

Media literacy program and material for adult educators

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Project APRICOT:

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

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(for distance teaching & learning)



The objective of this learning activity is to discuss the topic of security and privacy on the Internet, to recognise the dangers and how they can be avoided or reduced.

AE will learn:

- to present and discuss the concepts with adult learners;
- to identify the most important issues and apply them in practical tasks;
- recognise the measures needed to search the internet safely, navigate social media and protect personal data;
- to reflect upon content and learning process;
- to plan their own teaching-learning process, while introducing the course material for specific target groups

How it works

- The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection);
- The learning contains online survey, group work, discussions, active learning and a quiz;
- The duration of delivery of this theme is 1 - 1,5 hours.

Part I. Presentation of Model Activity

Evocation task for course participants: Fill out the form.

Create a survey questionnaire on the topic of "media literacy". You can use for example Google Forms for this purpose. Here are some sample questions:

How many hours on average do you spend on the Internet every day in your free time?

- Not at all
- 1 hour
- 2 hours
- 3 hours
- 4 hours and more

How many hours on average do you watch TV each day?

- Not at all
- 1 hour
- 2 hours
- 3 hours
- 4 hours and more

Other possible questions could be:

- *Have you read a novel in the last few weeks?*
- *Do you read the daily newspaper?*
- *How often are you on facebook / Instagram / Youtube?*
- *Do you think about private content before you upload it?*
- *How often do you download pictures, videos, music or text from the internet (on average)?*

Course participants think for themselves for 2-4 minutes about their online behaviour and fill the form.

Group discussion about the results of the survey max. 10-15 minutes.

Realization of meaning/comprehension presentation.

Group task – „Learn and Teach“

Provide brief background information, e.g., on the topics of. (material to prepare the information is presented in annexes 5-7):

- Technical measures
- Features of a reliable internet source
- Rights on the Internet
- Secure use of social media
- Internet addiction
- Personal attacks and cyberbullying

The participants are divided into 4 breakout rooms. Each group is given a task to work out. For this you get 20 minutes.

GROUP 1: How can you identify reliable internet sources?
Which distinguishing features do you know?

GROUP 2: Watch the short movie

<https://www.youtube.com/watch?v=2qn6VcvejEk>

How to deal with cyberbullying?

How to protect yourself/your child from cyberbullying?

How can parents (grandparents) tell if their child (grandchild) is a victim of cyberbullying?

GROUP 3: What about the copyright law in Europe / in your country?
Do you know the copyright of your posts / photos in social media?

How can you explain copyright to children / teens regarding downloading pictures, movies or music from the internet?

GROUP 4: What does "the Internet forgets nothing" mean in relation to critical thinking?

What do you think about data leaks?

You can have a look for the worlds biggest data leaks with:

<https://www.informationisbeautiful.net/visualizations/worlds-biggest-data-breaches-hacks/>

Reflection. Work in the main session.

Each individual group takes on the role of a trainer and shares the results achieved with the whole group.

Part II. Analysis of the Process

1. Analysis of the group activity "Learn and Teach" from learner's perspective
2. Analysis of the group activity "Learn and Teach" from adult educator's perspective
3. 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 other topics/questions about safety and privacy for the group work.

Time: schedule work in accordance with group size; 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 groups with max. 4-5 participants.