Erasmus +

Fake News Among Teenagers – Towards a More Responsible Media Literacy

In this day and age, investigating the possibilities of introducing Media Education across the secondary school curricular is of utmost importance. Fake news is becoming a more common phenomenon. Fake news is deliberately spread false information to influence one's opinion, which is usually happens in the virtual world, which is why it spreads so fast. Today's schools are expected to produce a new generation of pupils who could learn on their own, think for themselves, explore new arenas of learning. They should learn to be citizens in a free and democratic society equipped with critical thinking and understanding of what the mass media are, how they work, and how they produce the media texts. In the last years, it came out that fake news is very effective means in the political life. No doubt, politics and ethics have different values. Machiavelli allowed a ruler to lie if it is in favour of his political idea or the state. But the deliberative democracy, the concept developed by Habermas, is a way how political decisions are reached through authentic deliberation and therefore must rely on truth and facts. Modern democracies tend to be representative; they deal with a high portion of distrust – checks and balances, elections, transparency. Citizens should be included into the democratic process, at least in the elections, and there they should be provided with true information.

The reason why fake news were not so powerful in the past is that the media landscape was quite regulated. Journalists were often mediators between the (scientific) facts and the audience. The shift from newspapers – the falling readers' numbers – to electronic media and the Internet represents a change in a way information is consumed. Today, fake news, together with hate speech, helps to enforce populism. By joining media literacy and critical thinking, we act against populism and promote democratic values like freedom of speech. Our target group are the pupils of our schools – so called digital natives cannot resemble the times where the main source of information was newspaper, radio or television. Media landscape wasn't as rich as today, but contents were offered in a package. The horizon of many teenagers is narrower than before. According to a recent survey, most countries have very few elements of media literacy as part of the educational framework by incorporating media literacy as a component in subject areas such as foreign languages and social studies. Media literacy instruction improves pupils' reading, viewing and listening comprehension of print, audio and video texts, message analysis and interpretation, and writing skills (Renee Hobbs and Richard Frost, 'Measuring the Acquisition of Media Literacy Skills'). Instead of allowing digital technology to dwell in the public mind as a dread symbol, the new media networks can emerge as a symbol of renewed hope and prosperity for all.

There are several OBJECTIVES, we would like to pursue during our two-year project.

We are going to:

- encourage pupils and teachers to cooperate in the international environment; exchange good practices internationally (INTERNATIONALIZATION);

- integrate media literacy into their classrooms - learning hands-on production techniques, recognizing how the various elements of a specific medium convey meaning, thinking critically about media issues; make pupils and teachers more ICT skilled and enable them to tell truth from fake;
develop sets of teaching materials on Media Education within different subjects; determine what support is available and develop new teaching resources to help teachers integrate media-related components into their work (MEDIA LITERACY);

- increase awareness among the pupils about populism in the political discourse in digital media, provide pupils with a so-called filtering system for critical thinking and discernment about media texts; teach youngsters how to act effectively as responsible citizens and humans with moral (POPULISM);

- include more pupils with fewer chances, poorer economic background and weaker access to digital technologies in our project; help young people acquire content knowledge on a lifelong basis as well as influence their health choices and proper behaviour (SOCIAL INCLUSION).

Priority Social Inclusion: Not every pupil has optimal access to digital technologies; therefore we will encourage pupils with fewer chances and female pupils to actively participate in the project in order to overcome gender and social divisions. This will lead to better overcoming of social, civic and intercultural differences.

Priority Supporting Individuals in Acquiring and Developing Basic Skills: We will encourage our pupils to active participation in civic and social life, mostly through development of critical thinking.

We will seek help from local NGOs and research institutions. We will try to tackle the phenomenon fake news with an interdisciplinary approach.

Priority Open Education and Innovative Practices in a digital era: Our teachers and pupils will learn to use digital technologies in creative, collaborative and efficient ways. In order to promote digital dimension of school education, we will introduce SELFIE self-reflecting tool.

CONCRETE RESULTS:

Erasmus+ corner on the project (P1), logo, slogan and poster of the project (P2), survey on media literacy (P3, P16), report on media literacy and citizenship education in six countries (P4), website of the project (P5), round tables and lectures (P6, P12), report on fake news in six countries (P8), public campaign on press freedom day (P10, P14), guidelines with teaching materials pack How to teach media literacy in secondary school (P17), caricature exhibition (C5), eBook of case studies (C2), TED talks on fake news (C7), digital magazine (P7, P11, P13, P15).

Our project will contribute to promoting media literacy, involving pupils into various activities related to fake news and other media texts, improving the attainment of young people through accessible educational activities. Teachers will also benefit from this project as they will be given the opportunity to vary their pedagogical repertoire.

Our pupils will get in the habit of being productive and thinking critically in all aspects of their lives, which will dictate the quality of their lives. Youngsters will get in the habit of analyzing media texts and you will develop good habits at school, home, and work.

The project motto is: Media literacy > Independence > Freedom. Young people get a great deal out of taking part in the project activities. Not only do they provide an invaluable expressive output, but also develop collaboration, negotiation, problem-solving, creative thinking and absolute dedication to the realisation of a goal – all skills valuable in any employment area. This kind of participation helps give young people the tools to build better futures for themselves, whatever paths they choose, something that is particularly important for many youngsters today placed at risk of becoming marginalised or excluded.

1. Cooperation in the international environment (INTERNATIONALIZATION). A closer union of the partner countries will be realized when we work together

on the burning educational issues. In the project, there are six very different nations, only few of them are neighbors, therefore the stereotypes are relatively weak. Developing internationalism by working on a project with partners from abroad is much stronger. Through the project we expect to develop school culture which is more tolerant and broad-minded one, open towards new influences.

2. Fake news and ICT (MEDIA LITERACY). One of LTT activities is dedicated to fake news and other misinformation on the Internet. Usage of eTwinning will allow us to develop media literacy skills both of our pupils and teachers. The ICT will be used for virtual cooperation among partner schools and their project teams, many of our outcomes will, at least in one phase, include ICT, and the media literacy lies at the heart of the project – recognising fake news.

3. Increase in the pupils' awareness of populism in the political discourse in digital media (FIGHTING POPULISM). One of the LTT activities is dedicated to populism in various political systems of participating countries. Although the partner countries demonstrate very different development of
polity, the populism as such isn't foreign to any of them. We will try to identify and research some topical cases in each of partner countries and analyse them.

4. Including more pupils with fewer chances and weaker access to digital technologies in our project
(SOCIAL INCLUSION). The pupils with fewer chances are often neglected during the extracurricular activities because of the obstacles they can't overcome on their own.

We are goiung to organize various learning/teaching activities:

C1 Key points of Media
Literacy
Nösnäs gymnasiet
Short-term joint
staff training events

C2 Fake News Case Studies
& Geneva
LEPRP Jeanne
Antide
Short-term
exchanges of
groups of pupils

C3 Internet safety
BG/BRG Leibnitz
Short-term joint
staff training events

C4 Teaching democracy
Srednja sola
Domzale
Short-term
exchanges of
groups of pupils

C5 Students Make Media
Mathilde-Planck-
Schule
Short-term
exchanges of
groups of pupils

C6
How to teach media
literacy in secondary
schools
The Final Conference
Razlog Vocational
High School
'Nickola Stoychev'
Short-term joint
staff training events

C7
How to develop and
deliver a TED Talk and
The final conference
Razlog Vocational
High School
'Nickola Stoychev'
Short-term
exchanges of
groups of pupils

Dissemination links

https://twinspace.etwinning.net/85738/materials/files

https://www.facebook.com/photo.php?fbid=10212437403369584&set=pcb.102
12437405729643&type=3&theater

https://www.facebook.com/groups/126879526243/?fref=nf

https://www.facebook.com/krasimir.gerchev/posts/2786028034751513

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https://www.facebook.com/groups/126879526243/?multi_permalinks=10156579147011244&notif_id=1580824222422384&notif_t=group_activity

https://www.facebook.com/elena.sayanova/posts/10212994640100154

https://www.facebook.com/elena.sayanova/posts/10212994496976576

https://razloginfo.eu/%d1%81%d1%82%d1%83%d0%b4%d0%b5%d0%bd%d1%82%d0%b8-%d0%be%d1%82-%d0%b0%d1%83%d0%b1-%d0%bf%d1%80%d0%be%d0%b2%d0%b5%d0%b4%d0%be%d1%85%d0%b0-%d1%83%d1%8a%d1%80%d0%ba%d1%88%d0%be%d0%bf-%d0%b2-%d1%80%d0%bf/?fbclid=IwAR3NGa9qYvfxrZHSeNVcJWsfR8Uv_benN2pzlNFFHPd39bJenwg6S2WYPak