Activity 1 Work flow



I. Topic selection

Teacher choose topic (assignment)

Students choose topic (short discussion)

II. First impression

What students know about the issue (short discussion)

template for teachers 1-1-II First impression

- Q: What do you know about the issue XXX?
- Q: What do you think about the issue XXX?
 Q: What are the main parties (actors) involved in this issue?

III. Select the sources of information

Teacher choose the sources (assignment)

Students find sources (assignment)

Students present the sources / information they have found a choose the sources for the following work (discussion)

Q: Why is the source / information provided important to better understand the issue?

IV. Assessing the reliability of information (fact-checking)

Students assess the relevance of the source/information and its credibility (trustworthiness).

(assignment)

template for students 1-1-IV Source and its relevance and reliability

Students are free to open and use also other sites on the internet

- Q: How much do you trust this as a source of information?
- Q: Asses whether the information is relevant and credible and should
- be taken into account to decide/know better about the issue?
- Q: What kind of information is provided: fact or opinion or PR-promotion?



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Activity 1 Work flow



V. Finding the main aspects of reliable information

template for class 1-1-IV Source and its relevance and credibility

Goal: learn to assess the information by the relevant criteria an to learn what are not the relevant criteria to judge credibility not to necessary identify disinformation and fake-news (see step VI)

HOW, WHERE and BY WHOM the data (proclaimed facts) were produced

OPINION vs. FACT ...and NTERPRETATION

Fact can be fact-checked

Opinion is opinion (but can be supported by evidence)

Recognize manipulative techniques

Students discuss how and why (!) they have assessed the credibility of the selected information (discussion)

Module 1 (1.2)

secondary sources of data and information

Module 1 (1.3) fact-checking not relevant criteria manipulative techniques lateral reading opinion vs fact

FACT-CHECKING (credibility of the information)

- Q: Do you consider this information credible /not credible?
- Q: Why do you consider this information credible /not credible (list main aspects you base your judgement on?
- *Q:* What are the main criteria of credible information? <u>... to help find the</u> criteria:
 - Q: What kind of information is it (fact/opinion/PR-promotion)?
 - Q: Is the information provided based/backed by evidence?
 - Q: What are the references for the credibility of the source of information (did you checked on other sites)?
 - Q: Is the presented fact actually valid accurate (evidence is provided, we trust the credibility of the method used)?

Use lateral reading

THE AUTHOR and PERSPECTIVES

Q:Who created it? What motivations do the creators have for presenting the information? How does that affect the reliability of the source?

- Q: What is the perspective of the source/author?
- Q: What sources is the author using?
- Q: Does the author have any particular interests in the outcome?
- Q: What are the main contradicting arguments/opinions?
- Q: What are (possible) motivations of the authors?

Module 1 (1.1)

quality of data and information (relevance, reliability = credibility / completeness / validity)

VALIDITY AND COMPLETENESS of the information)

Q: Is the presented fact actually valid - accurate (evidence is provided, we trust the credibility of the method used – the way how the data/facts were obtained)?

Q: What aspects of the issue does the data / information covers (does it tell all we need/should know)?

Remember that opinions and biased information does not have to be discarded in principal:

- it still can be relevant (evidence must be provided)
- It is relevant as a source about deferent options/approaches/perspectives of different actors

More in the Module 2 / Activity 2



