

MEDIA AND INFORMATION LITERACY COMMUNITY CONNECTIONS

Module 1, Portlaoise Library, May 27

European
**MEDIA AND
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MILCC

*learn
to check* 

iscte INSTITUTO
UNIVERSITÁRIO
DE LISBOA


DCU
Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University



Module 1.

Block 1.1: Introduction

EILEEN CULLOTY
MARTINA CHAPMAN
27 MAY 2025

European **MEDIA AND
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Agenda



INTRODUCTION



PROJECT
OVERVIEW



WHAT IS MIL?



MIL AND
LIBRARIES



TEACHING MIL

1. Introduction

WHO WE ARE, WHO YOU ARE, STRUCTURE OF THE DAY

Introductions

Dr. Eileen Culloty,
Dublin City University & EDMO Ireland

Martina Chapman,
National Coordinator, MLI



Introductions

- Who are you?
- Where are you from?
- Have you / your library been involved in any Media Literacy activities?

Structure of the day

Agenda

- Project Overview
- Ice-breaker Quiz
- Self-assessment form
- Exploring Media and Information Literacy
- *Coffee break*
- MIL in the Community: The role of Libraries
- Teaching MIL
- Review

2. Project Overview

AIMS, STRUCTURE, TEMPLATES, TIMELINE



MIL-CC

A pilot project testing:

- What works well in library settings
- What supports or formats are most useful
- What barriers exist to delivering media literacy activities



MIL-CC

Developed and delivered by:



Supported in Ireland by:



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Aims



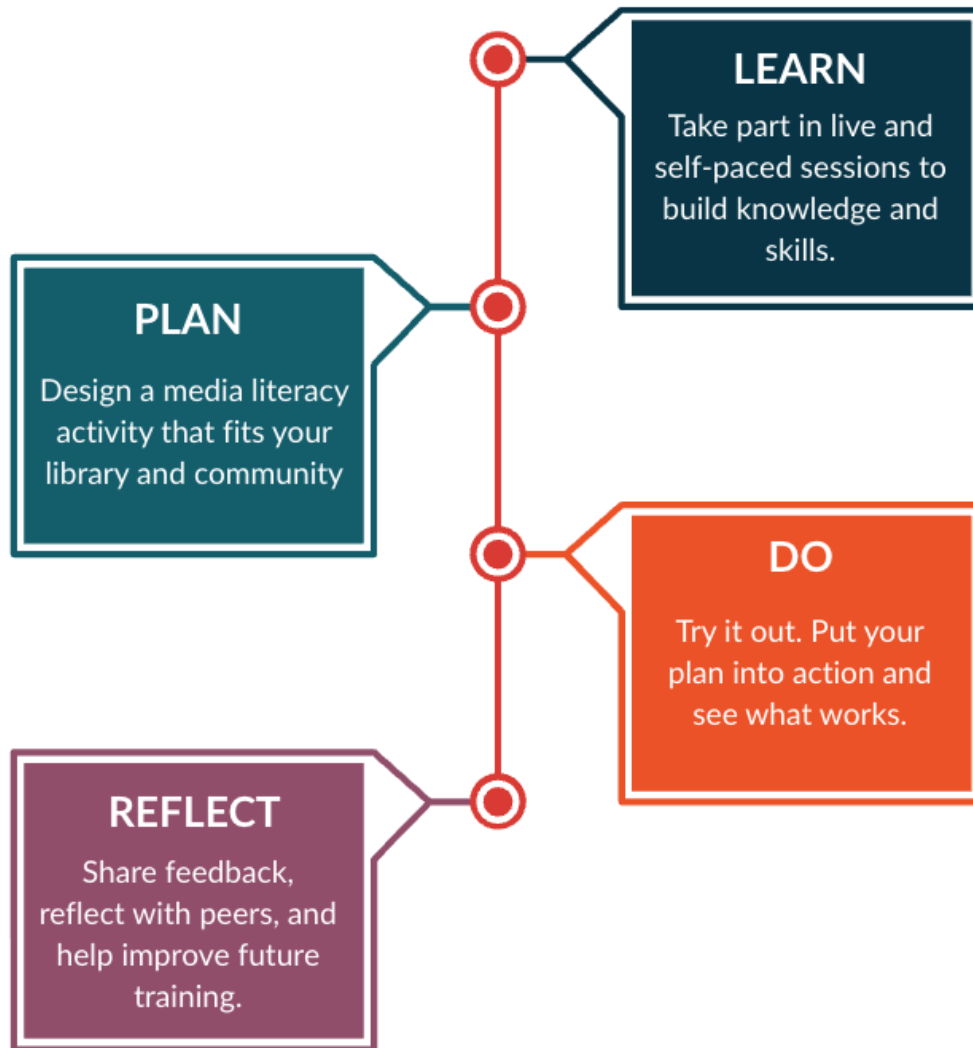
- Increases public librarians' knowledge and understanding of media literacy



- Builds librarians' confidence to curate events and engage with the public on media literacy topics



- Adapts to the realities of library work including limited time, diverse audiences, and low-tech environments



How it works

- Live training sessions (in-person and on Zoom)
- Self-paced learning via online materials
- Design and delivery of your own community-based MIL activity
- Evaluation

Self-paced learning

<https://learntocheck.org/>



Overview of MIL-CC Course Content

Module 1 - Introduction (6h)

The aim of Module 1 of the course is to introduce the course to students provide them with a clear overview of the course, including the structure and format of the course, key dates. Module 1 will also introduce students to core MIL concepts, the role of libraries as well as key principles to keep in mind when developing training initiatives.

Module 1 consists of three learning blocks:

- Block 1.1 is a 3 hour in-person training session to be completed by **June 15**
- Block 1.2 is 1.5 hours of independent study completed by the **mid-July**
- Block 1.3 is 1.5 hours of 'synchronous' online lectures to take place during the **first week of July** via zoom.

Learning Block 1.1 Introduction and Foundations of media literacy

This block consists of a 3 hour in-person training session. Content covered in Block 1.1 includes:

- Welcome and Introduction
- MIL-CC Project Overview
- Self-assessment
- MIL: what it is and why it is important?
- MIL and Libraries
- Teaching MIL

Learning Block 1.2 Understanding influence, disinformation and its consequences

This block consists of 1.5h of independent study to be undertaken by the student at their convenience. Content covered in Block 1.2 includes:

- Understanding influence: bias, discrimination, algorithms, who to trust
- Sources: [How to know if they are reliable](#)
- Cognitive biases: [how we receive our news](#)
- Glossary of Disinformation: [More than 15 Basic Terms You Need to Know](#)
- A thousand ways to lie: [kinds of disinformation and strategies](#)
- Internet scams: [How do they try to trick us?](#)
- What are conspiracy theories?
- Disinformation violates our rights
- AI: [Challenges and opportunities](#)
- [Climate change disinformation](#)
- [Electoral disinformation](#)

Learning Block 1.3 Understanding influence, disinformation and its consequences

This block consists of 1.5 hours of 'synchronous' online lectures. Content covered in Block 1.3 includes:

- Key concepts: bias v discrimination, undue influence
- influence and bias



- Recognising bias in ourselves (motivated reasons)
- Institutional bias: powerful media ownership, power, etc.
- Technological bias: algorithms, data, AI etc.
- Deciding who or what to trust: if bias is everywhere who do you trust
- The phenomenon of disinformation today in Ireland and Europe
 - Who deceives us and why?
 - How does it affect us? Consequences of disinformation
 - How are we deceived? The Thousand Ways to lie (types of misinformation and disinformation: manipulated content, false context, impostor content, etc.
 - Climate change disinformation against science
 - Electoral disinformation against democracy

Module 2 – Teaching MIL (2h)

The aim of Module 2 is to provide participants with an overview of learning strategies to consider when they are developing their projects and activities.

Module 2 consists of two learning blocks:

- Block 2.1 requires 1 hour of independent study to be completed by the **end of July**.
- Block 2.2 is a 1-hour online lecture to take place during the **third week of July** via zoom.

Learning Block 2.1 Activities and strategies to teach MIL

This block consists of one hour of independent study. Content covered in block 2.2 includes:

- [How to Teach Media Information Literacy - Lessonbook](#)
- [The keys to verifying information](#)
- [Tools to verify information](#)
- [Sources: How to know if they are reliable](#)
- [The data also lies](#)
- [The keys to verifying images](#)
- [The keys to verifying videos](#)
- [Tools to verify images](#)
- [Tools to verify videos](#)
- [Deep fakes: How to verify AI-generated content](#)
- [Be media smart](#)
- [How to analyse fake content on social media](#)

Learning Block 2.2 Activities and strategies to teach MIL

This block consists of a 1 hour of 'synchronous' online lecture. Content covered in block 2.2 includes:

- What should we [take into account](#) when applying MIL
 - Resources: videos, games, activities
 - Inspirational experiences from libraries
 - How to introduce key principles of MIL



- Digital verification: an empowering process
 - How to verify information: advanced tools
 - How to verify scientific and graphics misinformation
 - How to verify images, videos and audios: advanced tools
 - How to verify AI generated content
 - How to analyse a social media account
 - How to verify information (process and tools)
- Data and graphics misinformation
 - How to verify images, videos and audios (process and tools)
 - How to verify AI generated content
- How to analyse a social media account

Module 3 – Developing MIL activities (10 hours)

The aim of Module 3 is to provide participants with the time and support to create their own community-based MIL projects and activities using the templates provided in the 'Guidance' document.

Module 3 consists of three learning blocks:

- Block 3.1 requires approximately 4 hours of independent study (completed in pairs if possible) to create a draft training session. This should be completed by the **end of August**
- Block 3.2 is a [2-hour](#) online lecture to take place during the **second week of August** via zoom.
- Block 3.3 involves participants presenting their proposal for feedback and development. It will take up to 3 hours and should be **completed by mid-September**.

Learning Block 3.1 Creating a draft training session

This learning block consists of 4 hours independent study, ideally working in pairs study. Participants use the knowledge of their community and their MIL knowledge to create a proposal for a local MIL activity/ intervention, using the templates available in the 'Guidelines' document.

Learning Block 3.2 Using EDMO MIL guidelines and project template to create a MIL project for delivery in the community

This 2 hour 'synchronous' online lecture will cover:

- How to introduce MIL: recommendations and resources
- Using EDMO MIL guidelines and template to create MIL project

Learning Block 3.3 Feedback and peer review on draft proposal

This learning block offers participants development support for their draft proposal through a series of (3 X 1 hour TBC) 'synchronous' online workshops. Participants present their proposal for feedback and development by other participants and MIL-CC team.



Module 4 – Implementation, review and evaluation (8 hours independent work)

The aim of Module 4 is to increase the confidence and competence of the participants in the delivery of MIL activities and projects by supporting them in the delivery of their projects and activities – as well as supporting the review, evaluation and sustainability of the projects and activities.

Module 4 consists of two learning blocks:

- Block 4.1 requires approximately 5 hours of independent study (completed in pairs if possible) to deliver an activity with community members. This should be completed by **mid-October**.
- Block 4.2 requires approximately 3 hours of independent work to review, evaluate and create a sustainability plan for their projects and activities. This should be completed by the **end of October**.

Learning Block 4.1 Delivery of community MIL activities

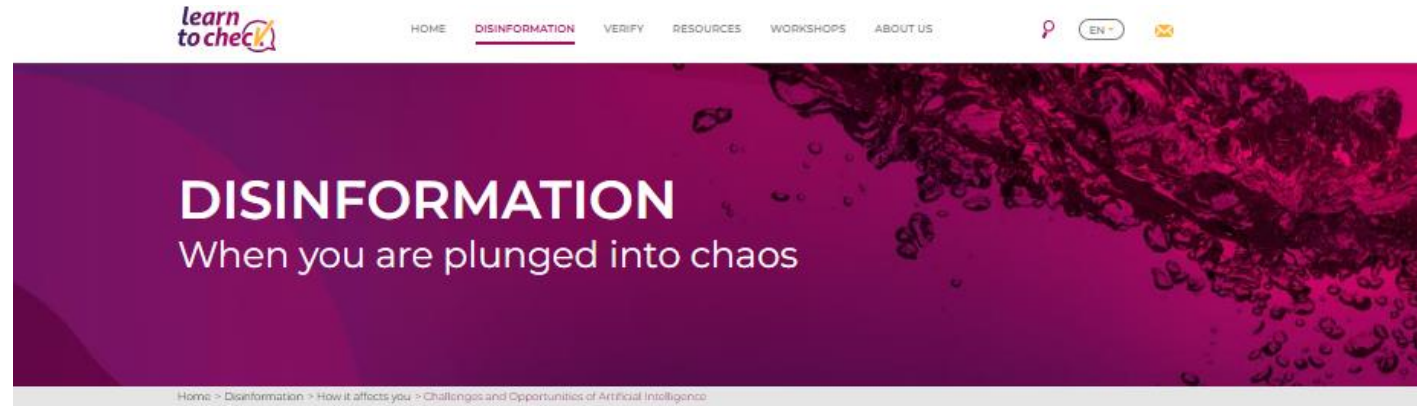
This learning block will see the participants deliver their planned projects and activities within their communities.

Learning Block 4.2 Review and Evaluation

During this learning block participants produce an evaluation report on the project or activity and a sustainability plan based on templates provided in the 'Guidelines' document. These reports will be shared with the MIL-CC team.

Self-paced learning

<https://learntocheck.org/>



What it is

How it affects you

How to combat it

Challenges and Opportunities of Artificial Intelligence

We interact with AI much more than we sometimes realize: from chatbots like ChatGPT to cleaning robots like Roomba, voice assistants like Alexa or Siri... It makes tasks easier and provides information in a simple and fast way, but it also comes with risks and challenges.

Posted by *Marina Meseguer* | 04.03.2025

Share:

Artificial intelligence (AI) has been integrated into our daily lives for a long time. When we think of AI, the first thing that usually comes to mind is [generative technology, like ChatGPT](#), but in reality, we interact with it more than we sometimes realize through GPS devices, cleaning robots like Roomba, voice assistants like Alexa or Siri... It makes tasks easier and provides valuable information in a simple and fast way. However, it also comes with [risks and challenges](#).

Artificial intelligence simplifies and facilitates complex or cumbersome processes and, ultimately, has the potential to improve our lives. "It can perform calculations faster, make decisions more quickly, see where we humans cannot, and analyze documents much more rapidly," explains Miquel Àngel Prats, professor of Educational Technology at Universitat Ramon Llull. "Many of us have lived without the internet and have witnessed how its arrival profoundly changed the way we interact, communicate, and access information. The phenomenon of artificial intelligence is precisely that kind of revolution," he states.

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Project Work

- Shared Drive
 - Guidelines for preparing a project and activities
 - Guidelines for evaluating a project and activities
 - EDMO Guidelines for effective MIL initiatives
 - Extra resources
 - Opportunity for you to share resources that you find helpful

Training Overview

Module	Block Description	Format	Complete by
Module 1: Introduction	Block 1.1 Introduction and foundations of Media Information Literacy (MIL)	Live: In-Person Workshop 3 hours	June 13
	Block 1.2 Understanding influence, disinformation and its consequences	Self-paced Articles 1.5 hours	Mid July
	Block 1.3 Understanding influence, disinformation and its consequences	Live: Online Lecture 1.5 hours	First week of July
Module 2: Teaching MIL	Block 2.1 Activities and strategies to teach Media Information Literacy (MIL)	Live: Online Lecture 1 hour	Third week of July
	Block 2.2 Activities and strategies to teach Media Information Literacy (MIL)	Self-paced Articles 1 hour	End July
Module 3: Developing MIL Activities	Block 3.1 Creating a draft training session, drawing on existing resources	Self-paced Articles 4 hours	End August
	Block 3.2 Using EDMO MIL guidelines and project templates	Live: Online Lecture 2 hours	Second week of August
	Block 3.3 Feedback and peer review on draft proposal	Live: Online Workshops 3 x 1 hours TBC	Mid-September
Module 4: Implementation Review and Evaluation	Block 4.1 Delivery of community Media Information Literacy (MIL) activities ideally carried out in pairs.	Self-paced independent work 5 hours approx.	Mid-October
	Block 4.2 Review and evaluation of activities. ideally carried out in pairs.	Self-paced independent work 3 hours approx.	End October

Module 1 in Detail

To give you a sense of how the training works, here is a detailed overview of Model 1:

Block 1.1 – In-Person Workshop (3 hours):

This session introduces you to the overall project, the concept of media literacy, and the potential role of libraries in promoting media literacy within their communities.

Block 1.2 – Self-Paced Learning (Approx. 1.5 hours):

In your own time, you'll read a selection of short, accessible online articles that complement the workshop and prepare you for the next live session. You may wish to revisit some of the articles later in the training to reinforce your learning.

The articles are hosted on [Learn to Check](#) and will be linked in the online overview. Topics include:

- Understanding influence
- Cognitive biases
- Glossary of disinformation terms
- A thousand ways to lie: types of disinformation and strategies
- Internet scams: how they try to trick us
- What are conspiracy theories?
- Disinformation and human rights
- AI basics: what it is, how it works, risks and benefits
- Climate change disinformation
- Electoral disinformation

Block 1.3 – Live Online Lecture:

This live session builds on the previous materials, exploring key media literacy concepts, different types of bias, and the current disinformation landscape in Ireland and Europe. It will include a focus on two case studies: climate change disinformation and electoral disinformation.

3. Ice-breaker quiz

6 MOCK-UP HEADLINES-ONLY 3 ARE BASED ON ACCURATE NEWS STORIES

1

Real or Fake?

NASA Confirms Moon Is Shrinking, Causing Moonquakes



2

Real or Fake?

**EU Considers Switch to Metric
Time: 10 Hours in a Day, 100
Minutes an Hour**



3

Real or Fake?

**France Plans Urban Curfew for
Undocumented Migrants,
Citing 'Public Order' Concerns**



4

Real or Fake?

Facebook Gave Advertisers
Data About Users' Periods
and Pregnancies



Real or Fake?

Librarians Rated More Trustworthy Than Bankers in Survey on Financial Guidance

A new survey has found that the public views librarians as more trustworthy than bankers when it comes to providing financial advice.



6

**Oxford Word of the Year
Is an Emoji**

Real or Fake?



4. Self-assessment

A SHORT SURVEY OF YOUR VIEWS, SKILLS, EXPERIENCE

Please complete the
self assessment
survey



SCAN THE QR CODE OR VISIT [HTTPS://SHORTURL.AT/NIJWH](https://shorturl.at/NIJWH)

5. Media and Information Literacy

WHAT IS IT? WHY IS IT IMPORTANT?

What is media literacy?



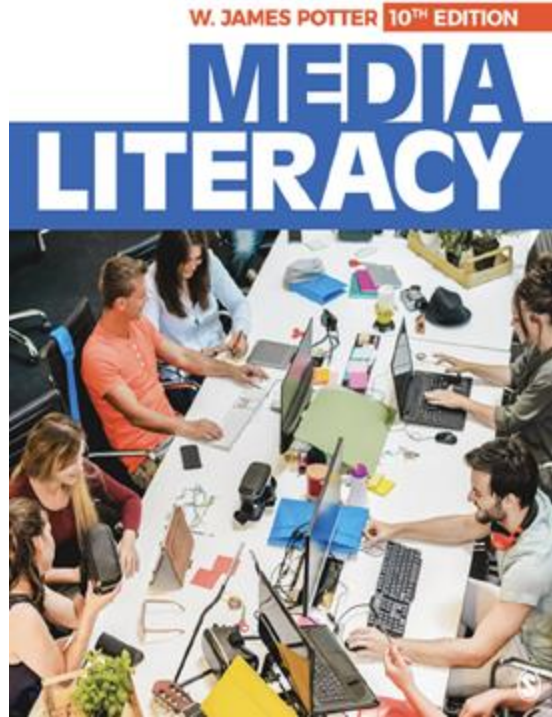
What can a media literate person do?

What knowledge and skills does a person need to become media literate?





How media literate **are you?**
... **people older than you?**
... **people younger than you?**



“Most of us think we are fairly media literate” (Potter 2021:16) because we can use and access different kinds of media.

But our knowledge may be lacking when it comes to understanding the **economics of the media** industries, **who controls** those industries, **how decisions are made** about media, and **how media affects** us as individuals and as a society.

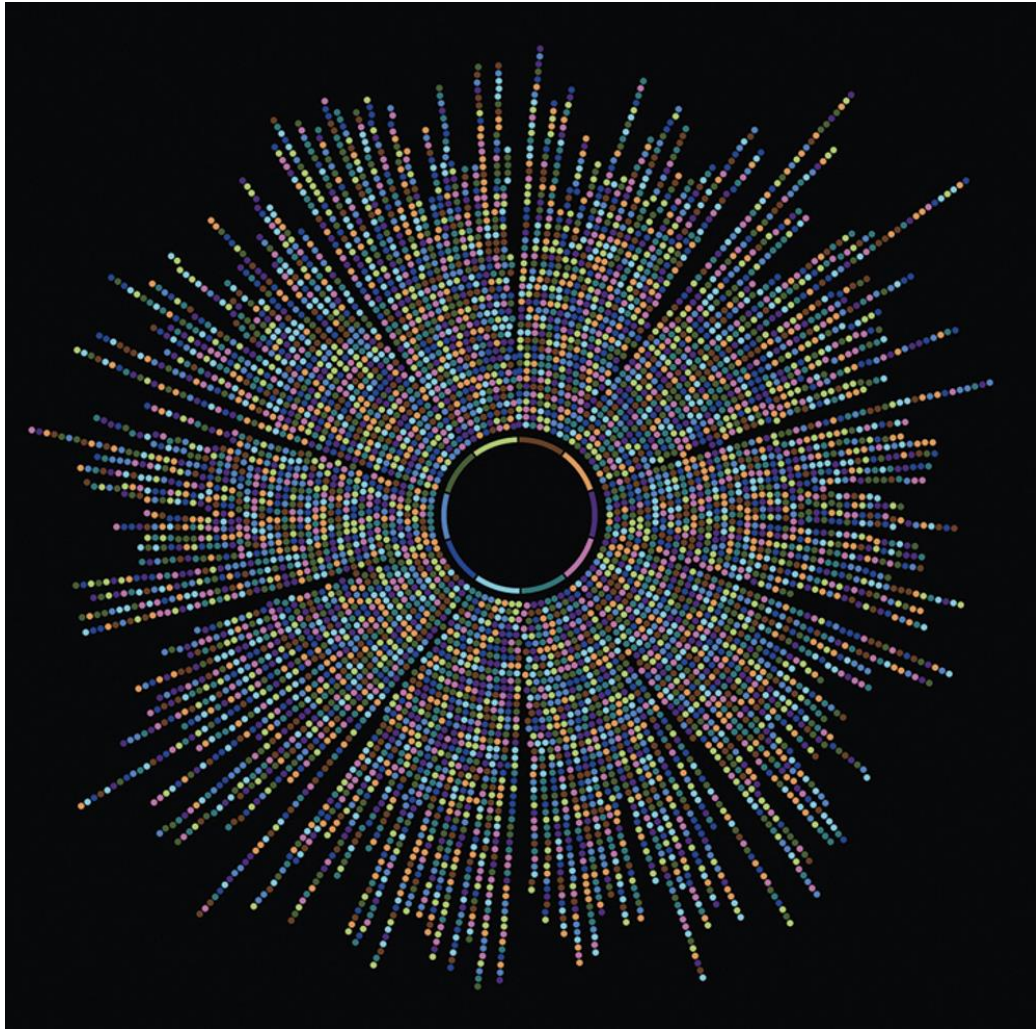
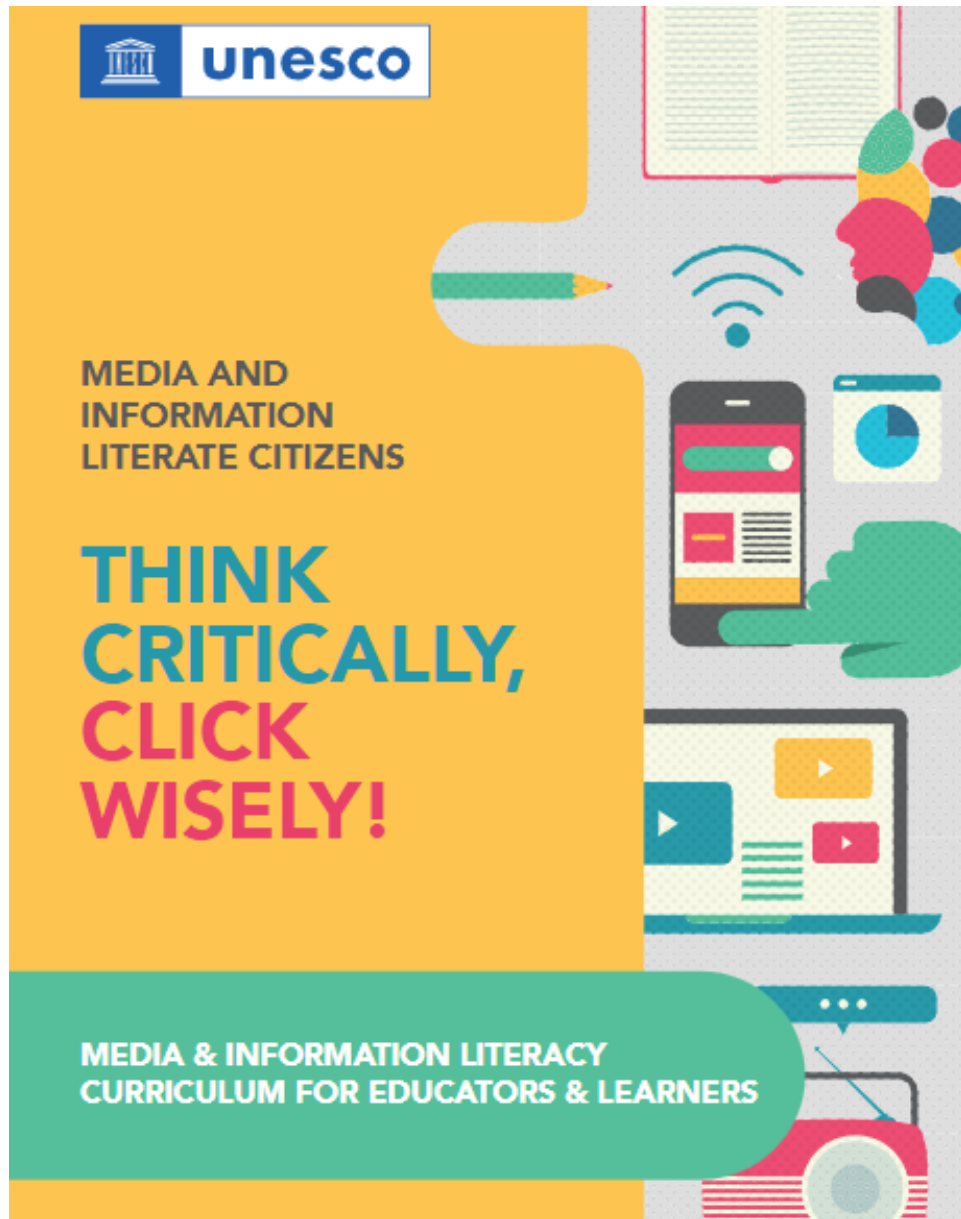


Image by Christian Ilies Vasile, 2012.

Media are so complex and diverse that
there is no perfect knowledge about
media and its influence.

Media literacy is “multidimensional
and a continuum” (Potter 2021:37).



Media Information Literacy is “a set of **competencies** that help people to maximize advantages and minimize harms.

[It] covers competencies that enable people to critically and effectively engage with:

- communications content;
- the institutions that facilitate this content;
- and the use of digital technologies.”

(Unesco, 2021)

Key concept 1

Representations Matter

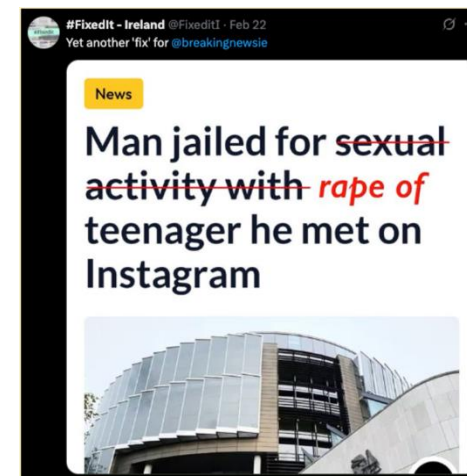
Media representations are not neutral. Every representation involves choices about what to include, what to leave out, and whose voices get heard.

Young people are visiting surgeons asking for the 'Instagram Face'

It's a young face with poreless skin and an upturned, small nose. The eyes are 'foxy', the cheekbones are full and plump and so are the lips. It's the favoured look in many beautifying filters on Instagram, and social media users are taking the pictures straight to cosmetic surgeons.



Credit: @jessika_power on Instagram



Key concept 2

Ownership and funding matters

Behind every news outlet, social media platform, and streaming service, there are owners and funders with interests, priorities, and agendas.

Former Washington Post writer unveils rejected Bezos column that led to her resignation

Ruth Marcus also claimed that another column by the Post's media critic that criticized Jeff Bezos' opinion edict was also killed

Justin Baragona in New York • Wednesday 12 March 2025 14:36 GMT • [Comments](#)



Who's behind the local media land grab in Ireland?

Independent newspapers and radio stations are being snapped up by two dominant players that are consolidating their grip on the market



Key concept 3

Regulation matters

All media—whether news organisations, social media platforms, or entertainment companies—operate within legal frameworks.



**The Advertising
Standards Authority
for Ireland**

Setting Standards for 35 years

Coimisiún
na Meán

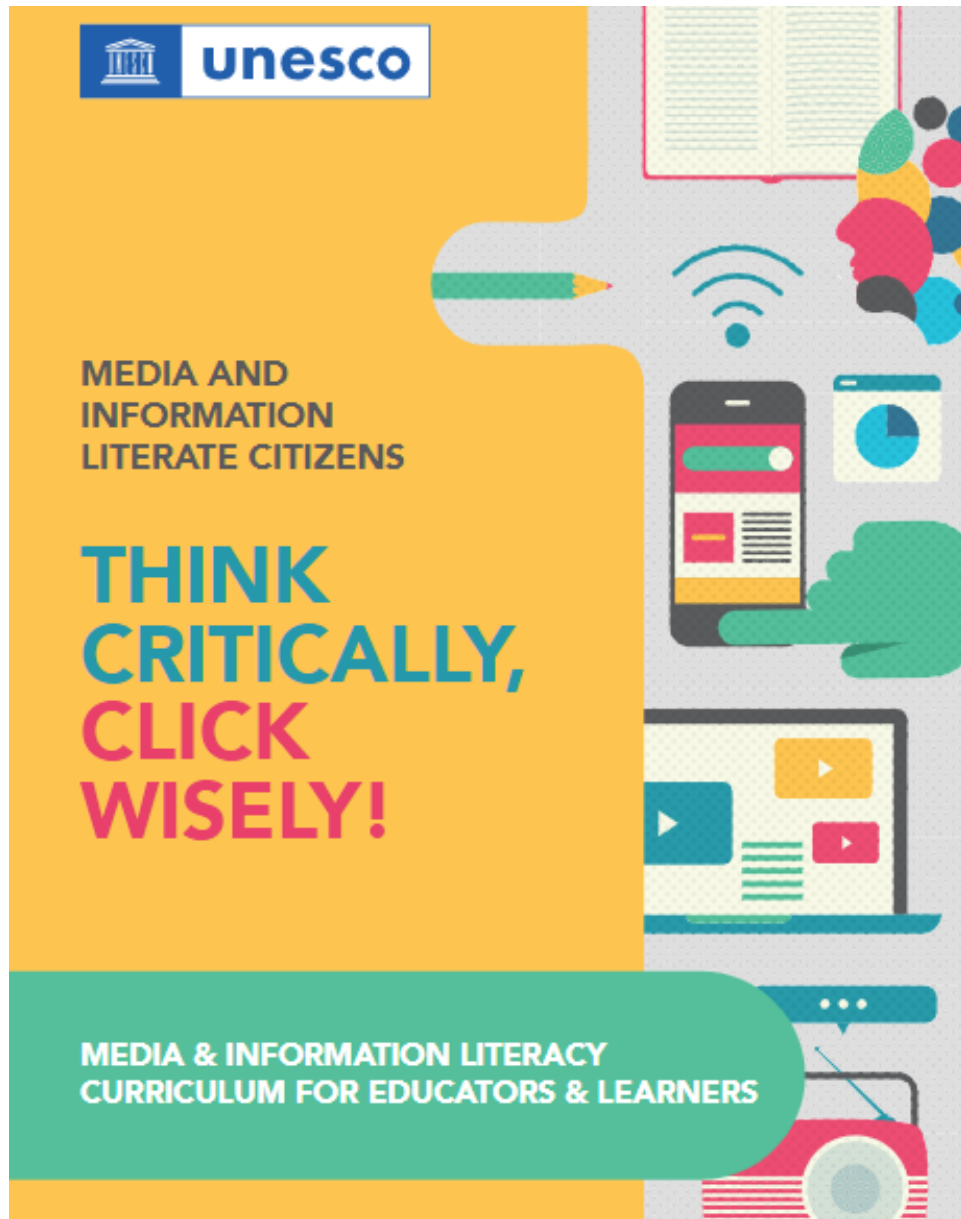


Key concept 4

Audiences matters

People can experience and interpret the same media differently. Recognising that meaning is contextual doesn't mean all interpretations are equal.





A final caveat:

There are different views on media information literacy.

Academics, policy organisations, and practitioners offer slightly different views on what the core or most important ideas are.

But they are broadly aligned.



6. MIL in the Community

THE ROLE OF LIBRARIES: GROUP WORK

Group Exercise

- Q.1: What role do you think libraries have in promoting MIL in communities?
- Q2: What have you done in your library that might have contributed to promoting MIL in your community?

7. Teaching MIL

CONSIDERATIONS, THEORIES, PRACTICE AND EVALUATION

Guidance on planning, delivery, and evaluation



EDMO GUIDELINES FOR EFFECTIVE MEDIA LITERACY INITIATIVES

12 principles to increase effectiveness in the stages of **Development**, **Delivery** and **Review**

Reflecting the input and expertise of 100+ practitioners from 50+ countries and all EDMO Hubs, these Guidelines aim to help increase the quality of media literacy across Europe. They have been designed for use by anyone involved in the development of media literacy initiatives, including civil society, educators, policy makers, those in the media or tech industries.

In an area as complex and diverse as media literacy, there can be no one-size-fits-all approach. Not all principles will be relevant to all projects. It is entirely up to the user to select the most appropriate advice for their initiative.

Read the full document:



edmo.eu/mil-guidelines

A GOOD MEDIA LITERACY INITIATIVE:

DEVELOPMENT

- has clearly defined goals and principles
- is empowering
- promotes critical understanding of the media ecosystem
- is consultative and relevant
- takes an evidence-based approach
- is inclusive
- is ethical and accessible

DELIVERY

- is transparent
- is prepared
- is adaptable

REVIEW

- endures
- reflects, shares and evaluates



Guidelines for the development of MIL projects and activities

Vitor Torné, Martina Chapman, Nereida Carrillo, Eileen Culloty, Marina Meseguer, Ana Pinto Martinho e Dina Margato

The MIL CC project is supported by

European **MEDIA AND INFORMATION** Fund
Managed by Calouste Gulbenkian Foundation

Guidance on planning, delivery, and evaluation

How to Teach Media Information Literacy

Forty years after the Grünwald Declaration (UNESCO, 1982), 15 years after the Paris Declaration (UNESCO, 2007) and 10 years after the publication of the UNESCO Curriculum for Teachers (UNESCO, 2011), the second edition of this important document (UNESCO, 2021) clearly reaffirms the need to train educators, and citizens, in Media Information Literacy (MIL): 'Fostering the changes in the formal, non-formal and informal education sector that would result from the introduction of MIL and its impact on educators' professional development is an important goal of this curriculum' (p. 8). This section of the MIL CC course aims to contribute to that goal by supporting trainers in the design, implementation and evaluation of training sessions in MIL, AI literacy, and disinformation awareness, particularly employing active methodologies suitable for both online and in-person sessions, and for independent learner activities.

Posted by *Vitor Tomé* | 13.03.2025

Share:    

Teaching ILM does not mean teaching new content, but rather a different way of planning, implementing and evaluating pedagogical activities, regardless of the context (formal, informal or non-formal) in which they are developed. To this end, this document addresses initial considerations to be taken into account before training, points out precautions to be taken when starting a training course, suggests pedagogical strategies for implementing activities and evaluating them, both in terms of learning achieved and the perception of trainees and trainers in relation to the training itself.

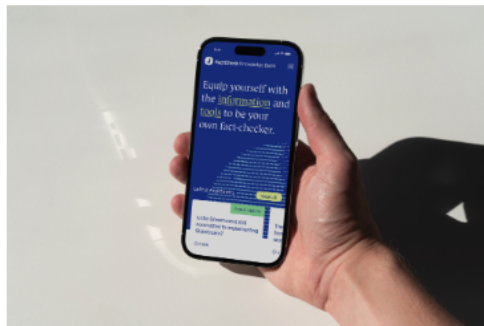
Wide-range of MIL resources for different topics and target groups



Parent Resources

Webwise Parent Resources

The Webwise Parents Hub provides parents with advice from experts on key online safety topics, including: Explainer guides to popular apps and platforms Talking points How-to guides. These free resources are available to download here:...



FactCheck Knowledge Bank

Equip yourself to be your own FactChecker. The Journal FactCheck, which has been targeting disinformation in Ireland since 2016, launched a brand new media literacy resource to allow members of the public to be their own fact-checker. The Knowledge Bank helps people to navigate complex news topics that are conversation and debate starters across the...



Everywhere All the Time

A digital literacy intervention for teens that fosters critical conversions about technology and AI With a growing generation of teens relying on the internet for learning, entertainment and socialising, it's crucial to cultivate their capacity to ask critical questions about how technology impacts their lives, their communities and the planet. But how...

Use the STOP, THINK, CHECK method to help find accurate and reliable information.

STOP

- Read more than the headline
- Don't assume the picture is giving you the full story
- Just because information goes viral, doesn't mean it is true or accurate

THINK

- Ask yourself what the purpose of the information is
- Consider your own biases
- See if the information is being reported anywhere else

CHECK

- Check the source
- Look closely at the web address
- Look at the detail to check for accuracy
- Ask an expert

Top Tips to Be Media Smart

Download and display these posters to remind people how to 'Stop, Think and Check', and to promote any Be Media Smart events you might be planning. Do let us know about any events and we can help to promote them. Posters are available in Irish and English....

A bank of resources and templates for re-use in the project pack



Read
beyond the
headline

See edmohub.ie



Léigh
níos mó
ná an
ceannlíne

Féach edmohub.ie

BÍODH TUISCINT AGAT AR NA MEÁIN_LEIDEANNA

Tá faisnéis ag teacht chugainn as gach áit agus bíonn sé deacair anois agus arís a bheicthe nó a iontaofo agus atá an fhaisnéis sin.

Bain úsáid as an modh oibre – STOP / SMAOINIGH / SEICEÁIL
le cuidiú leat teacht ar fhaisnéis chruinn iontaofo.



STOP

- Léigh níos mó ná na ceannlínte
- Ná glac leis go bhfuil an scéal ar fad á chur in iúl i bpicitór ná i ngriangraf
- Ní hionann íomhá mhearscaipthe nó íomhá a bheith ag treochtáil agus íomhá atá beacht



SMAOINIGH

- Go cúramach ar an bhfaisnéis agus céard dó a bhfuil sí
- Ar do chlaontacht féin
- Féach an bhfuil tuairiscíú á dhéanamh ar an bhfaisnéis in aon áit eile



SEICEÁIL

- Féach an bhfuil an an fhaisnéis á tuairiscíú aon áit eile
- Féach go cúramach ar sheoladh an líthreáin
- Féach ar na mionsonraí, an bhfuil siad cruinn?
- Cuir ceist ar shaineolaí

bemediasmart.ie

Tacaíthe ag Coimisiún na Meán agus DCU Faoi

Workshop IN A BOX

BE MEDIA SMART

STOP | THINK | CHECK

MEDIA LITERACY IRELAND EDMO Ireland



Improve your Media Literacy
Wednesday 7pm

**Would you turn up to
something like this?**



**Swipe Left on Scammers:
Outsmarting Online Cons**
Wednesday 7pm



**Swipe Left on Scammers:
Outsmarting Online Cons**
Wednesday 7pm

**The Algorithm Made Me Do It:
Who Decides What We See Online?**
Wednesday 7pm



**Swipe Left on Scammers:
Outsmarting Online Cons**
Wednesday 7pm

**The Algorithm Made Me Do It:
Who Decides What We See Online?**
Wednesday 7pm

**Who Can You Trust?
Navigating Election News and Noise**
Wednesday 7pm

Who Can You Trust?

Navigating Election News and Noise

Imagine you are hosting this session for the public.

The session will highlight common types of election misinformation, guide people through the Electoral Commission website, and encourage critical thinking about information and sources.

You have done the recommended planning in terms of sourcing relevant material and ensuring it is accessible.



Who Can You Trust?

Navigating Election News and Noise

Imagine you are hosting this session for the public.

The session will highlight common types of election misinformation, guide people through the Electoral Commission website, and encourage critical thinking about information and sources.

You have done the recommended planning in terms of sourcing relevant material and ensuring it is accessible.

What could go wrong? What would worry you the most about doing this?



The Algorithm Made Me Do It: Who Decides What We See Online?

Imagine you are hosting this session for other librarians.

The session will explain key concepts of media literacy with a view to helping more staff feel confident about talking to members of the public about media/information.

You have done the recommended planning in terms of sourcing relevant material and ensuring it is accessible.

What could go wrong? What would worry you the most about doing this?



8. Review

QUESTIONS, COMMENTS, NEXT STEPS