



# Building bridges: DigCompEdu and the EU guidelines against disinformation

## Annex 2

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# Building bridges: DigCompEdu and the EU guidelines against disinformation

This document presents some learning objectives, pedagogical practices, practical activities and reflections drawn from the [Guidelines for teachers and educators on tackling disinformation](#) and promoting digital literacy through education and training promoted by the European Commission that relate to these six [DigCompEdu](#) digital competence sets for educators. First, the document shows a graphic, which establishes a connection between both documents, with the aim of helping teachers to contextualise their educational projects and activities. Then the document also presents SWOT analyses for four specific groups (senior, adults, migrants and young people), based on the strengths, weaknesses, opportunities and threats that may arise when working with these groups within the framework established by these two European reference documents.

*Examples of the European Commission Guidelines to be Followed to Promote Teachers' Acquisition and Development of the DigCompEdu Competence Areas.*

Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training					
DigCompEdu	Professional engagement	Learning objectives	Pedagogical practices	Hands-on activities	Insights
		<ul style="list-style-type: none"><li>Understand the importance of continuous professional development in the area of digital literacy and the fight against misinformation.</li><li>Recognise the educator’s responsibility in promoting digital literacy and critical media education.</li><li>Identify effective strategies to engage other educators and collaborate in improving pedagogical practices related to digital literacy.</li></ul>	<ul style="list-style-type: none"><li>Encourage active participation in online communities of practice related to digital literacy and media education.</li><li>Facilitate training sessions and workshops for other educators on how to address misinformation and promote digital literacy in the classroom.</li><li>Integrate professional development related to digital literacy into the planning of educators’ working time and professional development activities.</li></ul>	<ul style="list-style-type: none"><li>Collaborate with other educators to develop educational resources and interdisciplinary projects that specifically address misinformation and digital literacy.</li><li>Organise group discussions or webinars where educators can share experiences, best practices and resources on digital literacy.</li><li>Participate in online learning activities, such as OpenCourseWare, webinars or conferences related to digital literacy and</li></ul>	<ul style="list-style-type: none"><li>Recognise the importance of keeping up to date with the latest trends, research and resources related to digital literacy and misinformation.</li><li>Value continuous learning and professional improvement as an integral process to address emerging challenges in the field of digital literacy.</li><li>Recognise the fundamental role of the educator as a role model and advocate for digital literacy and the fight against misinformation in society.</li></ul>

## Digital Resources

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| <ul style="list-style-type: none"> <li>• Understand the importance of selecting and using high quality and reliable digital resources to teach about misinformation and digital literacy.</li> <li>• Develop skills to critically evaluate digital resources in terms of their accuracy, credibility and relevance in addressing misinformation.</li> <li>• Recognise the variety of digital resources available for teaching about misinformation and digital literacy, including educational websites, online learning platforms, fact-checking tools and multimedia content.</li> </ul> | <ul style="list-style-type: none"> <li>• Integrate interactive digital resources, such as game-based learning and gamification and video-based learning activities, to teach students about misinformation and how to recognise it.</li> <li>• Use online fact-checking tools and databases of reliable sources to help students assess the credibility of online information.</li> <li>• Encourage the creation of digital content by students, such as blogs, educational videos or infographics, to express and share their knowledge about misinformation and digital literacy.</li> </ul> | <ul style="list-style-type: none"> <li>• Organise online information search sessions where students can search and evaluate different sources on a specific topic, identifying possible examples of misinformation.</li> <li>• Conduct fact-checking exercises in which students analyse and corroborate the veracity of online claims or news stories using fact-checking tools.</li> <li>• Develop scenario-based learning activities in which students can practice recognising misinformation and applying strategies to combat it in simulated situations.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise the importance of constantly updating the digital resources used in teaching misinformation and digital literacy to keep up with trends and changes in the digital landscape.</li> <li>• Value the role of digital resources as powerful tools for increasing student participation and engagement in learning about misinformation and digital literacy.</li> <li>• Consider ethics and responsibility when selecting and using digital resources, making sure to provide students with access to accurate and diverse information on the subject.</li> </ul> |
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## Teaching & learning

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| <ul style="list-style-type: none"> <li>• Understand the basics of misinformation and digital literacy, including how to identify misinformation, assess the credibility of online sources and make informed decisions.</li> <li>• Develop skills to teach students about misinformation and digital literacy effectively, using evidence-based teaching strategies tailored to students' needs.</li> <li>• To foster a culture of critical and reflective learning in relation to online information, promoting active participation and critical thinking among students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use active and participatory teaching approaches that involve students in exploring and discussing issues related to misinformation and digital literacy.</li> <li>• Incorporate interactive digital resources, such as game-based learning and gamification, to enrich the learning experience and facilitate the understanding of complex concepts.</li> <li>• Promote open dialogue and constructive debate in the classroom on issues related to misinformation, encouraging students to share their views and experiences.</li> </ul> | <ul style="list-style-type: none"> <li>• Design research-based projects in which students research and analyse examples of online misinformation, presenting their findings clearly.</li> <li>• Organise classroom debates or round-table discussions on controversial issues related to misinformation, where students can explore different perspectives and arguments.</li> <li>• Develop scenario-based learning activities that challenge students to apply strategies to identify and counter misinformation in real-life situations.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise the importance of integrating misinformation and digital literacy teaching into different areas of the curriculum, as well as into extra-curricular activities and interdisciplinary projects.</li> <li>• Value the role of the educator as a facilitator of active and meaningful learning, creating a learning environment that promotes exploration, discovery and collaboration.</li> <li>• Reflect on the impact of pedagogical practices on students' development of critical and digital skills, identifying areas for improvement and adapting approaches as necessary.</li> </ul> |
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## Assessment

- Understand the criteria and assessment standards related to misinformation and digital literacy, including the ability to identify and critically evaluate online information.
- Develop skills to design and administer assessments that specifically address knowledge and skills related to misinformation and digital literacy.
- Foster a culture of formative assessment, providing constructive feedback and opportunities for improvement to students in relation to their understanding and competence in misinformation and digital literacy issues.

- Incorporate questions on misinformation and digital literacy into regular assessments, exams and homework assignments for students.
- Use clear and objective rubrics and assessment criteria to assess students' ability to identify and analyse misinformation and to implement strategies to counteract it.
- Encourage self- and peer-assessment, where students can reflect on their own learning and provide constructive feedback to their peers.

- Design research-based projects in which students research and analyse examples of online misinformation, presenting their findings in written reports or multimedia presentations.
- Conduct fact-checking exercises in which students analyse and corroborate the veracity of online claims or news stories, using established fact-checking tools and assessment criteria.
- Develop formative assessments that simulate real-life situations in which students have to apply strategies to identify and counter misinformation.

- Reflect on the effectiveness of the assessment strategies used to measure knowledge and skills related to misinformation and digital literacy, identifying areas of strength and areas for improvement.
- Value the importance of formative assessment in the learning process, providing feedback to help students develop their skills in the area of disinformation and digital literacy.
- Consider how assessments can be used as tools to promote critical reflection and the ongoing development of competences in the field of misinformation and digital literacy.

## Empowering learners

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| <ul style="list-style-type: none"> <li>• To foster students' ability to recognise misinformation and critically evaluate online information.</li> <li>• Develop skills to make informed and ethical decisions about what information to consume and share online.</li> <li>• Promote students' confidence and self-efficacy in their ability to navigate safely and effectively in the digital environment.</li> </ul> | <ul style="list-style-type: none"> <li>• To teach students strategies and techniques for verifying the credibility of online sources and discerning between truthful information and misinformation.</li> <li>• Facilitate open and reflective classroom discussions on issues related to misinformation and digital literacy, encouraging students' active participation and expression of opinions and views.</li> <li>• Integrate project-based learning and collaborative work into disinformation and digital literacy teaching, enabling students to apply their skills in meaningful and authentic contexts.</li> </ul> | <ul style="list-style-type: none"> <li>• Organise training sessions on digital literacy and fact-checking where students can practice identifying misinformation and critically analysing online information.</li> <li>• Develop role-playing activities or online simulations where students take on different roles in the dissemination and detection of misinformation, exploring the ethical and social implications of their actions.</li> <li>• Provide opportunities for students to create and share responsible and quality digital content, promoting active and participatory digital citizenship.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflect on the impact of misinformation and digital literacy learning on students' confidence and self-efficacy in the digital environment, identifying areas of strength and opportunities for improvement.</li> <li>• Value the role of students as active agents in promoting digital literacy and combating misinformation, recognising their ability to positively influence their online community.</li> <li>• Consider how pedagogical activities and practices can be adapted to meet the needs and contexts of individual learners, thereby promoting greater empowerment and participation in disinformation and digital literacy learning.</li> </ul> |
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## Facilitating learners' digital competence

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| <ul style="list-style-type: none"> <li>• To foster students' ability to use digital tools and resources effectively and responsibly in the search for, evaluation and presentation of online information.</li> <li>• Develop skills to recognise and respond to misinformation and other online risks in a critical and reflective manner.</li> <li>• Promote students' digital competence, including their ability to communicate, collaborate and create content safely and ethically in digital environments.</li> </ul> | <ul style="list-style-type: none"> <li>• Integrate the use of digital tools and technologies in teaching and learning to improve students' digital competence and promote digital literacy.</li> <li>• Facilitate collaborative and project-based learning activities that enable students to explore and apply their digital skills in authentic and meaningful contexts.</li> <li>• To encourage metacognitive reflection on the use of technology and online information, helping students to develop a critical understanding of their own digital practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Design online research-based projects where students use a variety of digital tools to collect, analyse and present information on relevant topics such as misinformation and digital literacy.</li> <li>• Organise online debates or roundtables where students can discuss and share their experiences with misinformation and explore strategies to combat it collaboratively.</li> <li>• Provide opportunities for students to create and share digital content, such as blogs, videos or presentations, that demonstrate their understanding and application of digital skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflect on the impact of the use of digital technologies on the development of students' digital competence, identifying areas of strength and areas for improvement.</li> <li>• Value the role of the educator as a facilitator of digital learning, providing guidance and support to help learners develop critical and creative skills in digital environments.</li> <li>• Consider how pedagogical practices can be adapted to meet the needs and contexts of individual learners, thus promoting further development and application of digital competence in the digital age.</li> </ul> |
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# SWOT ANALYSIS - CESIE

*Target group: Adult learners*

## STRENGTHS

- They often have self-awareness, know their strengths and weaknesses and can build on that awareness
- They usually have a sense of political consciousness, which is one of the drivers for social action
- Language mastery is something that allows adults to learn better and faster
- They tend to have great motivation when learning something – Goal oriented

## WEAKNESSES

- They usually don't have much time to be learners
- They don't often have the skill to properly navigate online
- They don't always grasp the importance of mass communication
- They tend to be stuck in a old school way of educating
- They usually have a lot of expectations and rely on previous learning approaches

## OPPORTUNITIES

- Leverage on their sense of belonging to a group
- Learning at adult age might increase their self-esteem
- They often have social Independency, crucial factor to develop any educational skill
- They often have background knowledge and life experience to ease the learning process
- They could be motivated by new challenges
- They can see the big picture

## THREATS

- Other obligations could hinder the learning process
- They might be subject to Digital Divide
- Language skill might not be able to keep up with the times
- They can be reluctant to undertake the role of the learner
- Time management is crucial for a non- stressful educative experience
- Being unprepared to critical thinking might lead to political polarization

# SWOT ANALYSIS - UPV/EHU

*Target group: Senior learners*

## STRENGTHS

- They are interested in and used to reading newspapers critically, whether in physical or digital format.
- They are more alert to the possibility of misinformation.
- They are more aware of the importance of misinformation in political and public life.
- They are used to reading long texts.
- Less peer pressure on social networks, making them less susceptible to uncritical viral tendencies.
- At their current stage in life, they tend to have more time to contrast information.

## WEAKNESSES

- They are not used to the language of social networks.
- Limited digital skills in some cases
- Often unaware of the ideological bias of virtual world portals/webs/blogs.
- Lack of confidence in their ability to deal with the digital world.

## OPPORTUNITIES

- They show a critical view of possible fake content on social networks and alternative blogs.
- They have less credulity due to their life experiences and prior knowledge.
- They are more aware of what they do not know and are more open to improving their education.
- It is a very heterogeneous community of learners with different needs.
- To integrate the senior collective into the digital world and the viral informative debates on the Internet.

## THREATS

- It is a community of learners for whom no specific educational tools have been designed.
- Some are reluctant to change deeply rooted beliefs developed over a lifetime.
- They tend to have a confirmation bias that supports their beliefs.
- In some cases, a degree of social isolation that makes it difficult to challenge the information they consume.
- At a stage in life where memory or cognitive problems may be emerging, which may affect the interpretation of information.

# SWOT ANALYSIS - XLiceum

*Target group: Young learners*

## STRENGTHS

- The young are digital natives, it's their world
- They have experience with internet scams
- They know a variety of sources of information
- They pass on information about scams quickly to one another

## WEAKNESSES

- They do not know the terms - media literacy / dis/misinformation
- They are not interested in the topic of disinformation
- They do not use any other media than the internet
- They do not feel the need to follow the news
- They are not aware of visual and language related techniques of manipulation
- They are still young, their knowledge is limited

## OPPORTUNITIES

- They have doubts about anything they read online that interests them, they check comments, verify
- They are young and quick to learn new skills
- When they have knowledge on a topic, they like correcting the false information, boasting about what they know
- They are not afraid to share their opinions as they feel anonymous, therefore safe online
- They feel responsible for the generations that are not so proficient in the digital world
- If we manage to convince them about the importance and gravity of the issue, they will be willing to learn

## THREATS

- Too used to everyday scams to spend the time to verify
- They treat the social media as a source of verified information
- They copy / paste the information they find on social media
- They do not trust experts but the comments that resonate with their own beliefs
- They verify and fact-check in the wrong sources
- They do not believe that their teachers may have more extensive knowledge on the media
- They believe they know everything there is to know about media literacy

# SWOT ANALYSIS - Stimmuli

*Target group: Educators*

## STRENGTHS

- Educators co-create engaging, interactive resources to counter misinformation.
- Both teachers and students build critical, ethical, and informed online skills.
- Training boosts confidence and capacity to lead on digital literacy and misinformation.
- Promotes open dialogue, reflection, and active participation in class.
- Encourages innovative, reflective evaluation of digital skills and progress.

## WEAKNESSES

- Overly lengthy guidelines – Risk of low engagement due to document length.
- Limited real-life context – Lacks focus on the personal, emotional, or legal impacts of disinformation.
- No piloting element – Missing guidance on testing or adapting activities across countries.

## OPPORTUNITIES

- The limited access that educators may have to these kinds of documents.
- There is no mention of how often these tools relating to educators and their lifelong learning are updated.
- The volume of information is so great and so fast that the ways of misinformation can go beyond this common context.

## THREATS

- There are materials that can be used in different educational environments and are adaptable as well.
- We can find the frameworks and concepts in a single document.

# SWOT ANALYSIS - Iberika

*Target group: Migrant learners*

## STRENGTHS

- Opportunity to develop critical thinking skills
- Learning media literacy is essential to combat misinformation.
- The importance some learners place on journalism and its work in verifying and validating facts.
- Some learners' distrust of private TV channels and the press illustrates the importance of the course.
- More participatory and inclusive pedagogical activities linked to everyday situations, such as safety, avoiding online scams or protecting personal information.

## WEAKNESSES

- Learners' lack of interest in the news and topics such as politics, which discourages critical thinking.
- Disinformation is not a new problem for some of the learners who don't see the benefit of the training.
- Some learners tend to believe in conspiracy theories and "simplistic" solutions to complex political and social problems.
- Some learners feel that if we have access to the right news sources and critical thinking, there is no need of training to tackle disinformation.

## OPPORTUNITIES

- How to identify news that has been validated and distinguish between true and false information.
- Gain the learners' trust in what the course is trying to achieve, as some distrust governmental programmes.
- To show students that we are an independent organisation.
- To encourage discussion about the importance of investigative and independent journalism.
- To create tools to promote digital citizenship.

## THREATS

- Some may lack the skills to critically evaluate information on the internet, making them vulnerable to misleading content.
- The link learners make between politics and mis/disinformation can be a challenge, as some learners are suspicious of government policies and public debates.
- Suspicion that government and state-sponsored organisations manipulate public opinion for their own interests.
- Some may be suspicious of integration courses because they are part of a government programme.





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