Europe, for example, proposes three categories of misleading information.</p> <ol style="list-style-type: none"> <li>1. <b>DISINFORMATION:</b> deliberate use of false information created with harmful intent,</li> <li>2. <b>MISINFORMATION:</b> use of false information without malicious intent,</li> <li>3. <b>MAL-INFORMATION:</b> use of information based on reality with harmful intent.</li> </ol> <div style="text-align: center;"> </div> <p>A responsible global citizen needs to be aware of the various facets of the “fake news” problem and raise their ability to tackle disinformation in their daily life.</p> <p>The rise of misinformation and disinformation is dangerous. In order to create informed opinions and hence make informed decisions, people need to have factual, verified and substantiated information.</p> <p>However, often, many do not even realise they are exposed to false, unverified or misleading content. As mentioned above, these practices have many different faces, different motivations that are not easy to be recognized even with a dose of healthy scepticism. This, consequently, leads to increased dissatisfaction and mistrust in media and information content.</p> <p><u>(1h) News creation: Fake news vs Reliable news</u></p> <ol style="list-style-type: none"> <li>1. First part: Fake News Creators - In this exercise you will experience the world of fake news creation. We invite you to play a game in which you have to create fake news. The game</li> </ol>

guides you through the process step by step and various fake news tactics will be revealed to you.

- a. Go to this link <https://www.getbadnews.com/#intro>
  - b. Play the game (it takes about 15-20 minutes to finish one play)
  - c. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts
2. Second part: Reliable News Creators - Now we invite you to play another game. This time the players, as reporters, have to make sure everything they post is from reliable and trustable sources, and at the same time deal with the pressures of reporting the current events in real time. This game was created by BBC, "BBC I Reporter"
- a. Go to this link <https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096>
  - b. Play the game (it takes about 15-20 minutes to finish one play)
  - c. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts

Debriefing Forum:

- Reflection on the games: How was it to play the games? Say, in one or a few words, how you would describe your experience. How easy was it to provide fake or reliable and factual information? What were the main strategies that had to be used in this sense?
- Reflection on news and the world: How much does the "fake news" game mirror what is happening in real life? Could you give some examples? Why does fake news exist? Why do some people believe in fake news? What can a media consumer do in order to get information from reliable sources? What can a journalist or a media content provider do in order to avoid spreading fake news unintentionally?
- Reflection on us and the news: What can you take from this activity and apply in your life from now on? What do you want to do differently as a media consumer and/or media content producer?

#### (1h30min) Facts vs Opinions

Introduction:

- Facts are supposed to be accurate reports about events and aspects of society, such as the economy, politics, culture, etc.; facts can be checked and verified across different official documents and publications.
- Opinions are definitely subjective, based on interpretations, perspectives and views of different people, as well as on their background, experience or life situations.

Sometimes, opinions are presented as facts in various media productions. Some people occasionally contest the truth of given facts, by presenting their own versions of the contested events, and naming them "alternative facts". There are no "alternative facts" – facts are facts! What occurs in such situations is that opinions or fabricated facts are presented and masked as "Alternative Facts", to induce confusion and to raise doubts about the validity of any factual reporting.

Activity:

In this activity you will get the chance to analyse an online newspaper article and decide, based on the information provided, if it is fact-based or opinion-based, and if opinions are sold as "facts".

The same article is allocated to more than one participant, you may have different opinions on the same article.

1. Check which article is assigned to you ([list of participants with article number](#))
2. Download, read and analyse your article; mark all the information which you consider to be fact or opinion
3. Upload back your analysis (pdf or word document), with all your comments and reflection, and your final verdict, if it is an opinion-based or fact-based article)
4. Visit the Debriefing Forum to check the verdicts of the other colleagues that analysed the same material, share and exchange some of your reflections and thoughts
5. If you are curious, go through some of the articles other participants have worked on Debriefing Forum:
  - Resume of your analysis: please indicate which article you have examined, two key comments and reflections, and your final verdict (fact-based or opinion-based)
  - Reflection on the activity: How was this task? How easy was it to mark certain information as fact or opinion? If it happened, why did you not agree with the verdict of your colleagues?
  - Reflection on news and the world: Why is it not always easy to decide if information is fact or opinion? Why does a fact-based article also include opinions? How is that influencing the nature of the article? Did you ever come across media content which appeared to be fact-based, you believed it, and later on it proved to not be? If so, could you give some examples?
  - Reflection on impact and future: What is your opinion about media content that claims to be fact-based and is not? What is the impact of such material on the media consumer and on the society in general? How can a media consumer be more alert and spot misleading information faster?

*(1h30min)* Freedom of Press

1. Visit the following websites:  
[2020 World Press Freedom Index | RSF](#)  
[Violations of press freedom barometer | RSF](#)  
[Countries and Territories | Freedom House](#)  
to explore the state of Freedom of Press around the world, but specifically in your own country
2. Read the information provided on the websites, search additional ones and prepare a short presentation that portrays the state of the Freedom of Press in your country (of residence, the country you live, not the one you are from). You can include pictures, facts and figures, links, etc. If more participants are from the same country, they can work together
3. Post your presentation in the Wiki
4. Go through the Wiki and check the information shared by other participants on their own countries
5. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts Debriefing Forum:
  - Reflection on the process: How was this activity for you? Say in one word. How did you feel during the preparation time? Were there any aspects that surprised or shocked you when you researched for the task? How do you feel about the situation in your country? What should change?

- Reflection on the other presentations: What surprised you in other participants' presentations? What similarities did you notice between the presentations? What about the differences?
- Reflection on the freedom of press: How can freedom of press be protected? What is the role of media consumers locally, nationally or at global level? How much power do we have?

(15min) Presentation: Freedom of Expression and Hate Speech Intro

Freedom of Expression - The right to be free to express our thoughts or opinions is an important human right, and is part of international human rights law. The right is valued both because our thoughts, opinions and ability to communicate are a central part of what it means to be human, and because communication and discussion are essential in building an effective democratic society. Understanding and living side by side with others depends on open and free communication – even if we sometimes have to hear opinions we do not agree with.

Nevertheless, freedom of expression is not an “absolute” right which always applies, without limits. It is a right which has to be balanced against the rights of others, or against the good of society as a whole. When expression is either extremely damaging to certain individuals or is likely to be damaging for society, it can be limited.

(...) the term “hate speech” shall be understood as covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

Council of Europe, Committee of Ministers, Recommendation No. (97) 20

The Council of Europe’s definition of hate speech covers “all forms of expression”, in other words, not only through speech, but also by means of images, videos, or any form of online activity. Cyberhate is therefore also hate speech. More information about this topic on Module 3.

(1h30min) Freedom Unlimited?

1. This is a group work, so first of all [check your group you will work with](#), and get in touch with your peer colleagues
2. You decide how to organise your work (online meetings, remote working, using webapps for collaborative work, etc.): groups are self-organised
3. Each group will discuss a number of cases in which people post things online which are harmful to others and their human rights.
4. [Download the case study handouts](#)
5. For each case, the groups need to decide whether this is a case where any of the material should be taken offline – in other words, whether freedom of expression should be restricted.
  - a. If you decide it should: what should be taken offline, and why?
  - b. If not, why not? What else can be done and by whom?Provide reasons for your decisions
6. Upload (pdf or word document) the results of your work (Just one member of the group has to upload the document, it will be valid for the whole group)

	<p>7. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts</p> <p>Debriefing Forum:</p> <ul style="list-style-type: none"> <li>● Reflection on the process: How was your process as a team? What were the key aspects of your group dynamic? How easy was it to agree? What were the main challenges? What criteria did you use in your decision?</li> <li>● Reflection on the case study: Are these cases “real”? Did it make a difference who was responsible for the posts? Did it make a difference how many people responded, or how they responded?</li> <li>● Reflection about real life: Which situations are the closest to your own reality/experiences? Could you give us some examples? What do you think could be the impact of unlimited freedom of expression? In which situations do you firmly believe freedom of expression should be regulated and why? Is there a context in which the ‘freedom’, that should otherwise be regulated, could be allowed? If yes, could you give an example?</li> </ul>
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Module 3 - Bias and Representation in Media	
<b>When:</b>	From the 2nd of May 2022
<b>Duration:</b>	6h
<b>Objectives of the activity:</b>	<ul style="list-style-type: none"> <li>● To reflect on stereotypes, their presence in media, and how new technologies perpetuate them</li> <li>● To get in touch with the No Hate Speech Movement</li> <li>● To explore counter-narratives to online bias, stereotypes and hate speech</li> <li>● To promote more responsible and accountable online communication</li> </ul>
<b>Main content:</b>	Role of technology (algorithms); NHS; stereotypes in media; counter-narrative; online accountability
<b>Working methods:</b>	Presentation; individual reflection; individual research; individual work; brainstorming
<b>Materials:</b>	Guidelines for the critical analysis of online news; Material for an Ethical and Responsible Communication
<b>Description of the activity (step by step):</b>	<p>(15min) Presentation: Confirmation bias, selective exposure and search algorithms</p> <p><a href="#">Genially presentation</a></p> <p><i>Raising Media Literacy knowledge implies a better understanding of how media messages are produced, but also how people internalise those messages.</i></p> <p>One important aspect in the way we internalise media messages is called <b>confirmation bias</b>. Confirmation bias refers to the tendency people have to search, favour, and remember information that is in accordance with his/her prior beliefs.</p> <p>Confirmation bias is related to another key theory about how media messages are internalised: <b>selective exposure</b>. This theory describes how people prefer to expose themselves to the information which reinforces their own beliefs and avoid the information that is opposed to their own beliefs.</p> <p>An Internet search may end up reinforcing even more the pre-existing beliefs. Accordingly, Internet and social media may now function as <b>echo-chambers</b> reinforcing even more one’s own confirmation bias, keeping us closed within the same lines of thought.</p> <p>Search engine optimization, <b>search algorithms</b> personalization and social media customization, all work to provide us with the links, people, news and so on that they think we are most interested in. In this sense, Internet, instead of broadening up global debate, may be doing just the opposite.</p>

In the current web-paradigm, we are mostly incidentally exposed to news shared by our friends or generated by algorithms based on our own preferences and search history, and less by random sources. Because of that we risk being exposed to news only within a **filter bubble**: issues such as stereotypes, hate speech, extremism or cyberbullying may be amplified within a bubble of exposure of like-minded people.

How to raise independence from algorithms in your Internet searches?

As people clean their windows at home to contemplate the views, they should also clean their devices in order to see out of the bubble, when performing searches. To do that, they may regularly:

- clean search history and cookies
- use incognito mode when browsing
- use different search engines when performing an information search
- log off social media and email accounts and others which may have tracking systems
- search in credible sources and not only using the first results returned by the search engine
- use ad and tracker blocking systems
- get into the habit of cross-checking and fact-checking
- carefully think of how to phrase a query and be aware that also suggestions for auto completion follow an algorithm
- take the time to personalise cookies preferences when possible

#### (1h) No Hate Speech

*"Hate speech, as defined by the Committee of Ministers of the Council of Europe, covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, and migrants and people of immigrant origin. For the purpose of the campaign, other forms of discrimination and prejudice, such as antigypsyism, christianophobia, islamophobia, misogyny, sexism and discrimination on the grounds of sexual orientation and gender identity fall clearly within the scope of hate speech."*

#### [NHSM Official Video 6.40 sub ENG on Vimeo](#)

The No Hate Speech Movement is a youth campaign led by the Council of Europe Youth Department seeking to mobilise young people to combat hate speech and promote human rights online. Launched in 2013, it was rolled out at the national and local levels through national campaigns in 45 countries. The movement remains active beyond 2017 through the work of various national campaigns, online activists and partners. For more information, have a look at the [No Hate Speech Youth Campaign](#) website.

Understanding hate speech:

The term 'hate speech' is used to cover a wide range of content:

- Firstly, it covers more than 'speech' in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on.
- Secondly, the term can be used to describe very abusive and even threatening behaviour, as well as comments which are 'merely' offensive.



The activity:

- [Here](#) you have 11 real examples of hate speech online, looking particularly at the impact on the victims themselves and on society;
- You can go through the examples, and use the “sticky note” to answer the questions; if somebody has already given “your answer”, you can make it bolder/bigger, add a +1, etc.
- Visit the Debriefing Forum to share and exchange some of your reflections and thoughts

Debriefing Forum:

- About the activity: what do you think about the activity? What are your feelings about the example you analysed? What were the most common “consequences” of hate speech listed by groups? Did the groups targeted by hate speech in the examples have anything in common? Were there any similarities in the consequences, regardless of the target group of hate speech?
- About the process: what might some of the consequences be if this behaviour spreads online, and no-one does anything to address the problem? What tools or methods can you think of for addressing hate speech online? What can we do if we come across examples like these online?

(1h30min) Alternative Narratives (T-Kit 4 p. 56)

Introduction:

- *Mainstream Media* refers to various large mass media outlets which influence many people, both reflecting and shaping prevalent values, norms and narratives in the society. They are usually either financed/controlled by state or large corporations/private institutions. They often make use of multiple channels of media production and dissemination (print, broadcasting, internet, etc.), even if they are named differently and it may appear they are not owned by the same people or structure(s).
- *Alternative media* usually reaches out to a smaller number of people, uses fewer channels for disseminating their productions, and it presents alternative perspectives compared to the mainstream media. They tend to have less private support and rely more on contribution from their own clients/media consumers.
- Alternative media actors may be, but are not always also *independent media producers*; the latter are transparent and open regarding their funding and total lack of ties to any state or private interests.
- No media actor (regardless of what type of media represents) is 100% objective in their news coverage or reporting. There is a bias; if not in how they present the topic, at least from the point of view of the information left out, or both. Of course, there are differences in how objectively some articles are written in comparison to others, but it is important to always remember that, to some extent, all media is biased - situated somewhere on the spectrum of objectivity.

A framework for the creation of alternative narratives:

According to Bell<sup>5</sup>, there are four types of stories we can find when analysing issues such as exclusion and social injustice:

1. Stock stories (or dominant narratives) are told by the dominant group(s) and they are common in public life, they explain how things are or should be. They could include generalisations, stereotypes and judgments about different groups and tend to simplify reality. They also avoid reflection on structural or systemic factors in a situation.
  - a. Example – An article on prisons may present inmates of a certain ethnicity as more prone to violence once they are out of prison and as a risk to society.
2. Concealed stories are not stories we hear often in public life. They challenge the stock stories, and offer different explanations for certain situations. They may include critical analyses of historical and social science data to illustrate how oppression shapes experience and lack of opportunities in society.
  - a. Example – An article on prisons may include different examples of life paths after prison. The article may make an analysis of how prison life affects chances in life after prison. It explains how discrimination may affect access to services after prison.
3. Resistance stories demonstrate how groups resisted oppression and call into question the images we often find in the media. For example, stories of people who have challenged and resisted an unjust status quo.
  - a. Example – A report involving testimonies of former and current prison inmates, community workers and employers, all trying to remove barriers to inmates' access to jobs or educational programmes, could be an example of a resistance story.
4. Transformational stories devise new ways of acting, and invite people to think of inclusive and just alternatives. They energise change and enable the imagining of new possibilities.
  - a. Example – An article on how a prison was redesigned to support life after prison, involving the inmates in the process themselves, could be a transformational story. The article could offer a new perspective on the problem, which respects the dignity of inmates and leads to just solutions.

The research:

1. Identify a “target group”, a group that is discriminated in your country and that is relevant for your daily work;
2. Search online news (they can be in any format, newspaper article, video, podcast, etc.) focused on your target group.
3. Select 4 online news, 1 per type of stories aforementioned;  
Example: if my target group is “migrants”, I have to select a “Stock stories” online news, a “Concealed stories” one, a “Resistance stories” one and a “Transformational stories” one related to migrants
4. If the news are not available in English, please provide translation (a short resume is

<sup>5</sup> Bell L. A. (2010), *Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching*, Routledge, New York and London.

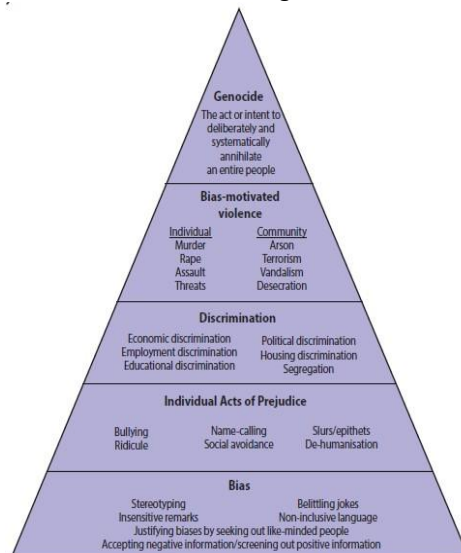
- enough);
5. Post the results of your research [here](#); when posting you have to name your target group (in “subject”), provide the link to the online news (whatever the format is), and eventually the translation/short resume (in “Write something beautiful...”)
  6. Post your news according to their type of stories
  7. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts

Debriefing Forum:

- Your results: mention your country, your target group, a brief justification on why you chose that group, and why you think the material posted fits in the specific categories.
- About the research: has it been easy to identify a stock story about your target group? What about concealed and resistance stories? Could you easily find a transformational story? Check what your colleagues have uploaded and eventually comment (in “Your results” thread)
- About the process: how can these stories help us understand discrimination and injustice? What can we do to challenge the stock stories and to rebalance power in societies, to make them more inclusive and respectful of everyone’s dignity?

The pyramid of hate:

Discrimination has its roots in deeply ingrained beliefs that certain cultures/groups are inferior to others, that there is a hierarchy of cultures/groups and that some people deserve to be treated with less respect or to be given fewer opportunities. Acting upon these beliefs creates a snowball effect in which the targeted cultural group is treated worse and worse and the behaviour towards them gets more and more violent.



A very powerful representation of this escalation of bias is illustrated in the “pyramid of hate”. This model shows that practices like stereotyping, making belittling jokes, using non-inclusive language or name-calling – all of which could be considered “minor” – are at the root of discrimination, violence and even genocide. It shows that no bias is minor or harmless and that

we all have a responsibility to review our daily behaviours, beliefs and language in order to break the conscious and unconscious perpetuation of social injustice.

The idea of the model is not to categorise pain, since this is very subjective and experienced differently by everyone, but to show that our everyday behaviour is subject to bias. Looking at the model, it is easy to understand the importance of acting to eliminate the behaviours at the base of the pyramid, before they become even more harmful. The earlier we act to challenge bias and increase awareness about diversity and human rights, the more allies we will have in constructing an intercultural society in which everyone is able to affirm their identity and to develop positive relations with other members of society.

*(1h30min)* In other words (T-Kit 4 p. 85)

This activity aims at understanding better how bias works, by identifying it in specific media content, and trying to reformulate this content into an unbiased material: a **counter-narrative** is a message that offers a positive alternative to extremist propaganda, or alternatively aims to deconstruct or delegitimize extremist narratives.

1. Go back to [the selection of online news of the previous activity](#) and pick one from the “Stock stories (or dominant narratives)” (not the one you posted);
2. Identify the stereotypes promoted in the selected online news through key words, phrases, images, biased statistics, lack of context, statements, etc. Use the [“Guidelines for the critical analysis of online news”](#) to support your task;
3. Once you have analysed the online news, reformulate it as a “Transformational stories”, without stereotypes and promoting diversity. You have to respect the original format, so if you picked a written article, you should rewrite it, if you picked an audiovisual news, you should produce a new one, etc.
4. Upload your “Transformational stories” online news in the LMS;
5. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts

Debriefing Forum:

- About the analysis: how did you find analysing the online news? How easy was it to detect bias and stereotypes? Why?
- About the reformulation: how easy is it to write a media content without any bias/ reduced bias level? Why? What do you need to be able to detect biases/stereotypes easier and earlier?
- About the process: do you often encounter this type of article or is it an exception? Which groups do you think are presented more often in a stereotypical way in the online/social media? How can we verify that information is accurate and reliable? How can we raise awareness of cases of stereotypical representations? What counter-narratives could work best?

*(1h45min)* Ethical and Responsible Communication

Images depicting real life (photographs and films) are fundamental for how media communication works. They are used for creation of news, sharing opinions, raising awareness, advertisements, fundraising, campaigning, call for actions, etc.

In the context of global education, when we talk about global issues and global perspectives, it is particularly important to have an ethical and sensitive approach on how we communicate about the world, but also about how we receive the communication that comes to us (about

the world). At this moment in time, anyone can be a media creator; we do not rely anymore on traditional media institutions for our need/wish to be up-to-date with what happens in the world; we also do not settle to be just a consumer, we produce and/or disseminate media content to other people – we actively participate in the complex media network.

1. [Check in which group you are](#), watch the [selected videos](#) and reflect on them with the support of the following guidelines:
  - Who is portrayed in the image? How is their dignity reflected?
  - What power and agency do they have?
  - Who is doing the speaking? Who is not speaking?
  - What is the expected impact on the media consumer? What is the expected response from them?
  - What is the stated problem? What are the stated causes of the problem?
  - What is the stated solution? Who is depicted as the hero/heroine in bringing about the solution? How are the power relations and dynamics between all protagonists (including the media consumer)?
  - Do you think this message depicts the full truth overall?
  - What perspectives are missing, and why do you think this is?

2. A relevant concept in assessing the material is “Poverty Porn”:

*“Poverty Porn / Development Porn is any type of communication (especially media), spoken, written, photographed or filmed, which exploits the poor’s conditions in order to generate sympathy or support for a certain aim”*

We list below also a series of positions towards poverty porn that may influence your assessment of the materials:

- “It is important for people to have access to reality; this approach (poverty porn) shows the reality and only by knowing the facts and the real situation we, as society, will be able to change something in the long term.”
  - “This approach (poverty porn) is the only one that will make people support charity causes in the world. The ultimate goal is to make the life of these people better and if this is the way to raise support, then it should be used.”
  - “In Poverty Porn, they make use of images that are stereotypical, and this is wrong, because, in fact, they (the images) do not reflect the true reality in those countries. They are misleading and perpetuate wrong impressions about a certain place.”
  - The dignity of the person is something that should be respected above all and in this case (in poverty porn approach) these people are being used, their dignity is seriously harmed and that shouldn’t happen / be allowed.”
3. Share the results of your reflection with participants of the same group in the Debriefing Forum.
  4. [Here](#) you have a shared document, where everybody can contribute to the creation of a list of recommendations, a kind of “Code of conduct” for Global Education practitioners, for a more ethical and responsible online communication. Keep in mind the reflections shared within your group for feeding the recommendations. It is a collaborative living document and you should feel free to disagree with some recommendations/suggestions already given. After the end of the module, the final document will be shared among participants.



muslims). We are dealing with the information spreading. The first impact is disrespect against human rights. The situation can advance to worst. Having protesting groups against the muslims, extremists manner or violence

Muslim people are being directly targeted. But I think the consequences could also affect foreigners/minorities who are not religious.

+1

A consequence could be: people identifying with the discriminated community do not feel accepted and this may make some more vulnerable to the influence of extremist groups.

+2

The consequence will be segregation within the host country. Muslims or other religious minorities will have no contact with others from different backgrounds and no possibility of dialogue which can increase the gaps between them.

+1

As Islamophobia is widespread in many Western societies. Muslims may live in closed communities. This causes further segregation among communities and discrimination



**EXAMPLE 1:**

A young man displays a huge nationalist party flag on his social media profile and posts comments such as "Islam out of my country – Protect our people". He posts photos with the symbol of a crescent and star in a prohibition sign. He spreads this information through social media and his personal website.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

towards him and limits opportunities as he has tied these views with his identity. People will choose to ignore or attack him which will preclude honest discussions and breakage of stereotypes. He also perpetuates ideas and

The affected are Muslims. However, it should be noted that Islam is a very complex religion (in most Islamic schools of thought, Homosexuality results in death penalty).

The victims of hate speech are Muslims who live in that society. As a result of widespread hate speech their lives can be threatened, their places of worship may be attacked.

other accounts/people who have shared it, the consequences of consuming such a message will certainly lead to feelings of isolation and segregation, especially in cases where viewers already feel these attitudes in

Jewish). We are dealing with the information spreading. The first impact is disrespect against human rights. The situation can advance to worst. Having protesting groups against the Jewish, extremists manner or violence

Jewish people and other minorities that were victim of the Holocaust are being targeted.

+1

**Victims may be scared.**

This kind of hate speech can lead to protests in the streets. I can clearly imagine both side protesting and all of it ending somehow violently!

The consequences are violence against Jews, discrimination and bullying

Jewish people are targeted. Their lives may be threatened and they may face abusive behavior

These messages can lead to discrimination against Jewish people and encourage bullying and discrimination against Jewish people by normalizing such rhetoric by presenting outrageous claims as factual information.

+1

**EXAMPLE 2:**

A. writes a publication in which he not only demonstrates that the Holocaust "never happened", but also makes abusive and racist remarks about Jewish people. A. shares the publication on his personal blog and on several anti-Jewish websites. A. also includes the content on online wikis, presenting it as 'scientific information' about the Holocaust.

- Who are the victims of hate speech in this example? What consequences does hate speech have on them?
- What consequences can this example of hate speech have on the people identifying with the communities where this happens, and society in general?

Victims : Jews + other minorities stereotyped as Jews. Consequences : discrimination and violation of human rights + denial of History & the lessons we can draw from it

logic and facts provided by the person is one issue, then this work if done will not be presented in these online publications in an honest discourse. Furthermore, the article may come

There are lots of victims here! Not only past, present and future Jewish people; those with Jewish origins, and those with good common sense who know History!

The fact of denying the holocaust is extremely violent for the people who lived it (and their relatives). Traumatizing experiences need to be acknowledged as a part of the healing.

+1



## For an Ethical and Responsible Communication

1. Always note the image, paragraph or statistical numbers, source or reference in order to find more about the subject.
2. Use simple words in order to make the content as clear as possible. Try to write the content as simple as possible that even a 5 years old kid can understand it. Simplicity is the origin of sophistication.
3. Always note the date (particular timestamp) and the author in order to track changes and the updates based on the actual site or platform. There are mechanisms and tools that can find the actual subject in the future, even if the post is deleted or the website is not longer available.
4. Respect the structure and do not deviate from the message or the chronology.
5. Avoid using words that demoralize or further propagate stereotypes. We have the responsibility and power to make sure that what we write and post does not deprive the dignity of the people we interact with.\*
6. Ask ourselves why we are sharing what we are sharing. Are we the most relevant person in this setting? Good intentions, such as raising awareness of the issues we are seeing, or raising funds for an organization or people, is no excuse to disregard people's privacy or dignity.\*
7. Avoid sweeping and simplified generalizations, include informative text with names, place, etc.\*
8. Ask yourself: "Would I have appreciated to be portrayed in the same manner?"\*
9. Don't portray yourself as the hero in the story conveyed.\*
10. When creating content to communication charitable missions and/or humanitarian actions, don't underestimate how powerful statistics, infographics and icons can be. This can be used instead of images of real people suffering.
11. Images are powerful, however, and can have a real impact on media consumers. Get consent and consider the power dynamics and how your video/image/visual portrays the people/country you're trying to help.
12. When sharing images, don't forget that not everybody can see them. To make your communication more inclusive, add a descriptive caption or alternative text (aka alt text).
13. Figures are powerful tools to convey information, especially when they are color-coded. However, we should be mindful about the colors we choose if we want to make information accessible to all, including color-blinded people.
14. Always put how much of the actual proceeds will go back to the community.
15. Fun commercials are ok in driving up charitable giving, but we should always substantiate our claims by having available resources from the people themselves and not only by the elders or government officials (in video, written form).

\* This is part of a paper called "How To Communicate The World" written by Radiaid

Module 4 - e-Participation, Digital Citizenship and Citizen Journalism	
<b>When:</b>	From the 9th of May 2022
<b>Duration:</b>	6h
<b>Objectives of the activity:</b>	<ul style="list-style-type: none"> <li>● To explore the different dimensions of online participation and its concrete examples in our online life</li> <li>● To reflect on the concept of citizen journalism</li> <li>● To raise awareness about the different aspects of content media production</li> <li>● To foster networking among participants and set long-term strategies</li> </ul>
<b>Main content:</b>	Digital Citizenship and e-Participation; Ladders of Online Participations, Citizen Journalism, Journalistic Campaigning

<b>Working methods:</b>	Presentation; self-reflection; individual work; simulation
<b>Description of the activity (step by step):</b>	<p>In this final module of our learning journey, it is time to put together the different parts of the complex puzzle which is Global Education and Media Literacy. In this module we invite you to reflect on your role and participation in this field, to make use of the knowledge and skills already covered in previous modules in a consolidated manner and to draft your initial plans for the future.</p> <p>(15min) <u><a href="#">Presentation: e-Participation and Digital Citizenship</a></u> <u><a href="#">Genially presentation</a></u></p> <p><b>Digital citizenship</b> is:</p> <ul style="list-style-type: none"> <li>• The competent and positive engagement with digital technologies (creating, working, sharing, socialising, investigating, playing, communicating and learning)</li> <li>• Participating actively and responsibly (values, skills, attitudes, knowledge) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural)</li> <li>• Being involved in a double process of lifelong learning (in formal, informal and non-formal settings)</li> <li>• And continuously defending human dignity</li> </ul> <p><b>Digital citizens</b> are not only consumers of information, but also producers, since they are engaged in a participatory paradigm when they make a simple comment on a news story, or on a social media platform, or when they share just a link. However, there are stronger ways of participation that people can get involved with as multipliers and/or activists, for instance through social media. Participation means then sharing, becoming involved and taking action. Citizens choose to actively participate in and contribute to public decision making at different levels: <i>“The impact of Global Education can be measured by the level of engagement and participation of people in society and their ability to leverage power relations at different levels in favour of common goods”</i> (Global Education Guidelines, 2019, p.33).</p> <p><b>eParticipation</b> refers to interactive online engagement, where decision-making takes place electronically, using online information and Internet-based technology (IJAB, 2014). When talking about social media and participation, the potential of online communities cannot be ignored. New technologies and social media platforms create new ways of taking action and participation, thus, supporting the creation of different kinds of online communities. Online communities, formed by people with a common goal or interest, who have not necessarily met before or have anything else in common, have a power to generate an impact, to facilitate information sharing and managing their common interest and the possibility of taking action together.</p> <p>In the context of eParticipation it is emphasised that the online activity should not be seen as an alternative for participation, but rather as a complementing element, offering new tools and opportunities. eParticipation is still developing, but not replacing offline participation “rather, it enriches it and helps adjustment to changing participation patterns, providing necessary technological solutions relevant for today’s realities” (Rupkus, E. &amp; Franzl, K. , 2018, p.51).</p> <p>It is essential to link the dimension of empowering active participation with the Media Literacy topics, in the context of Global Education. There is a need to develop competencies to participate online, but also to participate meaningfully. While talking about responsible digital participation, we use technology as a tool, but the primary producer is still the individual. Consequently, apart from technical skills involved in the production and dissemination of</p>

content, all the other required competences are the same as for engaging in public debate and civil society, specially a knowledge and understanding of the mechanisms of democracy, and a civic-minded approach. A fully civic-minded approach results in exercising the obligations and responsibilities of active citizenship at both the local, national or global level, and taking action to stay informed about civic issues.

(45 min) Online Participation

In this learning activity you have to think about the way you use the Internet and how you participate online. We will invite you to identify and scale your own level of online participation, give examples and exchange with the other participants.

1. Check the “[Levels of online participation](#)” document and find out what are the different types or levels of Online Participation. They are listed separately and also include some examples of behaviours associated with that specific type of participation.
2. Assess yourself, personally, based on your current activities, on which level(s) you find yourself at the moment. Actually, we invite you to think about what percentage of your online activity goes to each of these levels of participation. Provide some specific examples from your online participation.
3. Submit back the document in the LMS.
4. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts

Debriefing Forum:

(45 min) Citizen Journalism

Now we move one step further, and zoom in on the concept of Citizen Journalism, as one sub layer of online participation. We find Citizen Journalism reflected in some of the higher ladders of online participation introduced in the previous section, but of course, if those examples of online actions have a journalistic angle.

**Citizen Journalism** refers to citizens or the general public playing an active role in the process of collecting, reporting, analysing, and disseminating news and information, especially by means of the Internet. In today’s prevalence of Internet and social media tools, and our constant presence online, as well as engagement with different news and events in our society, the concept of Citizen Journalism requires more attention and understanding.

- The 9 Levels of Citizen Journalism

These levels were adapted from “11 layers of citizens’ journalism” article by Steve Outing ([The 11 Layers of Citizen Journalism - Poynter](#)). The article covers the topic from the perspective of news organisations. We have extracted 9 levels of citizen journalism, in terms of specific behaviours from the citizen side:

1. *Provide comments to the article, video news, etc.*
2. *Provide contribution (a link, a picture, etc.) to a professional journalist’s article*
3. *Provide a more direct contribution to guide or support the journalists (collaborative journalism), e.g. the journalist needs to interview somebody and asks the readers to suggest the questions*
4. *It concerns the citizen-bloggers, especially at a local level. They are either given a blog space in the newspaper or a reader blog is selected;*
5. *It is related to the transparency concept – it involves the readers in the writing*

task (e.g. news organisation)

6. A participatory journalism website/platform entirely handled by the readers who now become journalists and write especially about local events that involve themselves personally and can consequently be testified
7. Similar to 6, but this time news are published immediately, without being checked or edited
8. Mix of professionals' articles (remunerated) and citizens' articles (free content)
9. WikiJournalism – everyone can write and publish news/stories, and also edit what has been already written (adding photos and links, or providing the text with other details or little corrections etc.)

Check the Debriefing forum for the first reflection

- Read the following article looking at "[The Pros and Cons of Citizen Journalism](#)"

Check the Debriefing forum for the second reflection

- Watch this video: [Jeremy Heimans: What new power looks like](#)

Visit the Debriefing Forum to share and exchange some of your reflections and thoughts

Debriefing Forum:

- About the 9 Levels of Citizen Journalism: On which of these levels did you find yourself along the time and why?
- About the Pros and Cons of Citizen Journalism: Can you think of some additional examples of Pros or Cons?
- About digital citizenship, online participation and citizen journalism: How do you find the concepts of digital citizenship, online participation and citizen journalism? How relevant are they for your life? How can you link these concepts with the concept of new power presented in the last video? How much power do people have to change their society? How can this power be channelled for a better purpose? What about online participation and citizen journalism? How much power can it have? Where do you want to position yourself in this context? Do you want to be an active and engaged digital citizen? Why?

#### (180m) – [Online Journalistic Campaign](#)

It is time to practice online participation and responsible journalism for a cause/topic you believe in. You will be part of an editorial team, develop journalistic content and contribute to the final version of the Campaign results.

1. [Check in which group you are](#). Each group represents an **editorial team for an Online Journalistic Campaign**. You have to decide what kind of group you are, what your profile is and target audience and what the aim of your campaign is.
2. Please [use the template](#) in order to guide you in this process and also to have a clear overview of what you have to deliver as a group. We strongly encourage you to have online meetings in order to clarify and agree on all the different aspects of the exercise, and divide the roles within your team for the next step of the activity.
3. Based on the decisions taken in the previous steps, the last point of the template foresees the creation of at least 2 different types of journalistic content products for your Online Journalistic Campaign. You may have to visit specific places or locations in your community, explore them, interview people, collect information, take photos, filming, etc. in order to draft an online media content; or, you will work exclusively online, researching, writing, producing, recording, editing, etc. The exact angles, topics, specific aspects, structure of your online media products, are entirely up to your own

decision. Do not forget to take in consideration some of the most important aspects, as journalists, in your process: ethical aspects, responsibility, balance, representation, consent for taking photos, publishing people's names, diversity of sources, safety, neutrality, factual, correctness, etc.

4. Design all the different aspects of your Online Journalistic Campaign, finalise your journalistic content products, include them in the template document and upload it back on the LMS (Just one member of the group has to upload the document, it will be valid for the whole group). If you agree, we wish to share your online journalistic campaigns to a wider audience, outside the training course.
5. Check the online journalistic campaign of the other groups.
6. Visit the Debriefing Forum to share and exchange some of your reflections and thoughts

Debriefing Forum:

- Reflection about your process: How was it to be in an editorial team for an Online Journalistic Campaign? What was challenging and what was easy? How did you decide what your aim is and which stories to include? Were there any stronger factors influencing your decisions? How was your experience as a Journalist on the field?
- Reflection on the results: What are your impressions and observations after reading the materials published by all groups? What types of articles were mostly developed? How objective/subjective they seem to be? How much do they reflect the topics and aspects covered in the previous sessions?
- Reflection on journalism and media in general: To what extent your work is mirroring the real life of editorial teams, journalists or online campaigners? Does your group's final decision match your own preference in terms of what you want to read and get updated about (online or not)? If not, what are the reasons? What kind of news, stories, and topics do you follow and are interested in? What type of stories get published in reality and which ones don't get published? Which stories deserve to be published or get more attention from the media or media consumers? How can the interest and "taste" of media consumers be shaped and influenced in a certain direction? How can you shape your own preference in terms of what type of media you consume?

(60min) My Action Plan

1. Download [the template of My Action Plan](#). There are two sections:
  - a. One for the development of competences (which competences you want to improve, when, how, which resources you can count on)
  - b. One for a concrete action to undertake in your work (concrete steps to achieve the action, when, how, obstacles identified, resources you can count on, reminders)
2. Fill Your Action Plan. For the competences part, go back to the self-assessment and check what you need/want to improve, identify when you would like to and how, and pinpoint the resources you can count on. For the concrete action part, rely on what you have explored during this training course, the inputs you received from your peer colleagues, the needs of your organisation. In filling your Action Plan, try to identify concrete steps will bring you to the achievement of the objective of your action, when

you want to implement these steps, how, the obstacles, the resources, and things to keep in mind.

3. Upload back your Action Plan in the LMS.
4. Keep a copy of your Action Plan with you; it can be just an exercise, or the seed of a new project
5. Please use the forum to share comments, reflections and thoughts with your peer colleagues.

#### (15min) Final evaluation

For the final evaluation, please also have a look at

- your expectations and concerns towards the training course (in Module 1): check if the activity met your expectations and to what extent.
- the self-assessment on your competences (again in Module 1): reflect on your own learning process, both in terms of quantity and quality.

#### Group picture

Usually one of the closing moments of a training course is the group picture. Submit a picture of you (be funny and creative!), we will send you the group picture via email together with the certificate.



**YOUR DIGITAL FOOTPRINT  
TELLS A LOT ABOUT YOU**

All your online activity is recorded,  
that's your digital footprint...

**What about social media?**

There is no limit as to how far you can go back  
in time on social media sites

Once something is posted, there is no way of  
removing it completely

Information travels really fast

**Care before posting...  
Think of your digital footprint!**

SHARINGISCARING



**SHARING IS CARING**

Sharing information online is a responsibility.  
Share because you care for your community.

- ♥ Check the source/author.
- 💬 Address the facts/statements made.
- ✈️ Reflect on what's missing.
- 🔖 Examine your reasons for sharing.

SHARINGISCARING

*The majority of the assignments should be available to everyone in the group (unless it is a personal self-reflection): to learn from each other, from their mistakes, from their good practices, from tutors' feedback on their work.*



## Participants' involvement

Out of the 28 participants enrolled in the Tutored Online Training Course, 15 certificates of participation have been delivered to participants that completed more than 80% of the planned activities (53,6%). 9 participants did not reach the threshold of the 50% of the planned activities completed (32,1%) and 4 participants did not complete any activity (14,3%). The general dropout rate of the course was of 46,42%. This high rate can be justified for different reasons:

- The expected workload of the TOTC was not realistic: the workload far exceeded the foreseen 25 hours; this extra burden had been an obstacle for a few participants. A possible solution to this issue could either be having less exercises/topics/activities/inputs in the activity programme; or designing the course with a longer duration (i.e., 6/8 weeks).

Potential activities to be excluded:

- Module 1: Reference Framework to become optional activity /removed
- Module 2: Freedom of Press to be optional/reshaped/removed; Fact vs Opinions to be optional/removed
- Module 3: Ethical Responsible communication (as a group creation): to be optional/removed and instead to provide a set of guidelines done by other organizations
- Module 4: the Online Journalistic Campaign needs to be changed in nature
- Once selected, few participants did not show any interest in the activity, did not reply to any email, simply disappeared.
- What is more, some of these participants came from organisations related to the North-South Centre in a way or another, (i.e., as member of the GEN, as beneficiary of the NSC granting scheme).

The high dropout level and the lack of active participation of part of the group hampered the activities designed as working groups and slightly limited the richness of any discussion in the debriefing forums; nevertheless, for the active participants the learning experience has been evaluated very positively.

In order to facilitate the discussion and exchange among participants in the debriefing forums, different options should be taken into consideration:

- Avoid too many topics in the debriefing forums, that make the discussion hard to follow. As possible solutions:
  - More questions in only one topic
  - Lighter debriefing with less questions
  - Less questions in only one post; further questions added by tutors later, to boost the discussion if needed
- Explain how the debriefing works (how to post a comment, when, etc.), as some participants had few issues in participating.
- Make at least a reply in a debriefing forum mandatory for the activity to be considered completed.

In order to support participants in keeping a good pace for their learning process and ensure that their participation will contribute also to the learning process of their peer colleagues, activities have to be scheduled with deadlines, so participants see if they are late.

In order to support participants in delivering the activities planned as working groups, different options can be taken into consideration:

- Smaller groups just with active people
- Bigger groups, where eventually the missing people do not affect the work of the groups

- Online live facilitation/tutoring, during specific time slots, so the tutors would support the first steps of the working groups

**What other elements do you consider should have been included in the activity programme?**

*Maybe a virtual meeting all together in the middle of the course so we could identify better who was participating and who was absent.*

*Synchronous orientation meeting, it might have helped to get everyone on board.*

# TOTC on GE and Media 2022



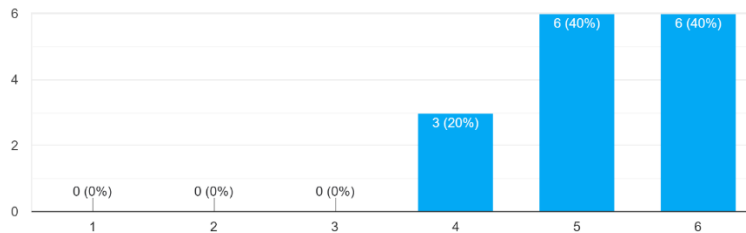
## Evaluation

Facts and figures from participants' final evaluation forms, based on a 1 to 6 satisfaction scale. 14 forms were submitted.

### On the objectives and the activity programme

To what extent has this online Training Course met your expectations/needs?

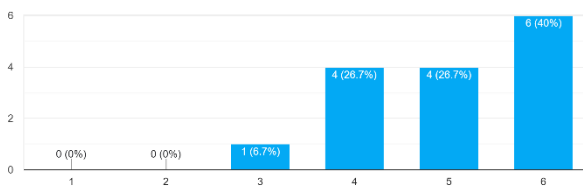
15 responses



### How much the online Training Course achieved the following objectives:

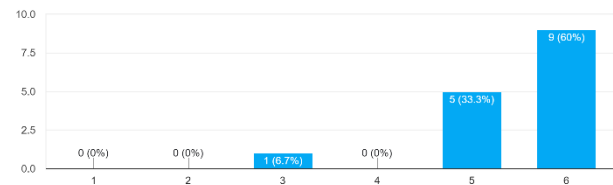
To reflect on Global Education, its concept, principles and methodology

15 responses



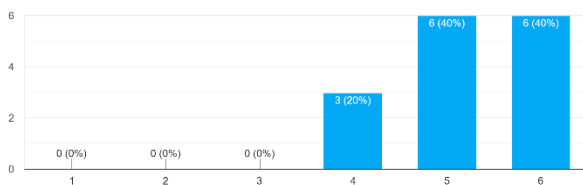
To explore the concept of Media Literacy, its link with Global Education and its impact in the society

15 responses



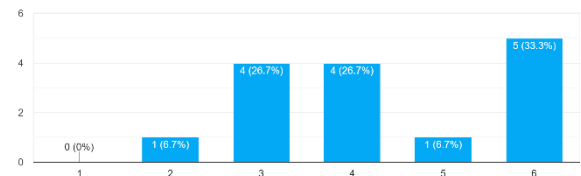
To develop specific competences focused on Media Literacy and Global Education for practitioners

15 responses



To promote networking among participants involved in global awareness-raising or educational actions

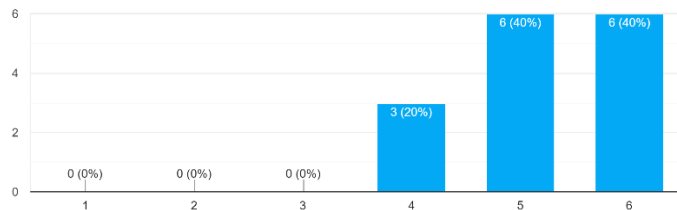
15 responses



## On the learning process and participation

In terms of personal development and learning process, how much do you feel that this online Training Course has/will influence your competences and attitudes?

15 responses



## What are the main skills/competences you have developed throughout this online Training Course?

*I learned how to become part of digital world and use digital media tools smartly*

*Ways of analyzing information, understanding of other points of views*

*Analytical and critical thinking skills*

*Fact checking, bias detection*

*Value more active participation*

## How do you evaluate your own participation in this online Training Course? In which way have you contributed to the achievement of the TC objectives?

*I believe I could have contributed much more and better if the course platform would be open for more time.*

*I could do better. Teamwork was kind of difficult. I could have contributed better by being more active member in group or topic discussions.*

## What are your main lessons learned from this online Training Course?

*The direct link between GE and Media Literacy.*

*The different intentions in content development; the way content we easily access is directed towards us as consumers; how to analyse consumed content and understand its political/social/religious dimensions.*

*The issues I will pay more attention to from now on are impact of hate speech, alternative narratives, poverty/development porn.*

*I progressed a lot in the area of digital citizenship.*

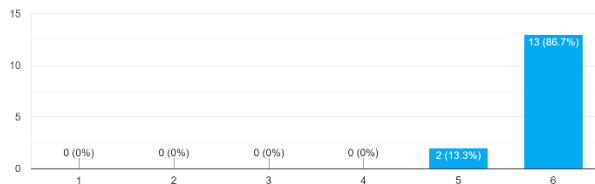
## How do you evaluate the group dynamics and how the intercultural dimension was taken into consideration and promoted during the Training Course?

*This was the most difficult part since we did not know each other at all intercultural sensitivities might be ignored by many of us.*

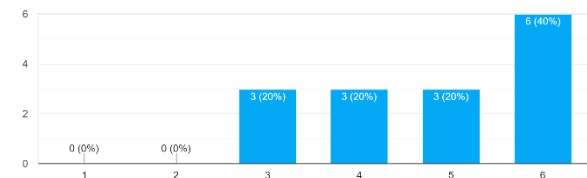
*Intercultural dimension was well taken into consideration, whether it is through the exercises given or the topics approached. The difficulty of online learning on a flexible time frame challenged however the group dynamics and I don't feel that we were able to exchange and learn from each other as much as it could be.*

## About the tutors

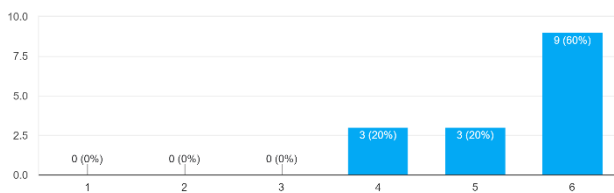
Professionalism  
15 responses



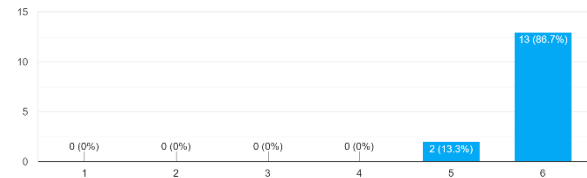
Group management  
15 responses



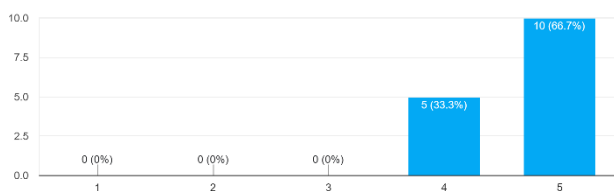
Communication and intercultural skills  
15 responses



Knowledge of the main topics  
15 responses



Training and facilitation skills  
15 responses



*More reflection and shared moments on how we feel as tutors in the process – to see if there are some blind spots or some things we should discuss and agree on before we do them*

*A clearer division of tasks we can do independently (such as given comments/replies on the forum) and tasks we should agree on together (such as grading, feedback on task or challenging some "unwanted" behaviours)*

## On the impact and follow-up

### How your participation in this online Training Course will impact the future work of your organization?

*I am planning to design a digital citizenship and media module for my students. I may transfer some of the ideas and activities from this course.*

*It will allow to apply learned lessons (especially on ethical and responsible communication) within the organization. Moreover, it will give me the opportunity to create workshops for high school students on different topics such as facts vs opinions, confirmation bias, selective exposure, no hate speech, etc.*

*I will redesign the content of some of my classes. I am thinking about organising additional workshops for students.*

*It will make an impact by collaborating with the No Hate speech campaign and translating the guide into Arabic to educate young people on the importance of respecting others.*

*My organisation focuses on developing certain journalistic skills to inculcate media literacy competencies in young people. While we haven't explicitly done media literacy or media training, this experience allowed me to see how we might be able to do this using the resources/funding currently available, as well as how our existing work does do this for our members.*

### How do you plan to follow-up this online Training Course course?

*Actually, I am eager to take other related courses from North-South Center. Despite the difficulties I face regarding online learning, I am determined to develop my online learning skills by following up this particular training course and taking other ones.*

*I will keep my action plan in mind for the next few months and try my best to implement the steps I outlined there.*

*I plan to host workshops and events on this topic and educate my peers and fellow activists.*

### How could the North-South Centre support you/your organisation in your follow-up activity?

*By sending information about coming training programs and keep me posted about digital citizenship, global citizenship and media.*

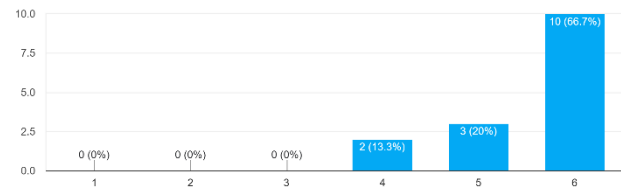
*Let all the resources available for the participants, as long as possible.*



## On the preparatory process and implementation of the online Training Course

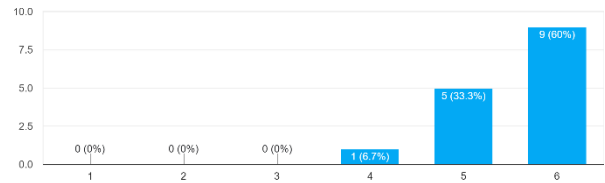
Clarity of the Call for Participants

15 responses



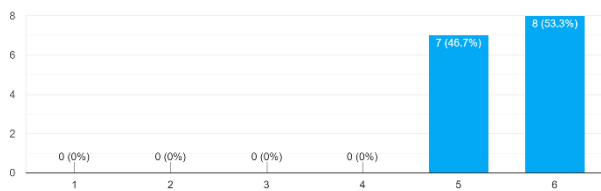
Communication with the North-South Centre

15 responses



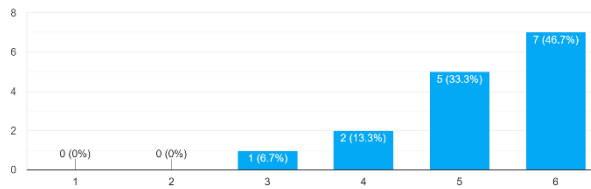
Support from the North-South Centre during the activity (if needed)

15 responses

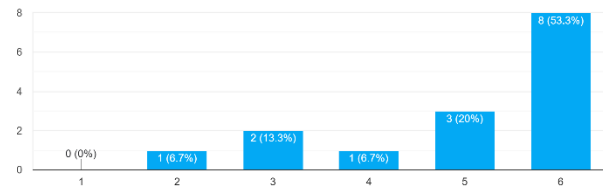


## On the online platform

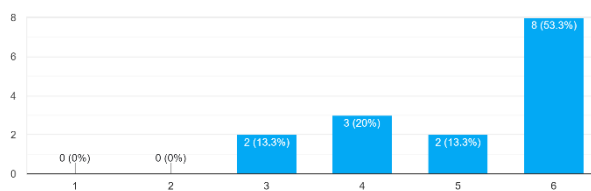
Graphic and layout  
15 responses



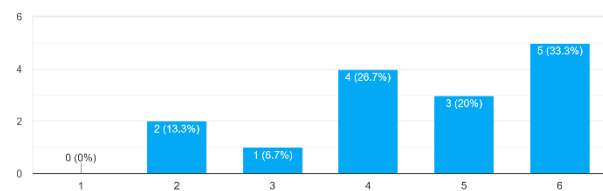
User-friendly  
15 responses



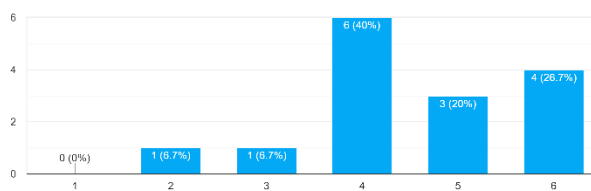
Clarity of information/instructions  
15 responses



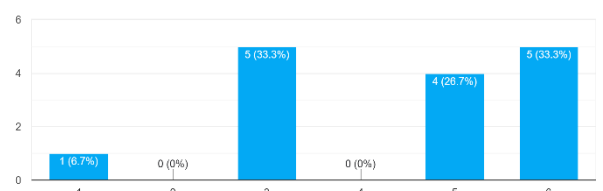
Features that support communication and interaction with the facilitators and among participants  
15 responses



Calendar of the activities  
15 responses



Timetable of exercises and cooperative work  
15 responses



## Council of Europe websites

[Council of Europe](#)

[North-South Centre of the Council of Europe](#)

[The Reference Framework of Competences for Democratic Culture \(RFCDC\)](#)

[CoE Freedom of Expression](#)

[Digital Citizenship Education \(DCE\)](#)

## Other relevant websites

[Media literacy | Shaping Europe's digital future](#)

[The Trust Project](#)

[IFCN Code of Principles](#)

[Checkology](#)

[Hey you... here's 10 reasons to stop with the Poverty Porn!](#)

[Resources | Gapminder](#)

[Digital Participation - SALTO](#)

## Videos

[Global Education for me...](#)

["The Competences we need" - Documentary on the Council of Europe Reference Framework of Competences for Democratic Culture](#)

[Chimamanda Ngozi Adichie: The danger of a single story | TED Talk](#)

[Accountability & responsibility in a digital world | Paul Davis | TEDxStMaryCSSchool](#)

[Sherry Turkle: Connected, but alone? | TED Talk](#)

## Podcasts

[https://open.spotify.com/episode/6y5yDWNVfGiyqnHSlwMAZR?si=pJ-1A-97RP68KvR1\\_dBhBQ](https://open.spotify.com/episode/6y5yDWNVfGiyqnHSlwMAZR?si=pJ-1A-97RP68KvR1_dBhBQ)

<https://open.spotify.com/episode/65sZwSMrT8cmLtQ7mELTZT?si=gbnHZwjpT36xhH5vCCUz7g>

<https://open.spotify.com/episode/5lLh7F7t76Lqk9WAtGk0Md?si=3lIm1KyIR8eDgj4kCtqUDQ>

[https://open.spotify.com/episode/41mA9rarXYo8h8rPA2jtJW?si=XdMx\\_1BFR\\_m0SHw0nebeJA](https://open.spotify.com/episode/41mA9rarXYo8h8rPA2jtJW?si=XdMx_1BFR_m0SHw0nebeJA)

## Policy documents, reports and studies

[Recommendation CM/Rec\(2011\)4 of the Committee of Ministers to member states on education for global interdependence and solidarity](#)

[Recommendation CM/Rec\(2010\)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#)

[Council of Europe Report \(2017\) "Information Disorder: Toward an interdisciplinary framework for research and policy making"](#)

[Recommendation CM/Rec\(2019\)10 of the Committee of Ministers to member States on developing and promoting digital citizenship education](#)

[Social Inclusion, Digitalisation and Young people](#)

[What are the new challenges of digitalisation for young people?](#)

[Supporting Quality Journalism through Media and Information Literacy](#)

## Manuals and publications

[Global competency for an inclusive world](#)

[T-Kit 4: Intercultural Learning](#)

[Media and information literacy: reinforcing human rights, countering radicalization and extremism](#)

[Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training](#)

[BOOKMARKS: A manual for combating hate speech online through human rights education](#)

[Transformational Communications for Global Justice - Reframing Toolkit](#)

[FRAME, VOICE, REPORT TOOLKIT](#)

[Mindset Shifts: What Are They? Why Do They Matter? How Do They Happen?](#)

[Data-Detox-x-Youth](#)