

APRICOT:
Attentive Parental Education for Wise Being and co-being in Changing Times
No. 2019-1-LT01-KA204-060481

HOW CAN ADULT EDUCATORS HELP PARENTS
(GRANDPARENTS) TO CONTRIBUTE TO CHILDREN MEDIA
LITERACY?

APRICOT Train the Trainer program and material



What is APRICOT

The APRICOT project supports adult educators who want to assist parents and grandparents to mediate their children's digital literacy and safety when at home. We believe that being able to contribute to and support children in the development of their media literacy is now becoming an essential duty of parents.

Research shows that programs aimed at improving parents' critical thinking and media literacy skills may be a very effective way of positively impacting children's responses to media exposure. Parents (and grandparents) with enhanced media literacy are better able to monitor their children's behaviour, and model healthy behaviours with regards to their interaction with the media. They are better able to support and educate them.


There is widespread agreement that media literacy is now a necessary and important skill. It is frequently referenced in educational policy documents. However, a systematic approach for adult educators is needed – one that allows them:

- to consistently operationalise what it means to teach media literacy,
- to educate adult learners in a manner that encourages critical thought,
- to develop an organisational culture which supports and promotes media literacy.


To meet this complex challenge, APRICOT seeks to promote **media literacy as a broad and comprehensive concept**, not one limited by technological understanding and skills.

TEACHING-LEARNING RESOURCES


THE PROJECT PRESENTS 3 INTELLECTUAL OUTPUTS:



Media literacy Training Program and Materials
for adult educators
working with parents (and grandparents)




Media literacy Methodology and Materials
for parents (and grandparents)
to be used for learning with children at home



Collection of the APRICOT stories – narrative and digital
testimonies of adult educators, experts, parents and
grandparents about nowadays media literacy challenges,
practices and personal experiences.

Media literacy Program and Materials for Adult Educators



ABOUT

The **APRICOT program for adult educators** is based on Critical Thinking and Inquiry Based methodologies. It targets educators/ teachers/ trainers in non-formal adult education institutions or in organisations of both – formal and non-formal education.

The program can be used by adult educators, working with different groups of adult learners who are also parents and grandparents. You can help learners to become mediators for their children in dealing with contemporary issues found in the media and outside world.

TIP FOR TEACHING ADULTS MEDIA LITERACY

For successful adults' teaching is crucial to lean on their former personal experience. This helps to create safe learning environment, to engage adult learners actively participate in activities and to adopt new material.

THEMES AND STRUCTURE

The **program covers** highly relevant, topical themes of nowadays digital world on how to:

- deal with complex moral dilemmas,
- come up with informed decisions,
- recognise and oppose mis- and disinformation,
- remain safe in online oceans or fight cyberbullying.

Adult educators will find here a full program description and clear presentation of themes and subthemes, proposed training tips, adaptation recommendations for special target groups, as well as assessment tools.

The program is built around:

- Train the trainer program: information and activities for 5 themes, 12 sub-themes.
- Training materials: 6 annexes and 5 presentations.
- The full scope of the program – 40 hours (28 contact +12 of individual work, including self-evaluation). Adult educators can decide to deliver the full course or only some parts depending on contextual specifics.

Adult educators feedback after online training

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I THINK I AM A BIT DEEPER IN CRITICAL THINKING TOPIC NOW...

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BEFORE I POST SOMETHING IN THE SOCIAL NETWORKS, I THINK MORE ABOUT IT AND MY PRIVACY. I PAY ATTENTION TO HOW OTHERS TREAT EACH OTHER. I QUESTION MORE (NEWS IN THE TV ETC.) AND I PAY ATTENTION TO HOW RELIABLE THE SOURCE IS...

“

IF EVERYONE GETS TO REFLECT ON AND STIMULATE THEIR CRITICAL THINKING, THAT LEADS TO SHARING POSITIVELY ABOUT THE EXPERIENCE OF THIS TRAINING. AT LEAST THIS HAPPENED TO ME. AND I AM GRATEFUL FOR THAT. I FEEL INSPIRED TO LEARN MORE AND SPREAD AWARENESS OF THESE MATTERS...

ACTIVITY EXAMPLE

The learning is based on **the CEA** (Critical Enquiry-based teaching-learning approach) and **ERR framework** (Evocation-Realization of meaning-Reflection). Here is presented short example of the adults' teaching-learning activity.

1st stage – Evocation

Task: Please, answer to the following question (by making a list):

Group 1: what parents/ grandparents can do – and already do – to support their children in media literacy?

Group 2: what parents/ grandparents can do – but don't currently do – to support their children in media literacy?

Group 3: what adult educators can do – and already do – to support parents/ grandparents in media literacy?

Group 4: what adult educators can do – and don't currently do – to support parents/ grandparents in media literacy?

2nd stage – Realization of meaning

Task: Please, remember the attack on the US Capitol. This event left parents wondering how to talk to their kids about what happened. What would be your advice?

Groups think about 2-3 tips for parents and discuss them together.

Afterwards read individually, the text by Dr. Neha Chaudhary [„10 tips for talking to your kids about the attack on the US Capitol“](#).

Look for and mark similar (+) tips and new ones (!). Then share individual findings with the rest of the group.

3rd stage – Reflection

How could you apply those tips to other situations/ in an authentic context?

REMOTE POSSIBILITIES OF THE APRPROGRAM

The project APRICOT started right before corona, quarantines and necessity of remote learning. As it came, project developers expanded the adult educators program. **APRICOT program is fully prepared also for the remote teaching-learning.** Each of 5 themes has additional part for the remote in order to provide to adult educators all possibilities of media literacy teaching. In fact, to adopt the topics of APRICOT program to the remote was the key taking into account that the main nowadays media literacy challenges are related namely with digital media literacy.

Basing on the Adult Educators feedback it seems that we succeed:

- *'To deliver an ON-LINE course that is so interesting (and not boring at all, like many other online courses)...*'
- *'Introduction to certain applications I didn't know of, e.g. miro; this can be very useful for school, etc.'*



Adult educators feedback after online training

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MEETING NEW PEOPLE FROM DIFFERENT NATIONALITIES ESPECIALLY HELPS TO UNDERSTAND DIFFERENT OPINIONS WHICH ARE DUE TO DIFFERENT CULTURAL BACKGROUNDS

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I BELIEVE MYSELF TO BE QUITE ADVANCED IN MEDIA LITERACY BUT I DID GET QUITE MANY IDEAS ON HOW TO APPLY WHAT I HEARD IN MY OWN LIFE, AND WITH THE PEOPLE I WORK WITH



APRICOT stories

Telling stories is one of the most powerful means that adult educators have to influence, teach, and inspire.

What makes storytelling so effective for learning?

- For starters, storytelling forges connections among people, and between people and ideas.
- Stories convey the culture, history, and values that unite people. When it comes to our countries, our communities, and our families, we understand intuitively that the stories we hold in common are an important part of the ties that bind us.

Good stories do more than create a sense of connection. They build familiarity and trust and allow the listener to enter the story where they are, making them more open to learning.

Good stories can contain multiple meanings so they are surprisingly economical in conveying complex ideas in graspable ways.

And stories are more engaging than a dry recitation of data points or a discussion of abstract ideas.

During online learning one may want to create group own story on the things they found out and experienced. Therefore the developers present in the program information, recommendations, tips and platforms which help to create good story.

Here you can find our stories told by adult educators, experts, parents and grandparents.

APRICOT stories

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