



European  
**MEDIA AND  
INFORMATION**  
Fund

**iscte** INSTITUTO  
UNIVERSITÁRIO  
DE LISBOA



**learn  
to check**

## 2.1 Activities and Strategies to Teach Deliver

### Media Literacy - **Online Workshop**

Dr Eileen Culloty  
Dublin City University

## Training Overview

Module	Block Description	Format	Complete by
Module 1: Introduction	<b>Block 1.1</b> Introduction and foundations of Media Information Literacy (MIL)	<b>Live: In-Person</b> Workshop 3 hours	June 13
	<b>Block 1.2</b> Understanding influence, disinformation and its consequences	<b>Self-paced</b> Articles 1.5 hours	Mid July
	<b>Block 1.3</b> Understanding influence, disinformation and its consequences	<b>Live: Online</b> Lecture 1.5 hours	First week of July
Module 2: Teaching MIL	<b>Block 2.1</b> Activities and strategies to teach Media Information Literacy (MIL)	<b>Live: Online</b> Lecture 1 hour	Third week of July
	<b>Block 2.2</b> Activities and strategies to teach Media Information Literacy (MIL)	<b>Self-paced</b> Articles 1 hour	End July
Module 3: Developing MIL Activities	<b>Block 3.1</b> Creating a draft training session, drawing on existing resources	<b>Self-paced</b> Articles 4 hours	End August
	<b>Block 3.2</b> Using EDMO MIL guidelines and project templates	<b>Live: Online</b> Lecture 2 hours	Second week of August
	<b>Block 3.3</b> Feedback and peer review on draft proposal	<b>Live: Online</b> Workshops 3 x 1 hours TBC	Mid September



Home > Disinformation > How to combat it > How to Teach Media Information Literacy

What it is

How it affects you

How to combat it

### 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

# What we'll cover today

Four planning tips and four individual and group activities:

- Set a realistic goal
- Choose the right format
- Choose good resources
- Be prepared

# A quick recap

**What is media literacy:** a lifelong skill concerning the ability to access, analyse, evaluate, create, and act on the media around us.

**Why it matters now:** rise of misinformation and scams, evolving media habits, difficulty of navigating media and information.

**The role of public libraries:** trusted community spaces, wide reach across age groups, already information experts.

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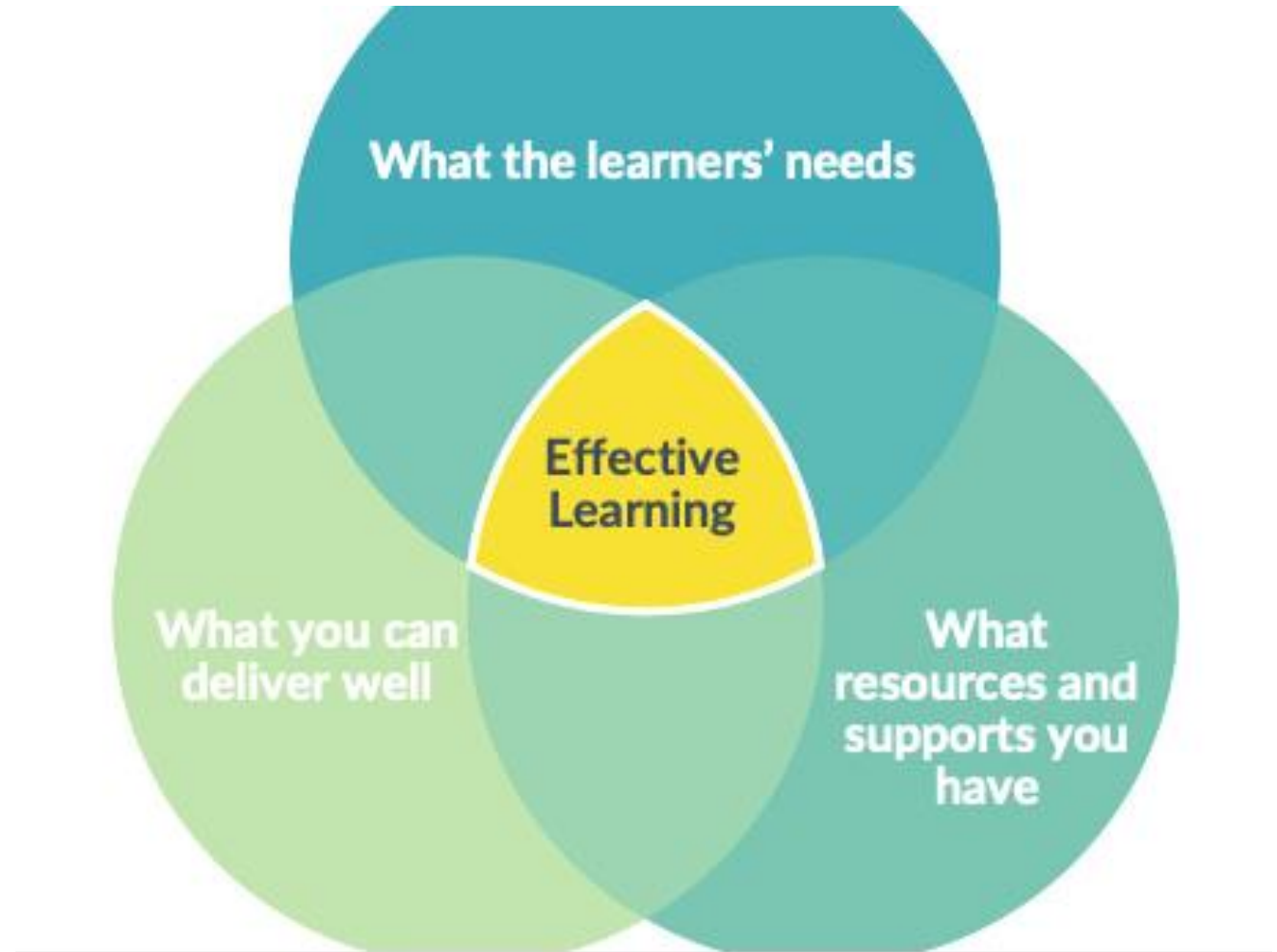
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- ❑ **People cannot absorb lots of information:** be clear about the key idea or point you want them to take away

# Planning Tip 1: Set a Realistic Goal

Effective learning happens when you align three things:

- ❑ What your learners need
- ❑ What you can do well
- ❑ What resources and support you have



# **Activity 1:** **What's a good fit for my library?**

*Individual reflection  
(5 mins)*

- Target group:** Who could benefit from media literacy in your library? (e.g. teens, older adults, parents, students, jobseekers)
- Topics:** What issues or questions are people already bringing to the library? What would resonate?
- Resources:** What space, staff time, materials are available?
- Confidence:** What are you confident leading? Do you need support?
- Priorities:** Are there strategic priorities for your library or community (e.g. digital inclusion, youth engagement)?

**=>: Based on the above, what is one activity that could work?**

**Activity 1:**  
**What's a good fit  
for my library?**

Explain your idea for an activity and why you think it might work based on community needs and your ability to deliver it

*Group discussion  
(10 mins)*

## Planning Tip 2: Choose the right format

All common formats have benefits and drawbacks

**Talk:** Easy to run, can use a guest / Needs topic expertise

**Flyer/Display:** Easy to share, low-cost / Easily ignored

**Workshop:** Hands-on learning / Needs facilitation, skills, space

**Screening + discussion:** Conversation starter / Needs facilitation, space

**One-to-one:** Builds trust / Very time-consuming



## **Activity 2: What works and what doesn't?**

*Individual reflection  
(2 mins)*

Think about a **very good** talk or workshop you attended: Why was it good?

Think about a **very poor** talk or workshop you attended: Why was it bad?

# Regardless of format

## Great sessions often:

- Have a clear purpose
- Use relatable examples
- Involve the audience
- Feel warm, inclusive,
- Deliver something useful: a skill, idea, or action step

## Poor sessions often:

- have unprepared/monotone speakers
- are too technical for the audience
- are misadvertised
- fail to engage the audience
- lack real-life relevance

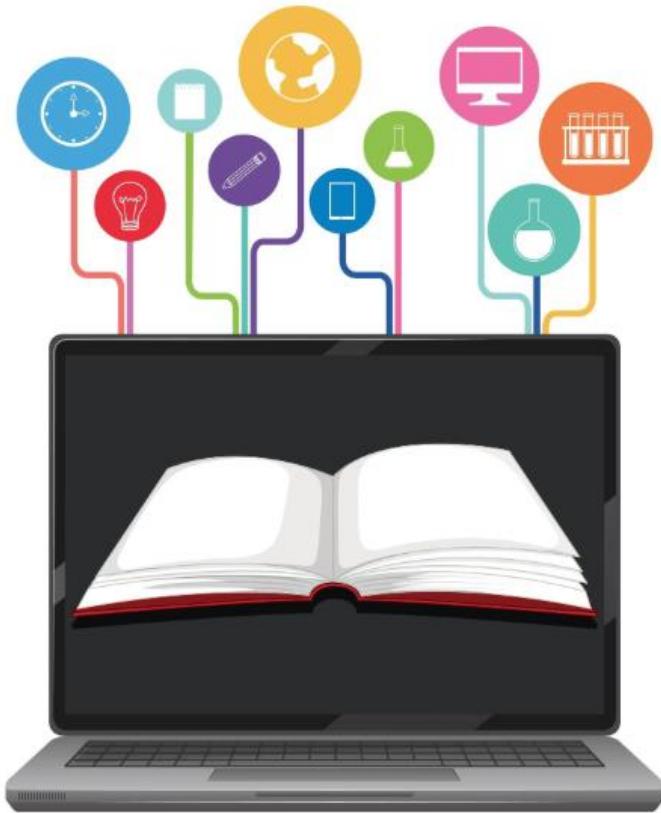
## **Activity 2: What works and what doesn't?**

*Group Discussion  
(10 mins)*

Thinking about the good and bad learning sessions you've attended, discuss with the group:

- What made the bad one fall flat?
- What made the good one work?
- What lessons can you take for delivering media literacy?

# Planning Tip 3: Choose Good Resources



- Don't reinvent the wheel:** Look for trusted, ready-to-use materials
- Check for audience fit:** Is it clear, relevant, and accessible?
- Assess credibility:** Who made it? When was it last updated?
- Give credit:** Source: Webwise. Adapted from Webwise.ie
- Test it yourself first:** Try it as if you were your audience
- Test on target group if you can:** Get insights from an audience peer

## **Activity 3: Finding Resources**

*Individual work  
(10 mins)*

Visit one of the following sites:

- [medialiteracyireland.ie](https://medialiteracyireland.ie)
- [bemediasmart.ie](https://bemediasmart.ie)
- [webwise.ie](https://webwise.ie)
- [factchecking.ie](https://factchecking.ie)

Find **one resource** (video, handout, article, poster, quiz, toolkit, etc.) that you think could be useful either as background for yourself or to share with others.

# **Activity 3: Finding Resources**

*Group Discussion  
(10 mins)*

Discuss your chosen resource:

- What is it? Why did you choose it?
- How might you use it? Who is it for?
- Would you need to adapt it?

## Planning Tip 4: Be Prepared

**1. Know your purpose:** Be clear on *why* you're running the activity. Can you sum it up in one sentence? (“I want people to feel more confident spotting misleading info online.”)

**2. Know your audience:** Who are they? What might they already know? What might they need help with? Tailor examples, tone, and format to match

**3. Follow a simple structure:** intro → main activity → takeaway. Avoid cramming too much and allow time for interaction or questions.



## Planning Tip 4: Be Prepared

**4. Use clear, relevant materials:** Choose examples your audience will recognise. If you borrow resources, make sure they're accurate, up-to-date, and credited. Have a backup phone/laptop/printout -tech fails!

**5. Set expectations:** Be clear in promotional material and at the start: what you'll cover, how people can participate, how long it'll take. You're a guide - don't feel pressure to have all the answers.

**6. Prepare for the unexpected:** What if no one turns up? One person? Twenty people? What if someone challenges you, or goes off-topic? Plan a calm, polite way to handle tricky moments.



## Planning Tip 4: Be Prepared

**7. Focus on one takeaway:** People won't remember everything so aim for *one key thing* they can do, share, or think about differently and reinforce it at the end.

**8. Reflect and adapt:** What worked? What didn't? Ask for feedback (even informally) and incorporate it, if relevant, next time.



## **Activity 4: Finding Resources**

***Group Discussion  
(10 mins)***

You're hosting a talk about staying safe online. A participant interrupts the session saying: "This is government propaganda! Why should we trust anything you say?"

- Could/how could you have prepared for this in advance?
- How would you respond?
- What would you not say? Why?
- Would your response depend on the person?

**Best Media Literacy Initiative for Older People** – any initiative (including projects, resources, training, research or campaigns) that helped empower older people aged 65 or above and living on the island of Ireland, to develop skills, knowledge and/or competencies to be able to [make informed choices about the media content and services that they consume, create and disseminate.](#)



<https://www.medialiteracyireland.ie/awards/>

