



WP2_A4: Development
of the blended teacher
training courses
(national versions) on
strategies & tools to
tackle misinformation.



Co-funded by
the European Union



Let's get to know each other better!





Partners





Overall Goal

Open Educational Resources 1, 2, 3 and 4 and their respective learning outcomes

Identify and check sources of information

- Associates topics with documentary sources
- Rigorously evaluates the reliability and quality of sources
- Searches for, selects, and retrieves sources
- Seeks alternative sources

Distinguish and understand the elements of information

- Applies theoretical knowledge to concrete cases
- Assesses the informational elements of a text
- Learns about the strengths and weaknesses of news products in W
- Hierarchises and prioritises web information
- Consumes texts critically

Analyze an apparently informative message

- Differentiates between the message sender and the source of information
- Identifies authorized and reliable sources
- Understands the importance of verifying information
- Appreciates the value of information sources
- Recognizes the relevance and appropriateness of an information source
- Detects opinion in an apparently informative message

Distinguish information from opinion

- Distinguish between informational and opinion texts
- Identify different opinion genres
- Evaluate the informational elements of a text



Key Objectives Adapted to for our Learners (18+):

- 1) Identify and check source of information
- 2) Understand the elements of information
- 3) Distinguish information from opinion



Let's talk about Misinformation, Disinformation, and Malinformation.

Disinformation ➡ **False**





Quick Check-In:

- "Have you ever believed in false Information online?"
- "What makes you trust a source?"

Pair-share activity:

- "Discuss a time you questioned a piece of news."

Ways of fighting Disinformation/ Misinformation and not to spread Fake News!



1. Type of resources





1. Type of resources

Classification of information sources	
• Lacks Sources:	<p>Information presented without any reference or supporting evidence.</p> <p>Example: A message that circulates with no indication of who said it or where it came from.</p>
• Unknown Sources:	<p>Sources that are unidentified, either due to anonymity or lack of clear mention.</p> <p>Example: "Statistics show that..." without specifying the source or offering additional proof</p>
• Personal / Documentary sources	<p>Personal: Individuals providing information based on their direct experience, testimony, or knowledge.</p> <p>Example: An interview with a technology expert.</p> <p>Documentary: Documents or records containing formalized, archived information.</p> <p>Example: An academic study or a statistical report.</p>
• Organizational / Non-organizational sources	<p>Organizational: Sources originating from institutions or organized entities issuing information officially.</p> <p>Example: A press release from a ministry or a company</p> <p>Non-organizational (particular): Personal sources, meaning people offering their knowledge or personal experience.</p> <p>Example: A business owner discussing the impact of a law on their company.</p>



• Primary / Secondary sources	<p>Primary: Direct sources or eyewitnesses of events, or original documents that serve as a foundation.</p> <p>Example: An eyewitness to an accident or an official government document.</p> <p>Secondary: Sources that interpret, comment on, or summarize information from primary sources.</p> <p>Example: An opinion article analyzing the results of scientific research.</p>
• Authorized / Unauthorized sources	<p>Authorized: Sources with the expertise and legitimacy to speak on the topic due to their experience, knowledge, or position.</p> <p>Example: An epidemiologist discussing a pandemic.</p> <p>Unauthorized: Sources lacking sufficient training, experience, or authority on the topic they address.</p> <p>Example: An influencer without medical knowledge talking about vaccine effects.</p>
• Relevant / Irrelevant sources	<p>Relevant: Sources that provide key information directly related to the topic in question.</p> <p>Example: An official economic report in a news piece about a financial crisis.</p> <p>Irrelevant: Sources that do not provide directly connected or useful information on the topic discussed.</p> <p>Example: A general comment on international politics in an article on the local economy.</p>
• Pertinent / Non-Pertinent sources	<p>Pertinent: Sources that are appropriate and align with the context and focus of the news or topic discussed.</p> <p>Example: A historian specializing in historical conflicts in a report on international diplomacy.</p> <p>Non-Pertinent: Sources that may be vaguely connected to the topic but do not provide useful or suitable information for the context.</p> <p>Example: A musician giving opinions on energy policies without direct connection to the topic at hand.</p>



Activity 1: Know Your Sources.

- **Exercise 1:** Divide into two groups and fill in the classification table. (15 minutes)
- **Exercise 2:** Return to the plenary session. Each team should present their results. (15 minutes)



Activity 1: Know Your Sources/ Templates

Exercise 2.1: Classifying information sources (1)



Classification table

Source	Type
Presented a document	Unknown Documentary Primary Unauthorized Irrelevant Non pertinent
Many still refer to smoking as a "habit":	Unknown Personal Non-organizational (particular) Unauthorized Irrelevant Non pertinent
A document was presented	Unknown Documentary Primary Unauthorized Irrelevant Non pertinent
...	More elementary or basic Qs, if necessary

Source: Qyourself

Exercise 2.2: Classifying information sources (2)



Classification table

Source	Type
Healthcare experts present a document	Unknown Documentary Non-organizational (particular) Authorized Relevant Pertinent
Many doctors still refer to smoking as a "habit":	Unknown Personal Non-organizational (particular) Authorized Relevant Pertinent
According to Rábade	Unknown Personal Non-organizational (particular) Primary Unauthorized Irrelevant Non pertinent
Group of experts: family doctors, pulmonologists, pharmacists	Unknown Personal Non-organizational (particular) Primary Authorized Relevant Pertinent
Document presented at a medical Conference	Unknown Documentary Organizational Primary Authorized Relevant Pertinent
European survey	Unknown Documentary Organizational Primary Unauthorized Relevant Pertinent
World Health Organization (WHO)	Personal Organizational Primary Authorized Relevant Pertinent
...	More elementary or basic Qs, if necessary

Source: Qyourself

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2. Lateral reading & Vertical reading



Lateral reading & Vertical reading



The terms "**lateral reading**" and "**vertical reading**" mainly refer to strategies for evaluating the credibility of an online source and are especially used in education for digital literacy.

◆ Lateral reading

- Lateral reading is a strategy used by professional researchers and fact-checkers: instead of trusting only what you see, you leave the page to search for information about the source through other independent media. ● **Example:** You read a "news story" that seems suspicious. Instead of accepting or rejecting it immediately, you Google the title, the author, or the website and see what other sources say about it.

◆ Vertical reading

- It refers to reading a website in depth, examining the content, format, links, author, etc., without leaving the site. ● **Example:** You come across an article on a blog. You read it carefully and try to determine whether it appears serious and well-documented, without navigating away from the page.



Comparison of Lateral and Vertical Reading

Method	What are you doing	Advantages	Limitations
Vertical reading	You stay on the page and examine it	Good for a first impression	Can mislead
Lateral reading	You leave and investigate the source elsewhere	More accuracy and confirmation	You need more time



Activity 2: *Source Analysis Lab*

1st Video:

https://www.tiktok.com/@laa_stember/video/7470948710185225514

3rd Text:

https://news.gtp.gr/2025/03/20/santorini-stands-strong-amid-fake-news-island-open-safe-and-ready-for-tourists/?utm_source=chatgpt.com





Concluding!

Vertical Reading

Vertical reading means staying within the webpage you're viewing and trying to assess its credibility by examining:

- The name of the author or organization
- The language used (is it neutral or biased?)
- The links (do they lead to reliable sources?)
- The structure and appearance of the page

Lateral Reading

Lateral reading is a strategy used by professional researchers and fact-checkers: instead of trusting only what you see, you leave the page to search for information about the source through other independent media.

- You search the organization or author on Google or other reliable sources
- You compare the content with other articles
- You check whether it's a news source, a blog, an advertisement, or misinformation

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3. Structuring information: the journalistic method





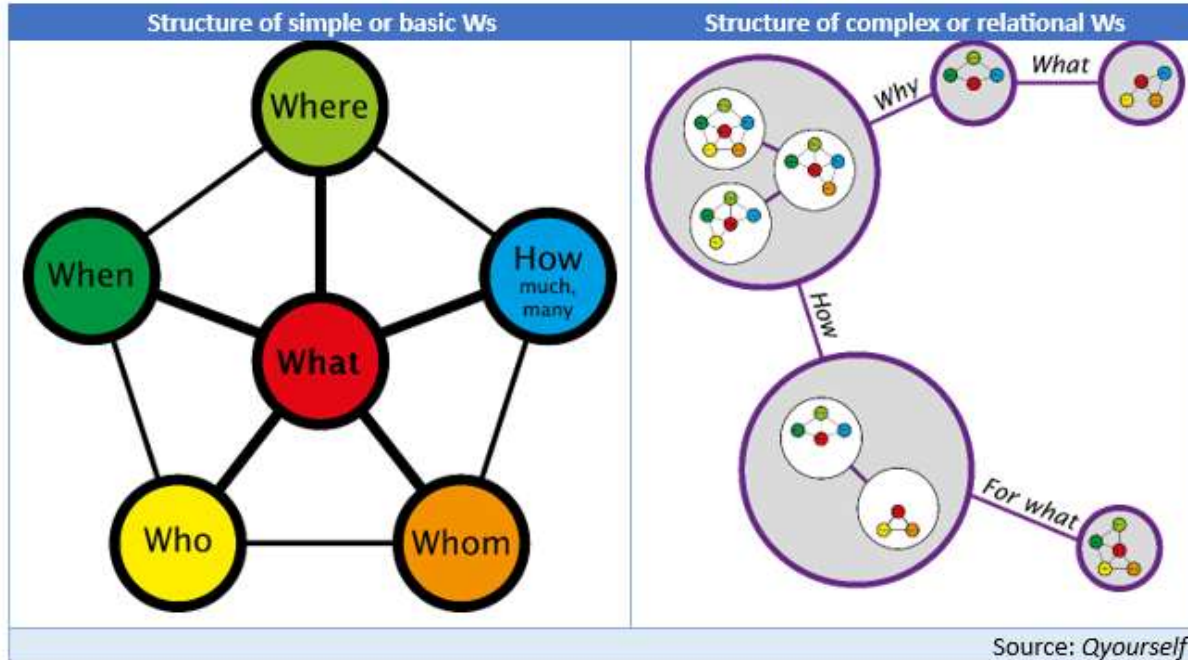
3. Elements of Information

Structure of simple Ws

The original 5Ws+1 in journalism	
• What:	Refers to the events, actions, and ideas that the news will inform about.
• Who:	Includes the protagonists, their antagonists, and ultimately all characters appearing in the news.
• When:	Places the action in a specific time, indicating its beginning, duration, and end.
• Where:	Defines the space in which the events unfold.
• Why:	Explains to the audience the reasons behind the event, its background, etc. It often introduces elements of evaluation that go beyond mere description of events.
• How:	Describes the circumstances and modalities surrounding the events.



Simple Vs Complex Ws





Activity 3: Simple & Complex Ws Exploration

- **Exercise 1:** Divide into two groups and try to find the Ws (20 minutes)
- **Exercise 2:** Return to the plenary session. Each team should present their results. (15 minutes)



Activity 3: Simple & Complex Ws Exploration/ Templates

Exercise 1:

EL PAÍS
EL PERIÓDICO GLOBAL

INTERNACIONAL | DINAMO | ESPAÑA | ECONOMÍA | SOCIEDAD | MEDIO AMBIENTE | DEPORTE | SALUD | TECNOLOGÍA | CULTURA | REPORTAJES | GENTE | SUELO | EL PAÍS SEMANAL

EL PAÍS CORREO

Presented a document for the treatment of smokers

Many still refer to smoking as a "habit." This diminishes its true importance: it is a disease, and as such, it should be treated.

To address this, a document was presented this week with the aim of ensuring that anyone who wants to quit smoking receives healthcare support.

The idea is to identify the millions of smokers in Spain and offer them help to combat the leading cause of preventable premature death. Thousands of people die in Spain due to tobacco, and millions more around the world.

Source: Qyourself

The Simple or Elemental Questions

- | | |
|-------------------------|--|
| • What: | Involves the events, actions, and ideas being reported. |
| • Who: | Refers to all the characters appearing in the news. |
| • Whom: | Indicates who is affected by the content. |
| • When: | Places the action in a specific time. |
| • Where: | Defines the space where the events take place. |
| • How much/many: | Indicates the quantity or quantities of the elements being reported. |

Source: Qyourself

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4. Learn to distinguish information from opinion



The Journalistic Genres

Informative genres and opinion genres

PHASE 1. The distinction between the sender of a message and the source of information



John Smith is an ordinary citizen with no experience or knowledge in the subject being discussed.



Mathew Anderson is a prestigious sociologist from a renowned university in your country.

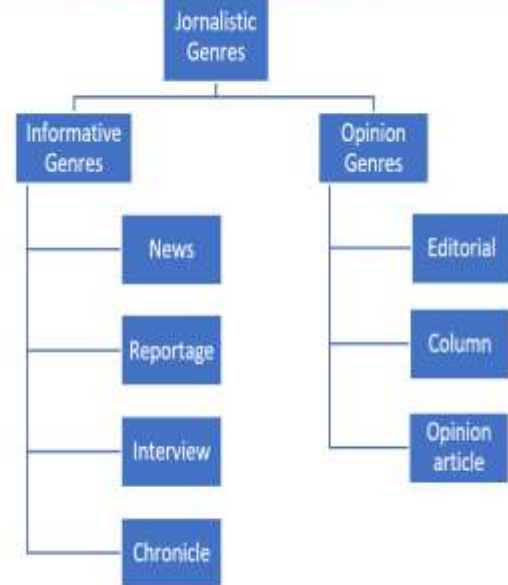


The Truth is a prestigious news outlet / media organization in your country.



Ministry is the competent Ministry in your country.

Structure of the Journalistic Genres



Source: Qyourself

Activity 4: Information Vs. Opinion.

- Where do you see opinion disguised as fact?
- Which elements shifted from fact to opinion?

Germany legalizes recreational cannabis use and the possession of small amounts

Almudena de Cabo | February 23, 2024



Protesters in favor of cannabis legalization in Berlin, August 2023 | OMER MESSINGER [GETTY IMAGES]

The German Bundestag approved this Friday the controversial law project proposed by German Health Minister Karl Lauterbach to legalize cannabis use, despite strong criticism from both experts and the opposition, as well as within the coalition government of Chancellor Olaf Scholz, which consists of the Social Democrats (SPD), the Greens, and the Liberals (FDP). With this measure, which is set to come into effect on April 1, the coalition government is advancing one of its main projects.

Source: [El País, February 23, 2024](#) & author's own work



Text 1



QYourse!f @QYourse!f

...

The German Bundestag approved on Friday the controversial law project proposed by German Health Minister Karl Lauterbach to legalize cannabis consumption, despite strong criticism from experts, the opposition, and even within Chancellor Olaf Scholz's ruling coalition, of the Social Democrats (SPD), the Greens, and the Free Democrats (FDP). With this regrettable measure, set to take effect on April 1, the Government coalition advances a dangerous project that will jeopardize the health of thousands of German citizens.



Source: Author's own work

Text 2



QYourse!f @QYourse!f

...

The German Bundestag approved on Friday the controversial bill proposed by German Health Minister Karl Lauterbach to legalize cannabis consumption, despite strong criticism from experts, the opposition, and even within Chancellor Olaf Scholz's ruling coalition, comprised of the Social Democrats (SPD), the Greens, and the Free Democrats (FDP). With this indispensable measure, set to take effect on April 1, the Government coalition advances a highly beneficial project for thousands of German citizens.



Source: Author's own work



Exercise 4.2: Manipulated text (1)

The original informative text has been manipulated by including judgments or opinions against the approval of the bill (**highlighted in red**). This serves as an opportunity to explain why an ostensibly informative message that disguises opinion within it should not be trusted (remember: a news piece must be neutral, as objective as possible, and should always avoid adjectives). It is worth noting that high-quality journalistic outlets always clearly differentiate between these genres. Conversely, disinformation often circulates through different channels (mainly social networks and messaging apps), where opinion is disguised as information, hence the message has been adapted to these types of platforms.

The German Bundestag approved on Friday the controversial law project proposed by German Health Minister Karl Lauterbach to legalize cannabis consumption, despite strong criticism from experts, the opposition, and even within Chancellor Olaf Scholz's ruling coalition, comprised of the Social Democrats (SPD), the Greens, and the Free Democrats (FDP). With this **regrettable** measure, set to take effect on April 1, the Government coalition advances **a dangerous project that will jeopardize the health of thousands of German citizens.**

Exercise 4.3. Manipulated text (2)

This time, the original informative text has been manipulated by including judgments or opinions (**highlighted in red**) in favor of adopting the measure.

The German Bundestag approved on Friday the controversial bill proposed by German Health Minister Karl Lauterbach to legalize cannabis consumption, despite strong criticism from experts, the opposition, and even within Chancellor Olaf Scholz's ruling coalition, comprised of the Social Democrats (SPD), the Greens, and the Free Democrats (FDP). With this **indispensable** measure, set to take effect on April 1, the Government coalition advances **a highly beneficial project for thousands of German citizens.**



Website



The background is a solid blue color with a repeating pattern of white question marks inside speech bubbles. The pattern is uniform and covers the entire slide.

Thank you!



?yourself

Question what you get. Media education to fight Disinformation



Erasmus+: Key Action 2, Cooperation partnerships in adult education

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