

## Media literacy program and material for adult educators

### @ Introduction to the Course



### **Project APRICOT:**

Attentive parental education for wise being and co-being in changing times

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## @ INTRODUCTION INTO THE COURSE & LEARNING FRAMEWORK

(for distance teaching & learning)



**The objectives of this learning activity are** to get acquainted with the project concepts and to get familiar with the framework methodology of the course.

### AE will learn:

- how the APRICOT project defines media literacy, critical thinking, parental/grandparental education, disadvantaged groups of learners;
- to use framework methodology for teaching target groups in practice;
- to reflect upon learning process
- to plan their own teaching-learning process, while introducing the course for specific target groups

### Getting familiar with framework methodology

- The learning is based on the CEA approach and ERR framework (evocation/realization of meaning/reflection) for teaching and learning process.

**Evocation** – is the stage where learners are invited to use their prior knowledge, experience before stepping into the new material. This stage aims to evoke learners' interest in the new theme and get ready to learn more

**Realization of meaning** – is the stage where learners get acquainted with new material and get actively involved in its comprehension

**Reflection** - is the stage where learners connect their prior knowledge, experience with newly acquired and reflect upon it and overall process of learning

- The learning employs open questions, I.N.S.E.R.T strategy, individual, pair and group work, discussions
- The duration of delivery of this theme is 1,5- 2 hours

## Part I Presentation of Model Activity

### Evocation question for course participants:

What does media literacy (including critical & digital literacy) look like in your organization and/or in your professional practice?

*Course participants think for themselves and share their practice within an on-line course group. Approximate time – 15-30 minutes (depending on group size)*

### Evocation task for group work:

**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?

*Course participants work in break out rooms and look together for answers to the given questions. Approximate time for groups' work- 10- 15 minutes (depending on group size); and 2-3 minutes for each group's presentation.*

### Realization of meaning/comprehension task.

Group work in break out rooms. 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”*

<https://edition.cnn.com/2021/01/08/health/talking-kids-capitol-violence-wellness/index.html>.

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

**Reflection. Work in the main session.**

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

*Participants may be asked to prepare/ to provide real life examples of the application of these tips.*

**Part II. Analysis of the Process**

1. Recalling all steps of a model activity/lesson.
2. Analysis of a model activity/lesson from learners' perspective.
3. Analysis of a model activity/lesson from adult educators' perspective.
4. Discussions.

**Part III. Planning for Implementation**

1. Discussions about how & to whom this lesson/activity can be applied at local contexts.
2. Development of a draft plan for implementation.

**Possible adaptations:**

**Content:** use any relevant text/material/relevant to group profile/experience;

**Time:** schedule work in accordance with group size; make breaks if necessary (recommended after evocation and/or realization of meaning stage); leave enough time for reflection, analysis of the process and planning for implementation.

**Work in the main session/break out rooms:** if the group of learners is small, there is no need to work in breakout rooms. If the group is big, it is recommended to work in pairs of trainers/adult educators.

**Possible additional activities:**

**Creating the Stories:** You can create Stories about your learning experience.

More about it in chapter 7: @Storytelling.

**References**

Neha Chaudhary. *10 tips for talking to your kids about the attack on the US Capitol.*  
<https://edition.cnn.com/2021/01/08/health/talking-kids-capitol-violence-wellness/index.html>