

## ERGA/EMIL (EPRA) Joint Event

### Agenda

4 November 2022 // 11.00-12.30 CET

**Thematic event: Trust and News: (how) does News and Information Literacy work?**

*Linking news and journalism to tackling disinformation and building trust*

Divina Frau-Meigs  
UNESCO Chair, President Savoir\*Devenir

How disinformation reshaped the relationship between journalism and MIL?

## Evaluating MIL with multi-stakeholder partnership (developers, journalists, fact-checkers, teachers...)



A pilot project

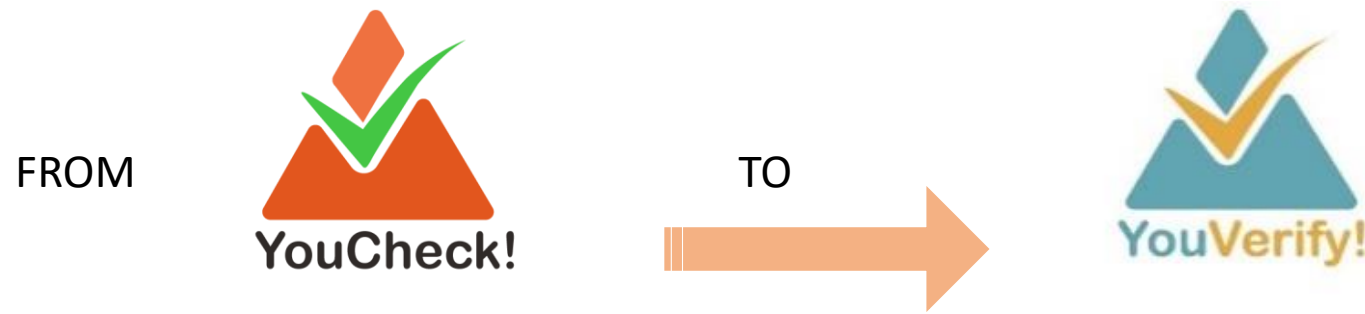
Main research results:

- 1/ They are not professionals (no time, no training,...)
- 2/ They want easy-to-use examples and databases
- 3/ They would rather have independent professionals in their classrooms; workshops...
- 4/ They would like to ask questions via a chatbox
- 5/ They feel ill-prepared for complex evaluation, especially task-based

A case  
study

So how to create MIL interventions and effect real field change in MIL ?...

**Nygren, T., Frau-Meigs, D, Corbu, N and Santoval, S.** *Teachers' views on disinformation and media literacy supported by a tool designed for professional fact-checkers: perspectives from France, Romania, Spain and Sweden*, *SN Soc Sci* (2022) 2:40 <https://doi.org/10.1007/s43545-022-00340-9>



Scaling up the fight against online visual disinformation with plug-in INVID –WeVerify

### PUBLIC TARGETED

- Teachers, educators, librarians, youth workers, journalists and citizens at large

### KEY ACTIONS

- MOOC Disinformation Step by Step (Fr, Eng, SP)
- Serious Game « Bot Busters » based on missions with Invid-Werify
- Public policy recommendations (based on 10 interviews per country)
- Dissemination of all ressources, including those produced during YouCheck!

### PARTNERS

AFP (France), UNED (Espagne) Université SNSPA (Roumanie)

A case  
study

FROM



TO



  
**MOOC**  
Disinformation Step by Step

 **FACT**  **FAKE**

**Launch**  
November 15th, 2021  
**REGISTRATION OPEN** 

**MOOC DISINFORMATION STEP BY STEP  
SEASON 2**

 **FACT**   **FAKE**

**FEBRUARY 14 - MARCH 15 2022**

## CRITICAL THINKING

### Introduction: a state of mind and a set of practices

 TEXT  ATTACHMENTS

### Beliefs vs. Knowledge

 TEXT  ATTACHMENTS

### Cognitive Biases

 TEXT  ATTACHMENTS

### Critical Thinking and MIL

 TEXT  ATTACHMENTS

### Zetetics

 TEXT  ATTACHMENTS

### Critical Thinking vs. Trust

 TEXT  ATTACHMENTS

### Workshop Ready to use

 TEXT  ATTACHMENTS

### Workshop Get started

 TEXT  ATTACHMENTS

### Quiz Critical Thinking... BADGE

 TEXT  TEST

## MEDIA AND INFORMATION LITERACY

### Introduction: digital citizenship at stake

 TEXT  ATTACHMENTS

### History and Legal Foundation

 TEXT  ATTACHMENTS

### Terminology

 TEXT  ATTACHMENTS

### Frameworks of Competences

 TEXT  ATTACHMENTS

### Major Themes and Areas of Activity

 TEXT  ATTACHMENTS

### Activity : creating your "fake news" base

 TEXT  ATTACHMENTS

### Values

 TEXT  ATTACHMENTS

### Methodology

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### Digital Visual Literacy

 TEXT  ATTACHMENTS

## YOUR PROJECT

### Introduction: MIL is not improvised

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### Types of projects and facilitation methods

 TEXT  ATTACHMENTS

### Building on digital augmentation

 TEXT  ATTACHMENTS

### Activity FAQ Desintox

 TEXT  ATTACHMENTS

### Pedagogical ressources

 TEXT  ATTACHMENTS

### A selection of workshops and sensible practices

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### Evaluation and assessment

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### Partnerships

 TEXT  ATTACHMENTS

### Valorisation

 TEXT  ATTACHMENTS



## DISINFORMATION MECHANISMS

### Introduction : virality

 TEXT  ATTACHMENTS

### A complex phenomenon

 TEXT  ATTACHMENTS

### The reasons for disinformation

 TEXT  ATTACHMENTS

### Filter bubbles and Echo chambers

 TEXT  ATTACHMENTS

### Virality and diffusion mechanisms

 TEXT  ATTACHMENTS

### The main risks

 TEXT  ATTACHMENTS

### Zooming in on Conspiracy Theories

 TEXT  ATTACHMENTS

### Deciphering a text-book case of conspiracy theory

 TEXT  ATTACHMENTS

### Deep fakes and Artificial Intelligence

 TEXT  ATTACHMENTS

### Workshop Ready to use

## VERIFICATION STRATEGIES

### Introduction: reliability

 TEXT  ATTACHMENTS

### Reliability of information

 TEXT  ATTACHMENTS

### Pre digital fact checking

 TEXT  ATTACHMENTS

### Digital Fact Checking

 TEXT  ATTACHMENTS

### Activity Verifying your "fake news" base

 TEXT  ATTACHMENTS

### Ressources and tools

 TEXT  ATTACHMENTS

### Visual verification ressources and tools

 TEXT  ATTACHMENTS

### Workshop Ready to use

 TEXT  ATTACHMENTS

### Workshop Get Started!

 TEXT  ATTACHMENTS

## REFUTATION SOLUTIONS

### introduction: credulity

 TEXT  ATTACHMENTS

### Definitions and key concepts

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### Amplification factors

 TEXT  ATTACHMENTS

### Refutation techniques

 TEXT  ATTACHMENTS

### Activity refuting "fake news" in the base

 TEXT  ATTACHMENTS

### Refutation Pitfalls

 TEXT  ATTACHMENTS

### Building resilience

 TEXT  ATTACHMENTS

### Workshop Ready to use

 TEXT  ATTACHMENTS

### Workshop Get started

 TEXT  ATTACHMENTS



Outils



ASSISTANT



TUTORIEL



DEMO



SALLE DE COURS



A PROPOS

Français



## Outils



Outils Avancés

Les outils avancés sont verrouillés

S'IDENTIFIER



Vidéo



Image



Recherche



Analyse Des Données



### Analyse Vidéo

Vous apporte les informations contextuelles d'une vidéo de Youtube, Facebook ou Twitter



### Images clés

Fragmente une vidéo de YouTube, Facebook ou Twitter ou encore un fichier mp4 en images clés pour effectuer une recherche d'image inversée



### Imagettes

Extrait et effectue une recherche inverse des imagettes d'une vidéo de Youtube



### Metadonnées

Extrait les métadonnées pour les images JPEG et des vidéos (en format MP4 ou M4V)



### Droits vidéo

Fournit des informations sur les droits associés à une vidéo postée sur Youtube ou Twitter

Feedback





## YouVerify!

The goal of the European YouVerify! project is to address the crucial challenges brought by disinformation and help young people develop both knowledge and know-how to make the difference daily between genuine and manipulated images and videos.

[LEARN MORE](#)



## Massive Open Online Course (MOOC)

YouVerify! is a Massive Open Online Course (MOOC) on "Disinformation Step by Step"

[LEARN MORE](#)



The website  
<https://youverify.eu>

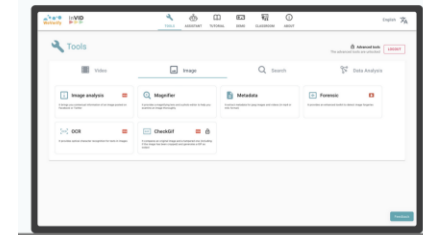
## Build your critical faculties

Master the verification of images and videos developing refutation strategies and creating counter-narratives



## The InVID-WeVerify plugin

We teach you how to use the [InVID-WeVerify](#) toolbox adopted by many journalists and fact-checkers to debunk disinformation especially for visual verification of images and videos.





# Fake News Game

Don't become a bot!  
Use your critical thinking!

# FAKE

01:23

▶ [Progress Bar] [Signal] [CC] [Settings] [Fullscreen]



# FAKE BOT BUSTERS

Start!

Continue!





Supported by the European Union



**Attention.** This game must be played with the Chrome browser by installing the **InVID-WeVerify** plugin for image and video verification.





## MOOC Disinformation database

(FR) Créez votre base de cas de désinformation ! Choisissez une info et partagez-la sur le mur. Décrivez-la, retrouvez les acteurs et les motivations, vérifiez vos sources, créez une réfutation (post, tweet, story...). (EN) Create your "fake news" base. Choose one and share it. Describe it with actors and motivations. Verify the sources, create a refutation. (ESP) Crea tu base de falsas noticias. Elije una y compártela. Describe los actores y motivaciones. Verifica las fuentes, crea una refutación.

### INFOX/FAKE 70

CAMBESTEANU LUCI... un mois

Romanian Senator as fake news source: 70% doctors won't get anti-covid vaccine



Fake news grosolan al Dănei Șoșoacă: "70% dintre medici nu vor să se vaccineze". Care sunt de fapt numerele

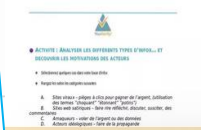
The fake-news spread by the Romanian senator has been proven as a fake only later, when journalists got all the information. And in February, more than half of the doctors in Romania had the vaccine.

What's the purpose of the Romanian senator? Induce lack of trust in the authorities and gain the status of an informed leader who protect people from abuses. Recently, Senator Șoșoacă insisted in a public speech in the Parliament that 90.000 Afghans at Emergency Department commander, Raed Arafat orders, will enter in people's houses and vaccinated all by force. This time, media did nothing to stop this fake-news. What to do when such info appears? Look for credible sources and give as quickly as possible a fact checked: false.

☆ Noter

CAMBESTEANU LUCI... un mois

Example of fake news explained



### INFOX/FAKE 71

moknoll un mois

Mort d'un homme de 69 ans après une première injection Pfizer



Selon un post Twitter, un homme de 62 ans en excellent forme physique serait mort 32 jours après sa première injection Pfizer à cause d'une encéphalite.

★★★★★ (1) Noter

moknoll un mois

ACTEURS ET MOTIVATIONS

Les antivax afin de donner du poids à leurs contestations et affirmations.

★★★★★ (1) Noter

moknoll un mois

VERIFICATION & REFUTATION



franceinfo.fr

VRAI ou FAKE. Les vaccins ont-ils tué plus de 25 000 personnes en Europe?

Selon la cellule de fact-checking de France Info (Vrai ou Fake), aucune mort due au vaccin Pfizer n'a été recensée par Eudravigilance.

★★★★★ (1) Noter

### INFOX/FAKE 72

Anonyme un mois

The World Health Organization named the new variant "Omicron" to avoid offending Chinese President Xi Jinping.

☆ Noter

Anonyme un mois



☆ Noter

Anonyme un mois



☆ Noter

Anonyme un mois



☆ Noter

Anonyme un mois

Since several days, a new variant of Covid-19 called "Omicron" has been scaring the world. On social networks, the name of this variant is being debated because the World Health Organization has omitted the letters Nu and Xi of the Greek alphabet. Some Internet users claim that the organization wanted to protect the Chinese president, Xi Jinping.

Even politicians and journalists have been spreading this rumour. Among them, Donald Trump Junior, known for loving fake news and conspiracy theories, just like his father. The Republican deputy Mary Miller, who quoted Hitler back in January 2021 in her

### INFOX/FAKE 73

Anonyme un mois

Gabriel Attal announced the establishment of electronic voting for the 2022 presidential elections



Attal annonce que le gouvernement va mettre en place le vote électronique pour la présidentielle. [P]ar que le vote par correspondance, il permettra des fraudes massives, inévitables. Tous les partis doivent s'y opposer. Cc @BleuRepublicain @National\_gf @particoliste etc.



According to Philippe Murer, Gabriel Attal, the government spokesman, announced during a press conference the introduction of electronic vote.

☆ Noter

Anonyme un mois



Philippe Murer @PhilippeMurer - 18h Attal annonce que le gouvernement va mettre en place le vote électronique pour la présidentielle. [P]ar que le vote par correspondance, il permettra des fraudes massives, inévitables. Tous les partis doivent s'y opposer. Cc @BleuRepublicain @National\_gf @particoliste etc. @BleuRepublicain

Anonyme un mois



☆ Noter

Anonyme un mois

Acteurs et motivations

This video was first shared by Philippe Murer, a political opponent of Emmanuel Macron, presenting himself as a "sovereignist Gaullist", and former adviser to Marine Le

### INFOX/FAKE 74

Anonyme un mois

Une liste qui prédit l'arrivée de nouveaux variants



Un message annonçant les dates de « lancement » de différents variants du Covid-19 a circulé ces dernières semaines sur les réseaux sociaux. D'après le document dont on verrait une capture d'écran le nouveau variant nommé Omicron aurait dû apparaître en mai 2022. D'après l'image on observe également que l'émergence d'un nouveau variant par mois est prévue jusqu'en février 2023.

☆ Noter

Anonyme un mois

Acteurs et motivation

Les personnes ayant intérêt à partager cette fausse nouvelle sont en particulier les complottistes et les personnes dites "antivax" afin de donner du poids à leurs théories énonçant que le virus est créé par de grandes institutions avec la complicité des gouvernements.

☆ Noter

Anonyme un mois

Vérification

Ce document serait signé de Emmanuel Macron, présentant lui-même la Santé (OMS), de l'université Johns Hopkins et du forum économique

### INFOX/FAKE 75

Anonyme un mois

1.223 people died during Pfizer clinical trial



A document emerge on Twitter few days ago. It is a confidential file obtained by the «Public Health and Medical Professionals for Transparency». In this document, we can see a cell with "case outcome" and "fatal" with the number 1. 223. This news spread quickly on Twitter, with the allegation that this many people died during the clinical trial.

☆ Noter

Anonyme un mois

Acteurs et motivations

The document had been in the possession of «Public Health and Medical Professionals for Transparency» the 17th of November. This fake news had been shared by many people since then who where already against vaccination and also by many conspiracy theorist.

Actually, this people are claiming different things. For some, 3% of the people who did the clinical trial died. So, imagine if everybody get the vaccini! It will be more dead than from covid. But, this is not true. For others, death and complications had been hidden, this 3% of "death" is more than covid himself if you do the maths.

☆ Noter

Anonyme un mois

### INFOX/FAKE 76

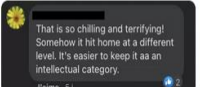
Anonyme un mois



La photo d'une affiche de cinéma d'un film intitulé "The Omicron Variant", datant selon l'auteur du post des années 1970, circule sur les réseaux sociaux. Le surtitre de cette affiche, "Le jour où la Terre a été transformée en cimetière", indique une destin apocalyptique à notre planète.

☆ Noter

Anonyme un mois



"C'est si effrayant et terrifiant", réagit une utilisatrice dans les commentaires de la photo.

☆ Noter

Anonyme un mois



### INFOX/FAKE 77

Anonyme un mois

Une forme de vie dans le vaccin Pfizer



Franc Zalewski se décrit sur ses réseaux sociaux comme "géologue". Il explique dans une vidéo postée sur Rumble et daté du 25 septembre avoir trouvé "une forme de vie [...] à trois tentacules" dans le vaccin du laboratoire Pfizer-BioNTech.

☆ Noter

Anonyme un mois

Les acteurs

L'homme à l'origine de cette fake news se nomme Franc Zalewski. D'après ses réseaux sociaux il serait d'origine ukrainienne et possède un doctorat en géologie à l'université de Silésie.

☆ Noter

Anonyme un mois

Méthodes utilisées

La vidéo de Franc Zalewski a été tournée à Posnan (Pologne) dans le cadre d'une conférence intitulée "conférence sur la vie extraterrestre". Si la vidéo est à l'origine en polonais, sa traduction en anglais, espagnol, français ou japonais a permis une plus large diffusion de ses propos. Une première méthode pour atteindre un public large opposé au vaccin contre le Covid-19.

Capture d'écran

### INFOX/FAKE 78

Anonyme un mois

Abortion : after 14 weeks of pregnancy, the fetuses are dismembered and crushed



Proposition de loi visant à renforcer le droit à l'avortement

In France, the National Assembly approved on November 30 the extension of the legal deadline for abortion. The legal time limit to perform an abortion has been increased from 12 to 14 weeks of pregnancy.

☆ Noter

Anonyme un mois



Israël Nisand: "L'extension du délai de IVG est une mauvaise nouvelle pour la santé des femmes"

But in an article in the Figaro Vox, Professor Israël Nisand states that beyond 12 weeks of pregnancy, during an abortion, the fetus is dismembered and its head is crushed. True or false ?

☆ Noter

Anonyme un mois

"At 16 weeks of amenorrhea, or 14 weeks of pregnancy, the fetus is about 120 millimeters long, its head is ossified. To remove it, the fetus must be dismembered and its head crushed. It is unbearable for many professionals," said the gynecologist.

### INFOX/FAKE 79

Anonyme un mois

A prison for unvaccinated people in Australia



A video purporting to show buildings constructed in Australia to "hold unvaccinated people" was widely shared on social networks in early November. The video's caption and audio refer to "quarantine facilities" to lock up people who do not want to receive the Covid-19 vaccine.

☆ Noter

Anonyme un mois

Acteurs et motivations

The video was shared by the Twitter account @Resist\_05, which regularly publishes messages against vaccination and vaccine passports. The video has been viewed more than 160,000 times. Many comments expressed horror that the Australian government would build such a facility. The people who have an interest in sharing this fake news are especially the conspiracy and anti-vaccine people in order to give weight to their theories.

☆ Noter

Anonyme un mois

Vérification



The building shown in this video is



performance



padlet

SAVOIR DEVENIR + 17 4 jours

MOOC Disinformation S1 - Projet / Project /Proyecto

(FR) Créez votre projet EMI. (EN) Create your MIL project. (ESP) Crea tu proyecto AMI

PROJET / PROJECT / PROYECTO 8

CAMBESTEANU LUCIAN 2 mois

MIL PROJECT

WORKSHOP GETTING STARTED

CREATE YOUR FULL-FLEDGED PROJECT USING THE ROAD MAP

DOCX

SD workshop 2 unit 6 VERS PADLET 1

I'm thinking about a radio intervention in a news bulletin and also in a radio show to prove why a fake news is fake and which are the reason it had spread in the media. It would also be part of a branding campaign on the internet.

★★★★★ (1) Noter

Ajouter un commentaire

PROJET / PROJECT / PROYECTO 9

DINESCU ELENA-DENI... 2 mois

MY MIL PROJECT

WORKSHOP 2 GETTING STARTED

CREATE YOUR FULL-FLEDGED PROJECT USING THE ROAD MAP

DOCX

My MIL project

I thought about the negative influence of fake social media news. This news mainly affects young people who stay non-stop on social networks, especially because of the pandemic. Young people become depressed and anxious because of the things they read and consider to be true, without consulting other sources to check.

☆ Noter

Ajouter un commentaire

PROJET / PROJECT / PROYECTO 10

LUNCANU MARI-SAND... 2 mois

MIL project

WORKSHOP GETTING STARTED

CREATE YOUR FULL-FLEDGED PROJECT USING THE ROAD MAP

DOCX

SD workshop 2 unit 6 VERS PADLET

The influence of amazing titles on the subconscious of young people. Developing the ability to differentiate between a sincere title and an exaggerated one in order to attract the public. Observing the disappointment on the faces of the participants when finding out the content of the news promoted with clickbait.

☆ Noter

Ajouter un commentaire

PROJET / PROJECT / PROYECTO 11

CAMBESTEANU LUCIAN 2 mois

Project MIL

ROAD MAP

PDF

ROAD MAP 1

Thinking about how using story-telling in detecting and refuting misinformation.

☆ Noter

Ajouter un commentaire

PROJET / PROJECT / PROYECTO 12

Anonyme 2 mois

Spreading Rumours in School

WORKSHOP GETTING STARTED

CREATE YOUR FULL-FLEDGED PROJECT USING THE ROAD MAP

DOCX

SD workshop 2 unit 6 VERS PADLET

Spreading rumours about a person= bullying

☆ Noter

Ajouter un commentaire

PROJET / PROJECT / PROYECTO 13

Valérie THOMAS un mois

PremiersSecoursFakeNews

PDF

ProjetEMI ThomasValerie par Valérie Thomas

☆ Noter

Ajouter un commentaire

PROJET / PROJECT / PROYECTO 14

Anonyme 2 mois

Projet "Découverte de l'infox : La pandémie de la désinformation "

PDF

Projet infox

Afin de plonger les élèves dans le sujet, le but est de leur faire découvrir et analyser avec aide, les mécanismes de l'infox. Ultérieurement, ils seront amenés à analyser des informations vraies ou fausses.

☆ Noter

Ajouter un commentaire

PROJET / PROYECTO 15

Anonyme 2 mois

Évaluation de si

PDF

Feuille de route a com

☆ Noter

Ajouter un commentaire

performance



### Thorny MIL questions : what if?

- A participant says he/she believes in a conspiracy theory
- A participant refuses to use an image verification tool
- You have trouble refuting hate speech
- A participant asks you if YouTube is a "fake news" amplifier ...
- A participant shows me fake news on Facebook and asks me if he can still trust this site...

- I will ask him/her if he tried to search for the truth about that theory, to check other sources.
- Then I will ask him/her to assist while I do that myself and prove to him that we need to use verification tools.
- Then I will try to practice with my friends, building courage.
- Yes, it can be an amplifier of fake news because YouTube is an amazing tool to spread news but YouTubers are not necessarily the right people to spread authentic and true news and if they ask why, I will tell him to take a look at the most viral YouTubers - they use Clickbaits and they appeal to emotional subjects.
- Depending on the theory the believer is convinced of, I will ask if the person is a specialist in the field and if I can have scientific arguments of the facts supporting the theory.
- First of all, I would like to tell you that Facebook is not the most reliable platform to search for and read new information that interests you. Especially since it is a free platform where everyone can quietly post everything that comes to their mind. However, Facebook should not be seen as a way to discover the new news, its purpose is not. So, yes. Facebook is not the safest platform to look for safe news, but neither is it the worst.

A project supported by the European Union



## FAQ Disinformation Thorny MIL questions... What if...?

Youtube might be a fake-news amplifier, but the solution to solve the problem is to check facts.  
Generally, Youtube is not something like that, users are.

- I will ask him/her if he/she can put those facts in a debate, showing me the sources that he/she checked.
- I will show him/her how images or videos can cause global desinformation if we are not using verification tools, by making a video with him and others important to him/her.
- I guess that the best way of getting over the problems of refuting hate speech could be to adapt our response according to the person in front of us and also understand that these problems have roots deep down in the shape of cultural biases.
- I will tell him/her that every social network can distribute fake news, but before sharing something on social media, we need to verify those 3 sources and the information to see if it's reliable or not and take into account those steps that help us to distinguish the fake from the truth.
- I would tell him/her that any social platform can participate in sharing and amplifying fake news because the people are the one doing it and not the platform itself so wherever you go on the internet it's useless, you need to learn how to tell if a news is fake or not and there will be no problem in the future.

Peer help

A project supported by the European Union



### MOOC results

Participants registered: 2401

Participants active in course: 1373

Participants Quizz: 628

Open badges delivered: 383

Participants Questionnaire : 333



From Media and Information Literacy to MIL Education:

Both MOOCs and Games could be the future of curricular transformations for MIL. They can foster MIL competences around critical thinking, creativity and participation, as well as promoting digital storytelling, including about thorny issues such as disinformation.

+ 2 research articles and a book coming up with Routledge

## The transfer of MIL: scaling up



Ivory coast Benevoles de l'EMI



Haiti



Cameroon



Indicateur	Cible souhaitée	Résultat réalisé
2 itérations CLOM itérations + OER	1 500 participants Dont 500-800 OIF	2395 inscrits Dont 1470 OIF (191 Afrique/Haïti ; 1279 Europe/Ca) -
1 site web	1	Accessible : <a href="http://youverify.eu/fr">youverify.eu/fr</a>
Ateliers = entre 100 à 200	100-200 participants OIF	13 ateliers (6 au Cameroun ; 5 En Côte d'Ivoire ; 2 à Haïti) 1 400 participants (environ)
Badges	Non spécifié	383 au total dont 48 OIF
Identification de projets remarquables	Non spécifié	4 projets remarquables proposés (sur 19 projets proposés dont 12 au Cameroun, 4 en Cote d'Ivoire et 3 à Haïti)

## Remarkable projects to support

- ✓ MIL Caravan for access to remote areas (bus, van...)
- ✓ MIL clubs in universities and schools
- ✓ MIL cartoon, to be serialized
- ✓ MIL Without Borders network



## Développer l'esprit critique en s'amusant



## Développer l'esprit critique en s'amusant



MIL Cartoon

## Identified gaps to build competence and trust



1/MIL is under-researched and under-funded in view of the emergency of the situation.

-There is no comprehensive international study of how MIL competences are deployed in schools, though some national or regional studies exist (EAVI; European Audiovisual Observatory...)

-At national level, in terms of “sensible practices”, some initiatives have tried to solve the problem of curricula and text-book design, often by systematically spelling out for teachers where and how to introduce MIL themes and competences in their subject matter. At maximal level, MIL is constructed almost as a “hidden” core curriculum, with progression over the school years (k1-K12). See case of France

-Ongoing constraints faced by teachers include lack of preparation, lack of availability of resources and materials, and lack of time to deal with project-based intervention and production-tasks.

» **Sommaire**

L'EMI au cœur du projet éducatif

» **Orientations pour l'EMI aux cycles 2 et 3**

Éducation aux médias et à l'information au cycle 4

L'EMI dans les programmes (du cycle 1 au lycée)

Ressources

Partenaires

» **Dans la même rubrique**

Commémoration de l'assassinat du professeur Samuel Paty

La République, histoire et principes

Droits de l'Homme

d'enseignement auquel l'ensemble des disciplines participe.

**Orientations pour l'EMI aux cycles 2 et 3**

Afin d'ancrer l'éducation aux médias et à l'information dès le plus jeune âge dans le parcours de formation des élèves, le Conseil supérieur des programmes a travaillé à des orientations qui permettent de guider le travail des équipes pédagogiques aux cycles 2 et 3, en cohérence avec le programme de cycle 4.

Télécharger les orientations pour l'EMI aux cycles 2 et 3

**Éducation aux médias et à l'information au cycle 4**

Afin d'accompagner la mise en œuvre des programmes de l'école et du collège, le ministère met à disposition des professeurs un ensemble de ressources. Elles proposent des pistes pour la mise en œuvre des enseignements, des outils pédagogiques, didactiques et scientifiques et des supports pour organiser la progressivité des apprentissages. Vous pouvez les consulter sur la [page dédiée d'Éduscol](#).

**L'EMI dans les programmes (du cycle 1 au lycée)**

Le CLEMI a identifié les points de programmes permettant de faire de l'EMI de manière pluridisciplinaire. Vous pouvez consulter ces documents sur leur [site](#).

## 2/ Assessment

- Teachers need to be trained in assessing not just MIL outputs (the students' productions) but also MIL outcomes (the students long term attitude changes), some of which can be collaborative and not always requiring an academic grade.
- MIL education models are evaluated mostly in descriptive terms, with collections of self-reports or focus groups, focusing on qualitative rather than quantitative approaches, making it hard to construct longitudinal evidence and proof of efficiency.
- Current search is on indicators and competences ... but much leaves to be desired. Quantitative approaches tend to have an individual bias, centred on worker or consumer, not on the system that amplifies such problems as disinformation (search engines, algorithms, commercial policy...) . Ex: PISA 2018 focused on reading and writing, which included “locating information”, and on task-based test on “navigation skills”. (OECD 2021: 60).

## Types of actions for EU

1/ Some actions are about reinforcing existing initiatives within EU

- Accelerate the push for national media and information literacy policies in Member States through national consultations
- Consolidate celebrations such as UN recognized **Global Media and Information Literacy Week**.
- Strengthen MIL within the DG EAC sector, not just DG-Connect to scale up
- Follow-up with **yearly reports** to **enhance regional cooperation among stakeholders** to sustain media and information literacy development,
- Develop a tool **that could be called MILCOMP**, (or expand DIGCOMP 2.2) as a diagnosis tool to provide guidance on the implementation, monitoring and evaluation of media and information literacy activities by institutional actors and other stakeholders,



## 2/ Foster strategic partnerships

- Promote MIL governance: Engage Internet companies and media organizations to promote media and information literacy as a basis for transparency, viability, and sustainability. Draft, validate, implement and monitor an **International Multi-Stakeholder Framework** for Digital Communications Companies to Promote Media and Information Literacy
- Diversity funding of **Media and Information Literacy Fund** for the expansion capacity building of all organizations in the field of MIL with independence
- Consolidate work of ERGA, EPRA and national regulatory platforms for monitoring and training of decision-makers

**THANK YOU FOR YOUR ATTENTION!**

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To read more:

**Divina Frau-Meigs, How Disinformation Reshaped the Relationship between Journalism and Media and Information Literacy (MIL): Old and New Perspectives Revisited, *Digital Journalism* 10 (2022)912-922**