

General structure of the MODULE 2 DEVELOPMENT FOR DIGITAL USE

Unit 1: Understanding Multiliteracies

- **Aim:** to provide knowledge on media, information, and digital literacy, introducing participants to the importance of these skills in a digital world.
- **Key Topics:**
 - Definitions and importance of media literacy, information literacy, and digital literacy:
 - **MEDIA LITERACY:** The ability to critically use, understand, evaluate, and create media content responsibly. It involves analysing media, understanding the role of media in society, and recognizing bias and misinformation
 - **INFORMATION LITERACY:** The skill of effectively identifying, searching, evaluating, and using information. It includes understanding information needs, finding reliable sources, and using information ethically.
 - **DIGITAL LITERACY:** The knowledge, skills, and attitudes required for responsible and effective use of digital technologies. This includes understanding digital devices, managing digital communications, ensuring privacy and security, and critically evaluating digital content.
 - **CULTURAL CONTEXT IN LITERACY:** What is the cultural influence on how media and information are interpreted and shared?
 - Media, information, and digital literacies are influenced by cultural backgrounds, affecting how individuals interpret and interact with media. For example, different cultural settings can shape attitudes towards media bias or information access in AI generated tools. If you ask an AI generated tool to design or describe a project manager, the possibility of creating someone of white colour is very high.
- **Activities:**
 1. **Activity 1.1:**

Intercultural Competence and Media Literacy: This group exercise encourages participants to understand media literacy through diverse cultural backgrounds, emphasising the global nature of media influence.

Assessment: Quiz with short-answer questions on definitions and scenarios to assess understanding of multiliteracies. **attached***

2. Activity 1.2

1.2.1. Intercultural Competence:

- **Objective:** to explore cultural differences, discussing what certain terms (e.g., "punctuality," "freedom") mean in various cultural contexts.
- **Sample Platform Question:** A question could be imposed on the platform: "Did you ever spot any cultural differences between other countries, like *punctuality* or *freedom*? If yes, write one.
- **Sample Answer/Explanation:** As an explanation, there can be links provided with cultural differences across countries, like:
 - An article that provides information about some cultural differences: <https://culturallyours.com/2019/05/31/punctuality-across-cultures/>
 - A digital tool that provides the option to compare countries by selecting which countries you want to compare: <https://www.theculturefactor.com/country-comparison-tool?countries=algeria%2Caustria>

1.2.2. Media Literacy Across Cultures:

- **Objective:** to analyse how media is used and trusted differently across cultures.
- **Sample Platform Question:**
- "Have you noticed any differences in how people from other cultures view, trust, or interact with the media? If yes, please share an example. Consider how media is used, what's trusted, or how misinformation is managed in different places."

Explanation:

1. Overview of Media Literacy Around the World:

- An article summarising media literacy differences globally, discussing how countries like Finland and Sweden emphasise media literacy education, whereas others may have fewer resources or varying approaches:
 - Global Media Literacy Landscape : [Building media and information literacy through empowering citizens and youth with digital, media and information skills | UNESCO](#)

2. Cultural Comparison Tool for Media Use and Trust:

- This tool provides comparative data on media trust referring to journalists, usage habits, and perceptions in various countries, in order to explore how media literacy and consumption differ across cultural contexts:
 - World Values Survey: Compare Media Trust by Country: [Share of people who trust journalists in their country, 2020](#)

Unit 1 Assessment:

- **Define** media literacy, information literacy, and digital literacy in your own words.
- **Answer:** Media literacy is the critical analysis of media content; information literacy is about finding and using information responsibly; and digital literacy involves responsibly using and protecting data and digital tools.

Lesson Plans Templates

Lesson Plan Evaluating News Sources	
Module	<i>Module 2 Unit 1</i>
Total Duration	<i>1.5 hours</i>
Materials	<p><i><List any materials that you will need to teach the lesson (e.g., textbooks, handouts, videos ></i></p> <ul style="list-style-type: none"> ● Presentation slides ● Handouts with examples of news articles and evaluation ● criteria ● Pens and paper for group activities
Learning Outcome Matrix	<p style="text-align: right;"><i>Define media literacy and understand its role in evaluating digital content</i></p> <p>Knowledge</p>
	<p style="text-align: right;"><i>Analyse media messages critically and recognize manipulative tactics</i></p> <p>Skills</p>
	<p style="text-align: right;"><i>Value media literacy as a tool for responsible and informed digital engagement</i></p> <p>Attitudes</p>
	<p style="text-align: right;"><i>Understand what media literacy is and its importance in a digital world</i> <i>Explore how media literacy can vary based on cultural contexts</i> <i>Develop skills to critically assess media content</i></p> <p>Learning objectives</p>
Introduction	<i>In this lesson, participants will learn the fundamentals of media literacy and its importance in a multicultural digital world. They will explore how media influences beliefs and behaviours and how cultural background affects media interpretation.</i>

<p>Theoretical Contents</p>	<p><i>Definitions of media literacy and examples of its applications</i> <i>Explanation of media literacy's role in recognizing and countering media manipulation</i></p>
<p>Learning Activities</p>	<p>Presentation (10 minutes): Introduction to media literacy and why it's critical for responsible digital citizenship.</p> <p>Group Activity (25 minutes): Participants break into diverse cultural groups and share their country's media norms using "culture cards."</p> <p>Exercise (20 minutes): Each group examines a media piece (e.g., news article, ad, or social media post) and identifies biases, stereotypes, or cultural influences in the messaging.</p>
<p>Assessment</p>	<p><i>Participants will submit a brief written reflection on how their understanding of media content changed through the cultural lens exercise.</i></p>
<p>Useful references and resources for further learning</p>	<p><i>Suggested Resources</i></p> <ul style="list-style-type: none"> •

Quiz: Understanding and Evaluating Media Literacy

Question 1

You see a news headline that seems shocking or extreme. What's the best first step to check if the story is true?

- A. Share it quickly with friends so they're aware.
- B. Search for the same story on other reliable news websites.
- C. Trust it if it comes from a site you've heard of before.
- D. Assume it's true if it has many comments and likes.

Correct Answer: B. Checking multiple reliable sources helps confirm whether a story is accurate.

Question 2

A news article about an important event in your home country is written in a way that seems negative or one-sided. What should you consider about this article?

- A. Believe it because it's from a big news website.
- B. Think about whether the article could be biased or influenced by the writer's perspective.
- C. Ignore it since it's just news from your home country.
- D. Share it without question because it affects your community.

Correct Answer: B. Media can be influenced by bias, so it's good to consider if a story is balanced or if it shows only one side.

Question 3

A video you watch online uses dramatic music and alarming visuals to talk about a recent event. How can this affect the message?

- A. It's more trustworthy because it feels important.
- B. The music and visuals can make it seem more extreme or emotional than it actually is.
- C. It's unreliable if it uses dramatic effects.
- D. It doesn't matter as long as the message is clear.

Correct Answer: B. Dramatic effects can be used to influence emotions, so it's important to focus on the actual facts of the message.

Question 4

A social media post claims that a major event happened but doesn't include any sources or links to prove it. What should you do next?

- A. Believe it because it sounds possible.
- B. Look up the event on other trusted news sources.
- C. Share it with your network for feedback.
- D. Ignore it completely because it's on social media.

Correct Answer: B. Reliable information is usually confirmed by multiple trusted sources, especially for major events.

Question 5

You notice that news stories in your home country's media are sometimes reported differently than in the country where you now live. What's a good way to understand these differences?

- A. Assume one country's media is always correct.
- B. Recognize that cultural perspectives can shape how news is reported, and look for multiple viewpoints.
- C. Trust only the media from your home country.
- D. Ignore one side because it doesn't fit with what you know.

Correct Answer: B. Media can reflect cultural perspectives, so checking multiple viewpoints can provide a fuller understanding of the story.