



BE MEDIA SMART

STOP | THINK | CHECK

MEDIA LITERACY IRELAND		EDMO Ireland
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1. INTRODUCTION

Since the emergence of the internet and the new digital technologies, the ubiquity of information has presented both an unprecedented opportunity and a difficult challenge. At our fingertips, we have been able to access vast repositories of knowledge, bridging gaps of understanding and fostering global communication like never before.

However, the huge volume of digital content, combined with the ease of dissemination and a business model that is more concerned with quantity rather than quality, has led to a series of problems, such as the manipulation of information. This problem makes it increasingly difficult to discern genuine and reliable content from fake or misleading one, and it poses a threat not only to individual comprehension and well-being, but also to the bedrock of informed citizenship.

Active and responsible citizenship is based on the ability to access good quality information, deliberate on matters of public concern, and make informed decisions. In an age where manipulated information can influence public opinion, disrupt democratic processes, and promote social divides, it is very important to ensure that people understand the current communication processes and value information integrity. As we



navigate the vast digital world, a commitment to digital media literacy and critical thinking is vital to make sure that the essence of citizenship remains in place.

In a collaborative effort, **Media Literacy Ireland** and **EDMO Ireland** have built a partnership aimed at strengthening society's defences against the escalating information disorder crisis. Recognizing the urgent need for an informed citizenry in the digital age, this alliance seeks to harness the combined expertise and reach of both organizations to deliver an impactful media literacy training.

2. OBJECTIVE

Navigating the digital space demands not only individual awareness but also a collective education effort. Recognizing this, this **WORKSHOP IN A BOX** was developed to provide **teachers, librarians, community leaders** and other **learning facilitators** with the resources they need to deliver a media literacy workshop.



The aim of the workshop is to discuss with participants **best practices** in engaging with digital media content, and raise awareness about the disinformation problem and its impact on the society.

By promoting media literacy concepts and practices through a cascading effect, we aim to ensure that individuals, communities, and institutions are better equipped to navigate the complex digital media landscape, making informed decisions and supporting truth in the face of deceit and manipulation.

3. HOW TO USE THIS RESOURCE

The **WORKSHOP IN A BOX** includes slides, instructions, notes, and handouts to help learning facilitators deliver to participants of different ages and backgrounds an effective learning experience about how to deal with information in the digital age. It brings together theory, practical activities, and continuous learning tools. Below you find a breakdown of how each component of the **WORKSHOP IN A BOX** is meant to be used.



Pedagogical Framework, Learning Intentions and Learning

Outcomes: This is a **roadmap** for the entire training journey. This framework outlines the educational philosophy, pedagogical approach, and rationale behind the learning experience. Facilitators should start here to familiarize themselves with the objectives and underlying principles of the training, understanding not just the 'how' but also the 'why' of the content and activities.

SLIDES: Available in a separate PowerPoint file, they serve as the primary visual aid during the training sessions. Designed to be interactive and engaging, the slides summarise key information, highlight essential points, and facilitate the practical activities, especially the group discussions. Facilitators should constantly refer to them during the workshop for a structured flow of content.

STRUCTURE AND DESCRIPTION: This section provides a detailed breakdown of all the learning stages and activities of the workshop. Each activity's content, instructions, resources, and duration are clearly detailed. Facilitators should use it as a guide to deliver the content and facilitate the group activities.

HANDOUT: The handout should be printed and handed to each participant before the final activity of the workshop. In the case of an online



workshop, the a digital version of the handout should be shared with participants.

RESOURCES FOR FACILITATORS: This section provides facilitators with additional descriptions, materials and references about the topics discussed in the workshop.

4. PEDAGOGICAL FRAMEWORK

The workshop was conceived based on a pedagogical framework that combines critical pedagogy, critical media literacy, and social constructivism.

For facilitators, this means that you should endeavour to create a learning experience that follows some important principles and practices, such as:

- **Shared Learning Experience:** dialogue is key throughout the learning experience, not as a mere exchange of information, but as a collaborative pursuit of understanding and knowledge.



- **Mutual Respect and Recognition:** each participant's voice, experience, and perspective should be valued and considered to create a more inclusive learning environment.
- **Collaborative Work:** participants should be encouraged to work together to complete their tasks. This practice not only facilitates the sharing of knowledge and diverse perspectives, but it also enhances critical thinking and problem-solving skills as participants engage in discussions with peers.
- **Critical Thinking Development:** participants should be encouraged to question, analyse, and reflect on the content, leading to deeper understanding and critical awareness.
- **Praxis:** praxis involves reflection and action. Participants should reflect on what they learned during the workshop and build strategies to take effective and transformative actions.



5. LEARNING INTENSION

Participants will learn about the many challenges imposed by the information age, especially in relation to the **analysis, evaluation and use of media content**.

They will work in groups to critically discuss the complexity of the digital media environment, examining its features, contradictions, and nuances. With the assistance of the learning facilitator, participants will build strategies to deal with different types of information and tackle the disinformation problem.

6. LEARNING OUTCOMES

On completion of this workshop, it is expected that participants will be able to:

- **Critically evaluate** the many challenges imposed by the digital media technologies in relation to how we consume and produce digital media content;



- **Understand** how digital media messages are constructed;
- **Reflect** on the differences between individual and collective responsibilities in the digital world;
- **Understand** the causes and consequences of disinformation and other forms of information manipulation;
- **Analyse** the main affordances and characteristics of digital media platforms and understand how they affect your experience online;
- **Build strategies** to evaluate media content and have a daily healthy information diet.

7. KEY SKILLS

The key skills that participants will develop are:

- **COMMUNICATING:** participants will engage in discussions and present their ideas to the rest of the group.



- **WORKING WITH OTHERS:** participants will work in groups discussing ideas, sharing responsibilities, listening to each other, and collaborating to complete their tasks.
- **MANAGING INFORMATION AND THINKING:** participants will organize and evaluate information, and use digital technology to access, manage and present their analysis.

8. FORMAT

The workshop was conceptualized for a face-to-face session lasting approximately 2 hours, but facilitators may adapt it to an online session according to their needs and resources.

Also, the workshop can be adapted to be delivered in 3 sessions of 50 minutes each, depending on the availability of the target audience. Below we provide a suggestion to adapt the workshop for 3 sessions. Please check the document *Slides: Structure and Description* for more details about the slides and the time allocated to each of them.



FIRST SESSION

In the first session, you will introduce the workshop (slides 1-7), run the ICE BREAKER (slides 8-9), deliver PART 1 (slides 10-19) and then ACTIVITY 1 (slides 20-22). If you follow the time allocated to each slide, the session should take around 50 minutes.

SECOND SESSION

In the second session, you should start with a short recap of the first session, just to provide context and keep the content connected (10 minutes). You will then deliver PART 2 (slides 24-29), and ACTIVITY 2 (slides 30-32). However, unlike in the original format, in this session you will allow 30 minutes for ACTIVITY 2, so that you can have a longer discussion and allow time for participants' questions.

THIRD SESSION

In the third session, you should start with a short recap of the two previous sessions, just to provide context and keep the content connected (10 minutes). You will then deliver ACTIVITY 3 (slides 33-36), and CONCLUSION (slides 37-46). However, in this session you will have 30 minutes to run ACTIVITY 3, 5 minutes shorter than in the original format.



9. CKNOWLEDGEMENTS

BE MEDIA SMART is an initiative of Media Literacy Ireland. Facilitated by Coimisiún na Meán, MLI is an independent, informal, alliance of people and organisations working together to promote media literacy in Ireland.

The BE MEDIA SMART Training Programme was developed by Dr. Ricardo Castellini da Silva on behalf of EDMO Ireland.

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