



**LITERACY**



**Toolkit  
Framework for  
integrating digital  
competences in HEIs  
Serbian Edition**



# FakeSpotting

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UNIVERSITETI I EVROPËS JUGLINDORE  
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY



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# 02

## 0:: Akcioni plan za digitalno obrazovanje i njegove akcije

Evropska komisija je predstavila Akcioni plan za digitalno obrazovanje u oktobru 2020. kao stratešku viziju za promovisanje visokokvalitetnog, inkluzivnog i dostupnog digitalnog obrazovanja širom EU od 2021. do 2027. Plan ima za cilj da podstakne saradnju između različitih aktera u evropskom okruženju. Pored toga, bavi se uticajem krize COVID-19 na digitalne veštine i podstiče zainteresovane strane da uče iz uspešnih praksi primećenih tokom povećane upotrebe tehnologije u različitim kontekstima.

Akcioni plan za digitalno obrazovanje nastoji da olakša unapređenje digitalnih veština i kompetencija neophodnih za digitalnu transformaciju. Cilj mu je da suštinski rekonfiguriše sisteme obrazovanja i obuke u Evropi kako bi ih uskladio sa zahtevima digitalnog doba.

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Akcioni plan za digitalno obrazovanje (2021-2027) je obnovljena inicijativa politike Evropske unije (EU) koja postavlja zajedničku viziju visokokvalitetnog, inkluzivnog i pristupačnog digitalnog obrazovanja u Evropi, a ima za cilj da podrži prilagođavanje obrazovanja i obuke sistema država članica za digitalno doba.

Akcioni plan, usvojen 30. septembra 2020. godine, je poziv na veću saradnju na evropskom nivou u oblasti digitalnog obrazovanja kako bi se suočili sa izazovima i mogućnostima nastalim tokom i nakon pandemije COVID-19, i kako bi se predstavile mogućnosti za obrazovnu zajednicu (nastavnici, učenici), kreatore politika, akademsku zajednicu i istraživače na nacionalnom, EU i međunarodnom nivou.

Inicijativa doprinosi prioritetu Komisije „Evropa za digitalno doba“ i EU sledeće generacije. Takođe podržava mehanizam za oporavak i otpornost, koji ima za cilj stvaranje zelenije, digitalnije i otpornije Evropske unije.



Akcioni plan za digitalno obrazovanje je ključni pokretač ostvarivanja vizije o postizanju evropskog obrazovnog prostora do 2025. On doprinosi postizanju ciljeva Evropske agende veština, Akcionog plana Evropskog socijalnog stuba i Digitalnog kompasa 2030: evropski put za digitalnu deceniju”.

(izvor: European Education Area)

## Šta je Akcioni plan za digitalno obrazovanje?

Akcioni plan za digitalno obrazovanje podrazumeva dva ključna strateška prioriteta: podsticanje razvoja vrhunskog ekosistema digitalnog obrazovanja i unapređenje digitalnih veština i kompetencija kako bi se svima olakšala digitalna transformacija.

### a.Prioritet 1: Podsticanje razvoja ekosistema digitalnog obrazovanja visokih performansi

Da bi se postigao ekosistem digitalnog obrazovanja visokih performansi, potrebno je pozabaviti se različitim aspektima, kao što je potreba za tehničkom infrastrukturom koja bi „podržala više praksi obrazovanja i obuka: odlazak na internet, poboljšanja u povezivanju i dostupnosti digitalne opreme“; poboljšanje digitalnih mogućnosti; unapređenje digitalnih veština kod trenera i edukatora; dostupnost visokokvalitetnih sadržaja za učenje, koji takođe treba da budu dostupni putem etičkih platformi i alata (izvor: Digital Skills and Job Platform).



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Ovaj prioritet je strukturiran na prvih 6 akcija Akcionog plana za digitalno obrazovanje:

1

**Akcija 1: Strukturisani dijalog sa državama članicama o digitalnom obrazovanju i veštinama;**

**Akcija 1: Predlog preporuke Saveta o ključnim faktorima koji omogućavaju uspešno digitalno obrazovanje i obuku;**

2

**Akcija 2: Preporuka Saveta o kombinovanim pristupima učenju za visokokvalitetno i inkluzivno osnovno i srednje obrazovanje**

3

**Akcija 3: Evropski okvir za digitalno obrazovanje;**

4

**Akcija 4: Povezivanje i digitalna oprema za obrazovanje i obuku;**

5

**Akcija 5: Planovi digitalne transformacije za obrazovne institucije;**

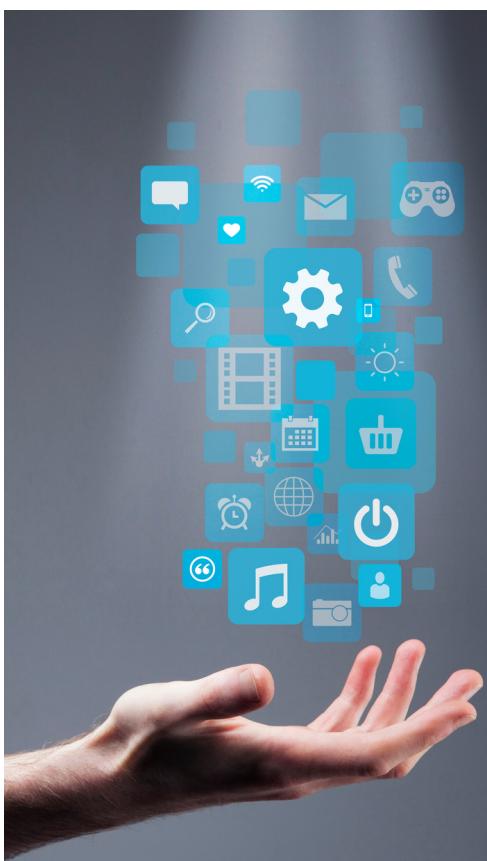
6

**Akcija 6: Etičke smernice o korišćenju veštačke inteligencije i podataka u nastavi i učenju za nastavnike.**

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### a. Prioritet 2: Unapređenje digitalnih veština i kompetencija za digitalnu transformaciju

Drugi prioritet Akcionog plana za digitalno obrazovanje fokusira se na unapređenje digitalnih veština pojedinaca i poslovanja, kao i kompetencija potrebnih za digitalnu transformaciju. Da bi se postigao ovaj cilj, Evropska komisija pokreće sveobuhvatan set mera. Ove mere imaju za cilj da unaprede osnovne digitalne veštine i kompetencije na svim nivoima, počevši od najranijeg uzrasta. Pored toga, plan uključuje inicijative koje podržavaju rast veće i raznovrsnije grupe dobro obučenih stručnjaka za informacione i komunikacione tehnologije (IKT) i eksperata za digitalne tehnologije. Drugi prioritet je strukturiran oko akcija od 7 do 13, nakon čega sledi osnivanje Evropskog centra za digitalno obrazovanje:



- Akcija 7: Zajedničke smernice za nastavnike i edukatore za podsticanje digitalne pismenosti i borbu protiv dezinformacija kroz obrazovanje i obuku;
- Akcija 8: Ažuriranje Evropskog okvira digitalnih kompetencija kako bi uključile AI i veštine vezane za podatke;
- Akcija 9: Evropski sertifikat o digitalnim veštinama (EDSC);
- Akcija 10: Predlog preporuke Saveta o unapređenju pružanja digitalnih veština u obrazovanju i obuci;
- Akcija 11: Međunacionalno prikupljanje podataka i cilj na nivou EU o digitalnim veštinama učenika;
- Akcija 12: Mogućnosti za digitalnu praksu;
- Akcija 13: Učešće žena u STEM disciplinama;
- Evropski centar za digitalno obrazovanje.

(izvor: European Education Area)

Među njima, u ovom rezultatu posebno ćemo se fokusirati na dve akcije, 7 i 9: Zajedničke smernice za nastavnike i edukatore za podsticanje digitalne pismenosti i borbu protiv dezinformacija kroz obrazovanje i obuku, i Evropski sertifikat o digitalnim veštinama (EDSC), koji ima za cilj da bude priznat i prihvaćen u svim državama članicama Evropske unije.

## 1.. Digitalne veštine: savremeni pregled

### 1.1. Da li postoji problem sa digitalnim veštinama?

#### a. a. Izazovi digitalne tranzicije

Prateći okvir digitalnog obrazovnog sadržaja, obrazovanje je radikalno promenjeno digitalnom tranzicijom:

- digitalni obrazovni sadržaji postaju kreativniji, zanimljiviji, interaktivniji i oličeni u različitim formatima;
- novi tehnološki razvoj, kao što su imerzivna realnost i veštačka inteligencija (AI), pomažu da se isporuče nove vrste obrazovnog sadržaja;
- postoji eksponencijalni porast proizvodnje digitalnih obrazovnih sadržaja. (European Digital Education Content Framework)

Uz ove promene u obrazovanju, digitalna tranzicija je donela mnoge društvene izazove sa kojima se obrazovanje mora suočiti:

- digitalne platforme i njihovi algoritmi mogu da deluju kao „čuvari“ digitalnog obrazovnog sadržaja, potencijalno utičući na pristup ovim resursima na različite načine;
  - korisnicima je teže da provere kvalitet i verodostojnost digitalnih obrazovnih resursa nego tradicionalni sadržaj;
  - dugoročno očuvanje ovih obrazovnih resursa;
  - rizici za sajber bezbednost, zaštitu podataka i e-privatnost.
- (European Digital Education Content Framework)

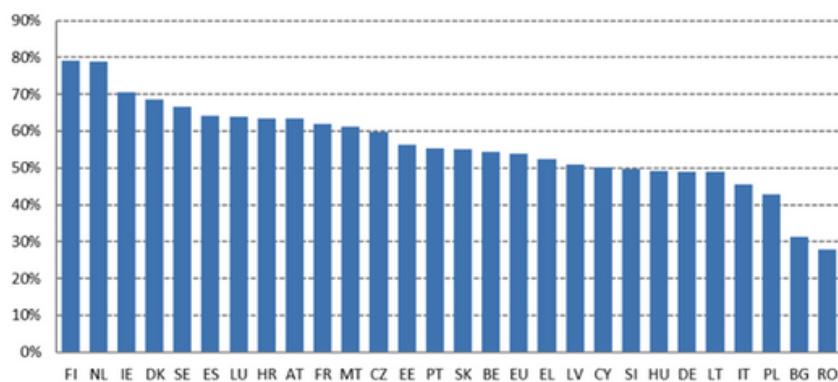
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Ovo zahteva niz mera za unapređenje digitalnih veština neophodnih za suočavanje sa ovim promenama i izazovima. DESI – Indeks digitalne ekonomije i društva – 2022. pokazuje da:

Dok je 87% ljudi (od 16 do 74 godine) redovno koristilo internet 2021. godine, samo 54% je posedovalo barem osnovne digitalne veštine. Holandija i Finska prednjače u EU, dok Rumunija i Bugarska zaostaju. Velikom delu stanovništva EU još uvek nedostaju osnovne digitalne veštine, iako većina poslova zahteva takve veštine. [...] Na tržištu rada EU i dalje postoji opšti nedostatak stručnjaka za IKT, a broj slobodnih radnih mesta raste kako se otvaraju nova radna mesta. Tokom 2020. godine, 55% preduzeća koja su regrutovala ili pokušala da angažuju stručnjake za IKT prijavila su poteškoće u popunjavanju takvih upražnjenih radnih mesta. [...] Predlog „Put ka digitalnoj deceniji“ ima za cilj da poveća broj zaposlenih stručnjaka za IKT u EU na najmanje 20 miliona do 2030. godine, u poređenju sa 8,9 miliona u 2021. (što odgovara 4,5% radne snage). Iako postoji stabilan rast od 2013. godine, potrebno je ubrzanje da bi se postigao cilj. Od 2021. godine, Švedska – sa 8% – i Finska – sa 7,4% – imaju najveći udeo IKT stručnjaka u radnoj snazi. (DESI 2022: 14)

Na grafikonu 1 su prikazani podaci iz publikacije DESI 2022, koji pokazuju distribuciju digitalnih veština u evropskim zemljama:

Figure 3 At least basic digital skills (% of individuals), 2021



Source: Eurostat, European Union survey on the use of ICT in Households and by Individuals

## b. Uklanjanje jaza u digitalnim veštinama

Jedan od problema koji se pojavljuje u naporima da se premosti jaz u digitalnim veštinama potiče od ograničenog ulaganja u obuku, kao i prepreke za doživotno učenje:

Prepreke za doživotno učenje i ograničeno ulaganje u obuku usporavaju napore Evropske unije da premosti jaz u digitalnim veštinama do 2030. godine, kažu predstavnici i stručnjaci EU, koji su ukazali na potrebu za povećanom podrškom za usavršavanje i prekvalifikaciju.

(izvor: Euractiv)

Ovo bi moglo da predstavlja problem, s obzirom na ciljeve koji su postavljeni za Evropsku digitalnu dekadu, koja se završava 2030. godine. Čini se, međutim, da samo zemlje sa višim nivoom digitalnih veština učestvuju u obuci o digitalnim veštinama. Nakon OECD-ove studije veština iz 2021. godine, faktori koji dovode do ove situacije mogu varirati, od ekonomskih razloga do kvaliteta pružene obuke. Ovo su razlozi koji su doveli do političkog dogovora o Evropskoj godini veština.



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## c.Evropska godina veština

Godina 2023. je Evropska godina veština, prema sporazumu koji su postigli Evropski parlament i Savet Evrope, što rezultira jednogodišnjim inicijativama koje naglašavaju važnost razvoja veština i učenja širom Evrope:

Evropska godina veština 2023 je ključna inicijativa Agende veština Evropske komisije za Evropu. [...] Cilj inicijative je da podigne svest o važnosti veština i da promoviše razvoj veština u svim sektorima i nivoima društva. Inicijativa takođe ima za cilj da podstakne ulaganja u razvoj veština i da promoviše priznavanje veština i kvalifikacija širom Evrope.

(izvor: Digital Skills and Jobs Platform )

Prepoznajući značaj razvoja veština za ekonomski rast i socijalnu koheziju, Evropska komisija je istakla njegov značaj. Pandemija COVID-19 je naglasila potrebu da pojedinci poseduju prilagodljivost i kontinuirano stiču nove veštine tokom svog života. Shodno tome, Evropska godina veština 2023. će igrati ključnu ulogu u promovisanju celoživotnog učenja i razvoja veština širom Evrope. Evropska godina veština će imati 4 glavna cilja, prema predlogu Evropske komisije:

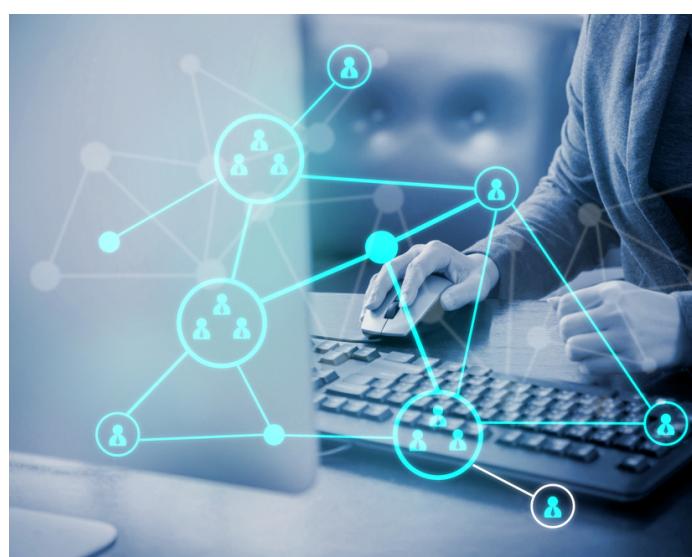
I Podsticanje efikasnijeg ulaganja u obuku i usavršavanje kako bi se maksimizirao potencijal evropske radne snage i pomoglo ljudima da pređu sa jednog posla na drugi.

II Osiguranje da su veštine primenljive na zahteve tržista rada, takođe radeći sa socijalnim partnerima i preduzećima.

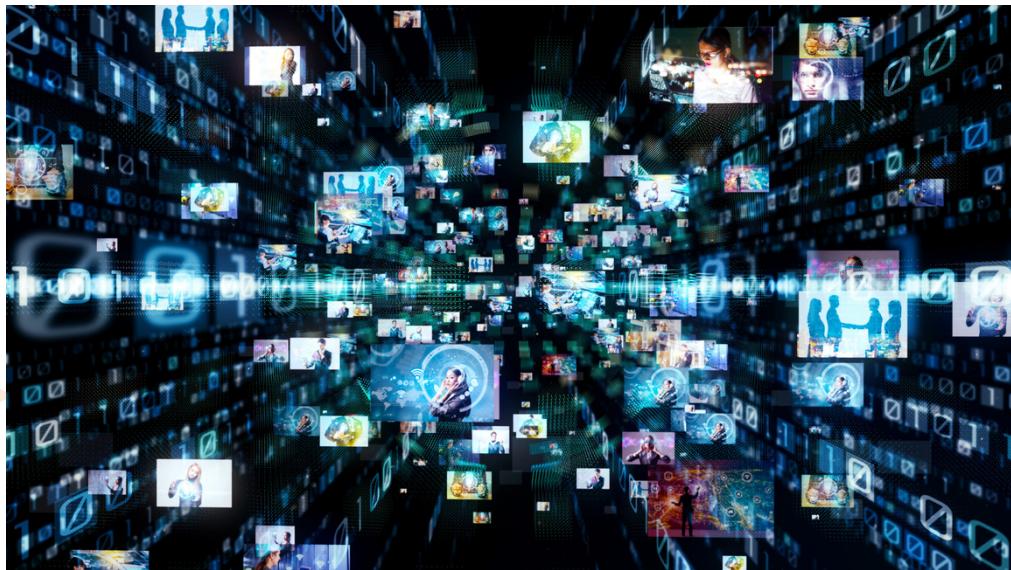
III Usklađivanje aspiracija i skupova veština ljudi sa mogućnostima na tržistu rada.

IV Privlačenje ljudi iz trećih zemalja sa veštinama koje su potrebne EU.

(izvor: Digital Skills and Jobs Platform)



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Ko su akteri uključeni u Evropsku godinu veština? Uloga poslodavaca u promovisanju razvoja veština je ključna u stvaranju okruženja tržišta rada u kojem digitalna kompetencija postaje vredna. Stoga Komisija pokušava da stvori mreže saradnje između poslodavaca, zainteresovanih strana i pružalaca obrazovanja i obuke:

Evropska komisija je takođe istakla ulogu poslodavaca u promovisanju razvoja veština. Komisija je pozvala poslodavce da ulažu u veštine svojih zaposlenih i da promovišu kulturu učenja u svojim organizacijama. Komisija je takođe pozvala poslodavce da podrže priznavanje neformalnog i informalnog učenja i da podstaknu svoje zaposlene da stiču nove veštine tokom svoje karijere. [...] Evropska komisija je naglasila važnost saradnje u promovisanju razvoja veština. Komisija je pozvala sve zainteresovane strane, uključujući vlade, poslodavce, pružaoce obrazovanja i obuke i organizacije civilnog društva, da rade zajedno na promovisanju razvoja veština širom Evrope. Komisija je takođe istakla važnost uključivanja pojedinaca u inicijativu i pozvala pojedince da preuzmu inicijativu nad sopstvenim učenjem i razvojem veština. Zbog toga će biti usvojen niz novih predloga EU kako bi se podržali tekući napor i dalje podstakao razvoj veština u državama članicama.

(izvor: Digital Skills and Jobs Platform )

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U pravcu postavljenom od Evropske godine veština, Savet Evrope je dao dve preporuke za zemlje članice da neguju digitalno obrazovanje i obuku: prva je povezana sa odnosom između digitalnih veština i tržišta rada:



Potpredsednica Komisije Margrete Vestager rekla je da preporuke imaju za cilj prevazilaženje prepreka koje ograničavaju napredak EU u digitalnim veštinama na individualnom, sektorskem i nacionalnom nivou, pošto trenutno postoje velike razlike u digitalnim kompetencijama između zemalja EU, faza života i sektora privrede.

Prema njenom mišljenju, prepreke na sektorskem nivou su povezane sa „neusklađenošću između onoga što ljudi mogu da urade u pogledu digitalnih veština i onoga što se od njih zahteva i na svom sadašnjem i na budućem poslu“.

Prema podacima Komisije, više od trećine radnika u EU trenutno nemaju digitalne veštine potrebne za većinu poslova.

„Potrebni su nam ljudi koji će moći da koriste digitalne veštine u svim sektorima privrede“, rekla je Vestager, pozivajući zemlje članice da „otvore“ svoj pristup digitalnim veštinama. (izvor: Euractiv)

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Drugi se odnosi na transverzalnost digitalne tranzicije između svih različitih sektora društvenog života, ne samo obrazovanja već i ekonomije, učešća u političkom životu i društvenim interakcijama. Zbog toga se Evropska komisija zalaže za sveobuhvatan pristup razvoju digitalnih veština, koji se ne fokusira samo na digitalnu obuku per se, već prepoznaje kako je svaki sektor postao digitalni sektor:

„[Oni moraju] da vide svaki sektor kao digitalni sektor”, rekla je ona tokom konferencije za novinare, dodajući da se to pitanje ne tiče samo obrazovanja. Istovremeno, Komisija se zalaže za sveobuhvatniji pristup razvoju digitalnih veština i u obrazovnom sektoru, kako bi obezbedila da nastavnici budu opremljeni alatima i kompetencijama za korišćenje i podučavanje digitalnih veština.

Prema podacima Komisije, samo 39% nastavnika oseća se spremnim da koristi digitalne tehnologije u svom radu, a samo jedna trećina učenika ide u škole koje imaju strategije za korišćenje digitalnih tehnologija u nastavi i učenju.

„Trebalo bi da integrišemo digitalne veštine u svaki predmet koji se predaje u školi, kao i da postoji zaseban predmet”, rekla je Vestager.

(izvor: Euractiv)



## 2. Digitalne veštine i digitalna kompetencija: konceptualni okvir

Iako postoji opšti konsenzus oko hitne potrebe za negovanjem digitalnih veština i kompetencija, došlo je do debate o različitim definicijama digitalnih veština i kompetencija.

### 2.1 Digitalne veštine

Oblast koja je pokušala da proučava, odražava i dizajnira ispravan skup znanja za suočavanje sa izazovima medijskog okruženja je medijska pismenost.

Odakle dolazi ovaj koncept? Pokušaćemo da ocrtamo odnose između medijske pismenosti i pismenosti, kao i njenu istoriju, kako bismo pokazali njena ograničenja i kako se ona može poboljšati prema mišljenju stručnjaka za medijsko obrazovanje.

#### a.Od medijskog obrazovanja do digitalne kompetencije (i nazad)

Uspor na masovnih medija u prošlom veku, praćen digitalnom tranzicijom, stvorio je nove obrazovne potrebe. Polazeći od Falcinelijeve (2021) rekonstrukcije evolucije medijske pismenosti sa pojmom novih medija, prikazaćemo pojednostavljeni pregleda pojavljivanja različitih koncepata u okviru pedagogije medija:

I Medijsko obrazovanje: 1970-ih, UNESCO i Conseil international du Cinema et de la Television jasno govore o medijskom obrazovanju, definišući ga kao proučavanje istorije medija, njihove uloge u društvu i pristupa njima. Ovaj koncept se u početku primenjivao samo na masovne medije, kao što su televizija, radio i štampa. Falcineli (2021:36) ilustruje tri različite dimenzije kojima su prakse medijskog obrazovanja uobičajeno namenjene: 1) Medijsko obrazovanje kao obrazovanje za razumevanje medijskih poruka i medijskog sistema; 2) Medijsko obrazovanje kao vaspitanje za pravilno korišćenje sredstava komunikacije; 3) Medijsko obrazovanje kao obrazovanje za proizvodnju originalnih medijskih poruka.

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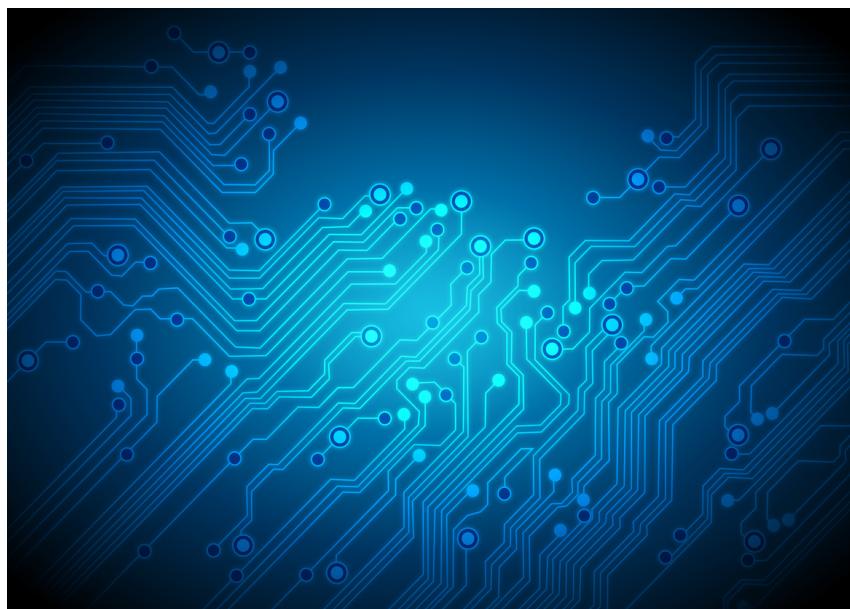
III Nova medijska pismenost: dolazi iz Dženkinsovog (et al. 1998) rada na participativnoj kulturi, ima za cilj da individuiše one kompetencije koje se iz medijskog obrazovanja mogu primeniti i proširiti u novim medijima: od igranja, do rešavanja problema, remiksovanja sadržaja i umrežavanja. Takođe uključuje mogućnost pristupa, analize, procene i kreiranja poruka u različitim kontekstima.

III Digitalna pismenost: Sposobnost razumevanja i korišćenja informacija u različitim formatima, iz raznih digitalno posredovanih izvora. Početkom 2000-ih, Savet Evrope<sup>[1]</sup> je to označio kao preduslov za kreativnost, inovativnost i preduzetništvo.

IV Digitalne kompetencije: U poslednjih petnaest godina, Savet Evrope je počeo da razvija konzistentniji okvir ključnih kompetencija za celoživotno učenje<sup>[2]</sup>, koji digitalnu kompetenciju vidi kao jednu od 8 glavnih kompetencija u verzijama iz 2006. i 2018. godine. Digitalna kompetencija je centralna u razvoju digitalnog građanstva, odnosno posredovanog učešća u javnom životu, a sada je definisana evropskim okvirom DigiComp 2.2, podeljen u 5 oblasti: informaciona i data pismenost, komunikacija i saradnja, kreiranje digitalnog sadržaja, bezbednost i rešavanje problema.

[1] CE (2003) eLearning: Better eLearning for Europe, Publication Office of the European Union, Luxembourg.

[2] Key Competences for Lifelong Learning - <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01ad75ed71a1/language-en>



# Fakespotting Toolkit

Smernice za medijsku i informacionu pismenost (Smernice) promovisane kao Akcija 7 Akcionog plana za digitalno obrazovanje definišu digitalnu pismenost:

Biti digitalno pismen znači znati kako koristiti digitalne tehnologije za pristup, upravljanje, razumevanje, integraciju, komunikaciju, procenu, kreiranje i širenje informacija – na bezbedne i odgovarajuće načine. Takođe, digitalna pismenost može pomoći učenicima da aktivno učestvuju, uče, grade ispunjene karijere i društveno komuniciraju u današnjem društvu. Kao takva, digitalna pismenost je preduslov za razvoj aktivnog i osnaženog digitalnog građanstva. (Smernice: 20)

Odnos između građanskog angažmana i pismenosti je sve samo ne nov: Tullio de Mauro – lingvista, angažovani intelektualac i bivši italijanski ministar obrazovanja – je u pismenosti identifikovao jedan od osnovnih preduslova za samu demokratiju<sup>[1]</sup>: čak i u demokratskim kontekstima, bez pismenosti, građani su isto toliko podanici kao i u totalitarnim režimima. Pismenost kod odraslih se stalno prati: jedan primer je OECD-ov Program za međunarodnu procenu kompetencija odraslih<sup>[2]</sup> koji prati pismenost, računanje i rešavanje problema kod odraslih tokom dugih vremenskih intervala.

Međutim, ako je ispravno razumevanje informacija neophodan uslov za podsticanje građanskog i digitalnog angažovanja, neki stručnjaci kažu da to nije dovoljno. Prvi nagoveštaj ovoga može se naći u složenom i raznolikom razumevanju same medijske pismenosti: čini se da se koncept razvija od lingvističke i kognitivne koncepcije pismenosti, pokušavajući da je prilagodi medijskim i digitalnim medijskim kontekstima.

3 Intervista a Tullio De Mauro - Alfabetizzazione e democrazia - <https://damianorama.wordpress.com/2008/11/01/intervista-a-tullio-de-mauro-alfabetizzazione-e-democrazia/>

4 The Programme for the International Assessment of Adult Competencies (PIAAC) <https://www.oecd.org/skills/piaac/>

## b Medijska pismenost naspram medijskog obrazovanja

Istraživači Instituta „Data and Society“ Bulger i Davison (2018) pružaju iscrpan izveštaj o glavnim inicijativama medijske pismenosti, razrađujući okvir za njihovu evaluaciju i daju preporuke zainteresovanim stranama za produktivno sprovođenje medijske pismenosti. Njihovo istraživanje otkriva kako je jedan od glavnih uzroka neuspeha inicijativa za medijsku pismenost širina njihovih očekivanja: „da li je to razaznati tačnost, proceniti pristrasnost, produktivno se baviti informacijama, biti informisan glasač?“ (ibid: 16). Jedan od problema je, opet, njihov anahronizam, i činjenica da se sva odgovornost uočavanja kvaliteta informacija prebacuje na krajnjeg korisnika:

Konačno, istraživanje medijske pismenosti se obično fokusira na individualnu odgovornost za uočavanje istine ili tačnosti poruka. Kako platforme kao što su Fejsbuk, Gugl i Tviter sve više personalizuju pristup informacijama, individualna odgovornost postaje sve izazovnija, posebno kada metode za pružanje informacija nisu transparentne. Jedan izazov za napredovanje istraživanja je određivanje očekivanja o tome kako pojedinac može proceniti pouzdanost informacija kada širina korpusa, na primer, šta je uključeno, a šta isključeno i zašto (i kako se razlikuje od informacija koje se služe drugima), nije vidljivo niti pristupačno. Neophodno je preispitati medijsku pismenost u doba platformi. (ibid: 17)



Jedan od najmerodavnijih glasova u debati o potrebi i ograničenjima medijske pismenosti je Dejvid Bakingem, istraživač u oblasti medijskog obrazovanja i autor Manifesta o medijskom obrazovanju (2019). Poput gore navedenih naučnika, on ne sumnja u svrhu medijske pismenosti, niti u njenu neophodnost u digitalno posredovanom okruženju. Međutim, on u više navrata naglašava kako se medijska pismenost često koristila kao „brzo rešenje“ (2021: 22), lako rešenje složenih problema ili, još gore, individualizovano rešenje sistemskih problema koje treba rešavati na različitim nivoima sistema. Dok njegova kritika naglašava kako vlade – posebno u Velikoj Britaniji – imaju tendenciju da koriste medijsku pismenost kao izgovor da izbegnu regulisanje aktivnosti velikih digitalnih platformi, on takođe ističe kako sam koncept medijske pismenosti predstavlja okvir koji prebacuje odgovornost za sistemske probleme na pojedinačne korisnike.

Jedan od primera u kojima ovo pitanje postaje evidentno je instrumentalni pristup digitalne pismenosti, gde se tehničko znanje – poput znanja kako da se kodira – predstavlja kao rešenje političkih i kulturnih problema;

ili kada su lake i pristupačne metode provere činjenica isporučene kao rešenja za sistemski poremećaj informacija:

Ponekad se prepostavlja da je digitalna pismenost jednostavno učenje kako da koristite digitalne alate: učenje kako da rukujete hardverom ili da koristite softver kao što su pretraživači. Ovo je instrumentalni pristup na koji sam mislio. Za mene je ovo samo početak procesa. Naravno, moramo znati kako da pronađemo informacije na mreži; kako da to uradimo efikasno je nešto što takođe moramo naučiti. Ali teža pitanja dolaze kada moramo da shvatimo te informacije, da ih obradimo i procenimo. Moramo da donosimo sudove o tome čemu treba da verujemo, a to je daleko od lakog. Tu dolazi na scenu medijsko obrazovanje. Uprkos svim opuštenim pričama o lažnim vestima, ne radi se samo o tome da se napravi razlika između onoga što je istina i laž. To nije nešto što možemo učiniti jednostavnom kontrolnom listom: naprotiv, ona uključuje mnogo složeniji, višedimenzionalni proces analize i evaluacije. Ovo nije jednostavno naučiti: ali bez toga smo izgubljeni? (Bakingem 2021: 26)

## Fakespotting Toolkit

Bakingem je promoter sistemskih obrazovnih sredstava, gde ceo obrazovni sistem prepoznae složeno, umreženo medijsko okruženje u koje smo ubačeni i preuzima odgovornost za njihovu pripremu stavljajući nastavne planove i programe medijskog obrazovanja u centar školskih programa. Fokusira se na koncepte kao što je kritičko mišljenje, koje uključuje rešavanje problema, ali se ne ograničava na njega, a uključuje i informacije o sastavu medijskog okruženja i ulozi njegovih aktera.

Svakako da je programiranje veština koju učenici treba da imaju priliku da steknu ako žele; ali reći da im to pomaže u rešavanju problema ili da je neophodna obuka za buduće zaposlenje – zbog čega bi trebalo da se predaje svim učenicima – veoma je upitno. Deca, istina, moraju da znaju kako digitalna tehnologija funkcioniše; ali takođe treba da razumeju kako digitalni mediji funkcionišu kao industrije i kulturni oblici predstavljanja. Ako žele da postanu aktivni korisnici tehnologije, moraju da nauče više od pukih tehničkih veština: potrebno im je društveno, političko, ekonomsko i kulturno razumevanje. (2019: 82) [5]



5 The reference is to the Italian edition of the text, here presented in English translation.

## 2.2. Digitalne kompetencije

Falcineli je pokazao kako koncept digitalne kompetencije potiče od koncepta digitalne pismenosti, ali ga proširuje kako bi imao sveobuhvatniju definiciju prikladnu za digitalno doba.

### a. Defining Digital Competence: a theoretical challenge

Gallardo-Echenikue i dr. (2015) je uradio opsežan pregled literature o različitim definicijama digitalne kompetencije, ne kako bi „došao do jedne definicije u redukcionističkom pogledu, već da sistematski pregleda različite definicije i identificuje tačke povezivanja iz široke i raznolike vizije“ (str. 2).

Razlike u odnosu na digitalnu pismenost su navedene na sledeći način:

Differences between digital competence and digital literacy	
Digital competence	Digital literacy
An employability requirement of the digital age	Conceptualizations of the changing learning paradigm in the digital age
A 'skills' connotation, implying competency with some of today's computer applications, including word processing and e-mail, etc.	Deictic approaches to learning and communication
Set of abilities needed to apply digital technologies to work, leisure and education	Set of understandings needed in the digital era to understand, produce and negotiate meaning in a culture made up of powerful images, words and sounds
Skills people should have in the digital era	An assumption that skills, awarenesses and understandings exist that will enable individuals first to survive and second to be more effective in their e-encounters
Skills to communicate with others and address a wide range of texts in all media	A combination of technical-procedural, cognitive and emotional-social skills
A range of capabilities (knowledge, skills and competences) covering three main categories: ICT practitioner skills; ICT user skills, and e-business skills	Processes of awareness, confidence, evaluation, reflection, adaptability and willingness to meet the digital age challenges
Demonstrated ability to apply knowledge, skills and attitudes to achieve observable results; measurable performance through rubrics	Ability to understand and use information in multiple formats from a wide range of sources when this is presented via computers
Confident and critical use of Information Society Technology (IST) for work, leisure and communication	Complex cognitive, motor, sociological, and emotional skills that users need in order to function effectively in digital environments
Underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet	Awareness, attitude and underling abilities needed to use digital tools appropriately and to reflect upon this process

## Fakespotting Toolkit

Neka zapažanja koja se mogu dati o ovim različitim konceptualizacijama kompetencije i pismenosti su da dok se pismenost često opisuje kao individualna, kognitivna veština, povezana sa unutrašnjim razumevanjem vežbanja tehničkih operacija, kompetencija se često opisuje kao situirana, društvena sposobnost korišćenja koja proizilazi iz primene pismenosti; takođe se opisuje kao kritička upotreba u različite svrhe, a orijentisana je na zapošljivost, slobodno vreme i komunikaciju. Dok je pismenost osnova za kompetenciju, ona je individualna karakteristika: kompetencija je društvena veština. Međutim, zaključak njihovog pregleda navodi složen status pojma digitalne kompetencije, koja i dalje ostaje u srži obrazovanja odgovornog građanstva:

Na osnovu ovog pregleda literature, digitalna kompetencija se može smatrati višeslojnim konceptom koji proizlazi iz nekoliko sredina [...] Usko je povezana sa pristupima pismenosti, ali nije identična. Digitalna kompetencija se smatra osnovnom kompetencijom u političkim dokumentima, ali još uvek nije stabilan koncept [...] Ovi različiti pojmovi znače da još uvek ne postoje jasne smernice za procenu digitalne kompetencije (Ananiadou & Claro, 2009). Dok neki digitalnu kompetenciju doživljavaju kao tehničku upotrebu IKT, drugi je šire definišu kao primenu znanja ili kao veštine 21. veka. Društvo informacija i znanja naglašava potrebu za „obrazovanim građanstvom sposobnim za pristup, procenu, organizovanje, tumačenje i širenje informacija u sve digitalnijim formatima koji se razmenjuju preko tehnologija koje omogućavaju“ (Somerville, Lampert, Dabbour, Harlan & Schader, 2007, str. 9). Neophodno je da ljudi razviju novi osećaj samopouzdanja da bi savladali tehnologiju i digitalne usluge. Kao edukatori i istraživači, naši ciljevi treba da budu da ohrabrimo građane da razviju veštine, znanje, etičke okvire i samopouzdanje koji će im dobro služiti u budućnosti (Jenkins, 2006; Jenkins, Clinton, Purushotma, Robison & Veigel, 2006.). Imajući u vidu ove izazove, institucije i kreatori politike treba da postave svoje trenutne obrazovne prioritete za efikasan odgovor na promenljive potrebe učenika 21. veka. Pravilno sticanje digitalne kompetencije ili digitalne pismenosti, shvaćene iz holističke i emancipatorske perspektive, ključno je za aktivno i funkcionalno učešće u savremenom društvu. (Galardo-Echenique et al. 2015: 12)

## b. Okvir digitalnih kompetencija za građane (DigComp)

Ovaj složeni status definicije digitalnog znanja je razlog zašto je Evropski zajednički istraživački centar tokom godina razvio Okvir digitalnih kompetencija za građane (DigComp) kao sveobuhvatan okvir za definisanje i usvajanje digitalnih kompetencija na različitim nivoima upravljanja.

U stvari, heterogenost već predstavljenih definicija digitalnih kompetencija jedan je od razloga za bogatstvo DigComp-a. Okvir nudi zajednički rečnik i fleksibilnu definiciju koja se može koristiti u definisanju digitalne kompetencije.

Kao nov i relativno složen pojam, digitalna kompetencija se shvata i opisuje na mnogo različitih načina. Zainteresovane strane naglašavaju da je DigComp obezbedio zajednički jezik i terminologiju za razgovor i osmišljavanje novih projekata o digitalnoj kompetenciji u različitim oblastima. Primećuju kako je DigComp uspostavio opštu, neki je nazivaju „mekom“ ili „transverzalnom“, definicijom digitalne kompetencije, koja je komplementarna i kompatibilna sa drugim specifičnijim, sektorskim, „tvrdim“ definicijama. (Kluzer, Pujol Priego 2018: 23)

Koncept kompetencije je artikulisan u tri dimenzije, koje se sastoje od različitih oblika znanja, artikulisanih u znanju o; znanju kako; svesnosti:

**ZNANJE:** To znači ishod asimilacije informacija kroz učenje. Znanje je skup činjenica, principa, teorija i praksi koji se odnose na oblast rada ili studija.

**VEŠTINE:** Oni su sposobnost primene znanja i korišćenja znanja za izvršavanje zadataka i rešavanje problema. U kontekstu Evropskog okvira kvalifikacija, veštine se opisuju kao kognitivne (koje uključuju upotrebu logičkog, intuitivnog i kreativnog mišljenja) ili praktične (uključujući ručnu spretnost i upotrebu metoda, materijala, alata i instrumenata).

**STAVOVI:** Oni su zamišljeni kao motivatori performansi, osnova za kontinuirano kompetentno izvođenje. Oni uključuju vrednosti, težnje i prioritete.  
(izvor: Dig.Comp 2.2.: 3)

# Fakespotting Toolkit

Tri dimenzije se mere nivoima stručnosti koji se inače mogu opisati kao nivoi autonomije kompetencije: različite veštine se mogu ostvariti uz uputstva, autonomno ili sa mogućnošću prenošenja na druge:

OSNOVNI	1	Na osnovnom nivou i uz uputstva, mogu:
	2	Na osnovnom nivou i uz autonomiju i odgovarajuće smernice gde je potrebno, mogu:
SREDNJI	3	Samostalno i rešavajući jednostavne probleme, mogu:
	4	Samostalno, prema sopstvenim potrebama, i rešavajući dobro definisane i nerutinske probleme, mogu:
NAPREDNI	5	Osim da vodim druge, mogu:
	6	Na naprednom nivou, u skladu sa svojim potrebama i potrebama drugih, i u složenim kontekstima, mogu:
VISOKO SPECIJALIZOVANI	7	Na visoko specijalizovanom nivou, mogu:
	8	Na najnaprednjem i specijalizovanom nivou, mogu:



Nivoi znanja su takođe zasnovani na kognitivnim domenima pamćenja, razumevanja, primene i evaluacije, kreiranja.

Ima ukupno pet oblasti digitalnih kompetencija: informaciona i data pismenost; komunikacija i saradnja; kreiranje digitalnog sadržaja; sigurnost; rešavanje problema. Svaka oblast odgovara specifičnim kompetencijama:

## 3. Procena digitalnih veština ili kompetencija

### 3.1. Prethodne inicijative

Koja vrsta inicijative je promovisana u prošlosti za procenu digitalnih veština? Od Europass-ovog e-portfolija do predloga digitalnih akreditiva, postojao je niz različitih inicijativa koje su pokušavale da daju evropskim građanima alate da spoje potrebe tržišta rada i veštine i sposobnosti građana. Međutim, ove inicijative su se suočile sa pitanjem pokušaja da integrišu i prevedu različite načine merenja i sertifikacije veština, posebno digitalnih. Evropska unija naglašava važnost priznavanja veština i kvalifikacija kako bi se razvilo međunarodno tržište rada, uz istovremeno omogućavanje mobilnosti i učenja:

Priznavanje veština i kvalifikacija je ključno za podršku mobilnosti i učenja, kao i mogućnosti za karijeru za sve širom EU. Postoje dve različite procedure za priznavanje kvalifikacija:

- Priznanje za dalje obrazovanje i usavršavanje;
  - Priznanje za pristup zapošljavanju, uključujući regulisane profesije.
- (izvor: Europass)

#### a. Europass

Europass je besplatna onlajn alatka koja pomaže Evropljanima da upravljaju svojim karijerama i studijama. Njegove funkcije uključuju:

- Pravljenje ličnog zapisa o svim svojim veštinama, kvalifikacijama i iskustvima
  - Reflektovanje o svojim veštinama da bi se razumele sopstvene potrebe i interesovanja
  - Primanje personalizovanih predloga kurseva
  - Pripremanje i praćenje prijava, izrada prilagođenih biografija i propratnih pisama za različite kurseve i studije
  - Čuvanje dokumenata i datoteka na jednoj bezbednoj lokaciji
- (izvor: Europass)

# Fakespotting Toolkit

Dizajniran je posebno da olakša potragu za poslovima, istovremeno štiteći privatnost i lične podatke korisnika:

Europass koristi informacije u vašem profilu da analizira vaše veštine i predloži zanimljive poslove i kurseve za vas. Uvek možete izabrati da isključite ove Europass funkcije. Europass prikuplja anonimne statističke podatke (npr. koliko je posetilaca registrovano u Europass-u) i trendove (npr. da li korisnici Europassa imaju visok nivo digitalnih veština). Vaši lični podaci nikada neće biti korišćeni za ovaj proces.

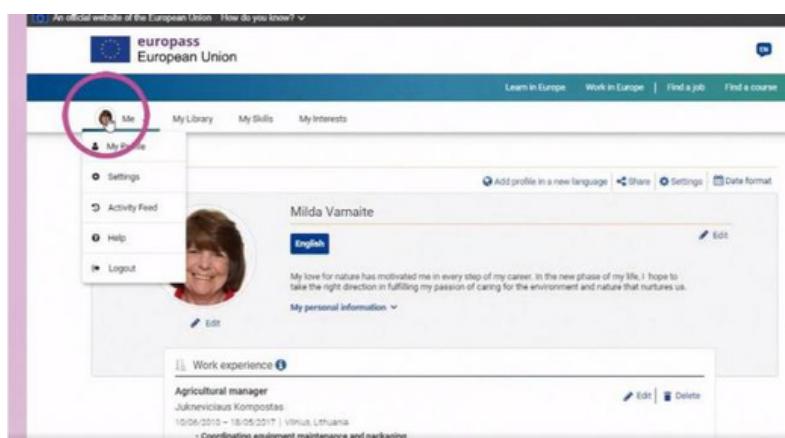
Uvek možete da izbrišete ceo ili deo svog Europass profila tako da uvek imate potpunu kontrolu nad svojim informacijama.

## b. Europass e-portfolio

TEuropass alat dizajniran za merenje i dokumentovanje digitalnih veština je e-portfolio. Ovo je bilo digitalno rešenje koje je pokušalo da ponudi alat za prikupljanje kvalifikacija:

Tradicionalno, pojedinci su dokumentovali svoje veštine, kvalifikacije i iskustvo koristeći biografije, papirne sertifikate i diplome. Danas, oni takođe mogu imati koristi od alata za e-portfolio koji imaju mogućnost da podrže pojedince u ovom istom zadatku. E-portfolio se može definisati kao digitalni dinamički alat koji omogućava pojedincima da dokumentuju, prikažu i upravljaju svojim veštinama, kvalifikacijama i iskustvom tokom životnog veka svoje karijere. Trenutno, e-portfolio nude veb-sajtovi službi za razvoj karijere i zapošljavanja, profesionalne veb stranice društvenih mreža, kreatori biografija, platforme za e-učenje i usavršavanje, između ostalih zainteresovanih strana.

(Europass e-portfolio Osnovni dokument, 2018: 2)



## Fakespotting Toolkit

Europass e-portfolio je razvijen na europass portfoliju dokumenata, u cilju postizanja specifičnih ciljeva:

- Uspostavljanje jedinstvene ulazne tačke za skup onlajn alata koji razmenjuju informacije između sebe i omogućavaju pojedincima da bez napora prelaze sa jednog alata na drugi;
- Vođenje pojedinaca u procesu kreiranja i upravljanja ličnim profilom, opisujući svoje veštine, kvalifikacije i iskustvo i sastavljujući i čuvajući relevantnu dokumentaciju ili dokaze o učenju (npr. otvorene značke, digitalne diplome) u biblioteci;
- Kreiranje i uređivanje dokumenata kao što su biografije i propratna pisma preko onlajn urednika;
- Podržavanje pojedinaca da razviju svoju karijeru definisanjem njihovih interesovanja, ciljeva i aspiracija i praćenjem njihovog napretka iz perspektive celoživotnog učenja;
- Omogućavanje pojedincima odgovarajućih prilika za učenje i posao na osnovu njihovog ličnog profila, aspiracija i preferencija;
- Omogućavanje pojedincima da pripreme, podnesu i prate svoje prijave za učenje i posao.

(Europass e-portfolio Osnovni dokument, 2018: 2-3)



## Fakespotting Toolkit

E-portfolio je zamišljen kao individualni alat, posebno dizajniran za građane kao pojedince koji uče, da aktivno prikupljaju dokumentaciju u vezi sa njihovom obukom:

E-portfolio će prvenstveno ciljati na pojedinačne krajne korisnike (kasnije u ovom dokumentu koji se nazivaju krajnji korisnici), koji će aktivno koristiti e-portfolio da dokumentuju svoje veštine i kvalifikacije stečene kroz učenje i radna iskustva, kao i da upravljaju sopstvenom karijerom i procesom učenja. Krajnji korisnici uključuju učenike, one koji traže posao, radnike i volontere (bez obzira na njihov status zaposlenja ili digitalne veštine), ali i NEET (tj. mlade između 16 i 24 godine koji nisu u obrazovanju, zapošljavanju ili obuci). Oni mogu biti državlјani Evrope, ali i državlјani trećih zemalja.

Druge zainteresovane strane će imati sekundarnu ulogu u doprinosu promociji i progresivnoj upotrebi Europass e-portfolioja. S jedne strane, fasilitatori će pomoći krajnjim korisnicima da dokumentuju svoje veštine i kvalifikacije i upravljaju svojom karijerom kroz e-portfolio. Ova ciljna grupa uključuje savetnike za vođenje i savetovanje, javne službe za zapošljavanje, nacionalne Europass centre, poslodavce, institucije za obrazovanje i obuku, odgovorne nacionalne vlasti, IT stručnjake, između ostalih. S druge strane, primaoci će primati i obrađivati lične profile i dokumentaciju krajnjih korisnika. E-portfolio će ponuditi različite mogućnosti krajnjim korisnicima da podele svoje lične profile i drugu dokumentaciju sa trećim licima. Ova ciljna grupa posebno uključuje poslodavce, pružaoce obrazovanja i obuke, HR profesionalce, kao i druge organizacije zainteresovane za procenu dokumentovanih veština, kvalifikacija i radnog iskustva krajnjih korisnika.

(Europass e-portfolio Osnovni dokument, 2018: 4-5)

## c. Digitalni akreditivi

Ako je e-portfolio bio alat za individualno prikupljanje ličnih kvalifikacija, Infrastruktura digitalnih akreditiva je bila inicijativa koja je imala za cilj da izgradi infrastrukturu koja će „podržati efikasnost i sigurnost u načinu na koji se akreditivi kao što su kvalifikacije i druga dostignuća u učenju mogu prepoznati širom Evrope“<sup>[1]</sup>

EDCI će podržati usluge autentifikacije za sve digitalne dokumente ili prikaze informacija o veštinama i kvalifikacijama kako je navedeno u članu 4 (6) Odluke o Europass-u.

Infrastruktura je bila zasnovana na digitalnom objektu akreditiva:

Akreditacija je dokumentovana izjava koja sadrži tvrdnje o osobi koju je izdala obrazovna organizacija nakon iskustva učenja. Evropski digitalni akreditivi opisuju postignuće u učenju. Oni mogu opisati: aktivnosti (npr. posećene časove), procene (npr. projekti), dostignuća (npr. razvijene veštine), profesionalna prava (npr. registracija kao lekar) i kvalifikacije. Kao digitalna datoteka, akreditivi mogu da sadrže širok spektar vrednih informacija koje mogu pomoći u prepoznavanju i razumevanju akreditiva od strane poslodavaca i drugih institucija. Evropski digitalni sertifikati imaju niz prednosti u odnosu na sertifikate na papiru: mogu da smanje administrativni rad za studente i diplomce, kao i za obrazovne institucije i preduzeća. Evropski digitalni akreditivi takođe mogu smanjiti uticaj prevare sa akreditivima i doprineti tokovima rada bez papira.

Evropski digitalni akreditivi podržavaju trenutnu verifikaciju; primaoci mogu automatski da verifikuju informacije kao što su identitet tela koje dodeljuje ili osiguranje kvaliteta kvalifikacije. Evropski digitalni akreditivi su potpisani e-pečatom, što znači da uživaju zakonsku pretpostavku autentičnosti širom EU, kao i ekvivalentnost akreditivima na papiru koji sadrže iste informacije.

(Izvor: Europass)

[1] <https://europa.eu/europass/en/what-are-digital-credentials>

## 3.2. Nova granica procene digitalnih veština: EDSC

Pošto smo već razmatrali višestrukost definicija digitalne kompetencije (up. Gallardo-Echenikue et al. 2015), razumljivo je kako može postojati problem ne samo u proceni digitalne kompetencije, već i u pokušaju da se pronađe integriran način usvajanja ove procenu širom Evrope.

Prošla iskustva Europass-a i Digital Credentials-a već su utrla put za sertifikaciju ličnih i profesionalnih veština na digitalni način, u cilju promovisanja mobilnosti na transnacionalnom nivou i prikupljanja različitih sertifikata veština na istom digitalnom repozitoriju.

Akcija 9 Akcionog plana za digitalno obrazovanje sastoji se od studije koju promoviše Evropska komisija, a sprovodi JRC, za razvoj nove sertifikacije koja može pomoći u razvoju digitalnih veština, prateći ideju o infrastrukturi digitalnih akreditiva.

EDSC je trebalo da omogući:

- Kao podršku implementaciji Akcije 9 Akcionog plana za digitalno obrazovanje, JRC sprovodi studiju o Evropskom sertifikatu o digitalnim veštinama (EDSC) kako bi pomogao ljudima da njihove digitalne veštine brzo i lako budu prepoznate od strane poslodavaca, pružalaca obuke i drugih.
- EDSC će se zasnivati na Evropskom okviru digitalnih kompetencija (DigComp).
- Studija mapira postojeće šeme sertifikacije digitalnih veština u Evropi i sprovodi analizu nedostataka, potreba i koristi da bi se razumela uloga i vrednost EDSC-a i kako bi on podržao prepoznavanje digitalnih veština u Evropi.
- Studija se velikim delom oslanja na konsultacije zainteresovanih strana. Više informacija se može pronaći na stranici za konsultacije sa zainteresovanim stranama EDSC-a. Postoji i Zajednica prakse za sertifikaciju digitalnih veština (CoP) koju hostuje All Digital.

(izvor: Evropski sertifikat o digitalnim veštinama (EDSC) Studija izvodljivosti)

## 3.3. Dobre prakse u proceni digitalnih veština

Sada ćemo ukratko predstaviti neke alate koji se trenutno koriste u proceni digitalnih veština i kompetencija.

Svi ovi alati dele iste karakteristike i organizaciju: pitanja su podeljena u 5 oblasti DigComp-a, koristeći kompetencije i primere iz okvira. Odgovori koje korisnici mogu dati zasnivaju se na oblastima znanja definisanih okvirom.

### a. Test za digitalne veštine i platformu za posao

The Digital Skills and Job Platform test is a digital tool based on a previous version of the the DigComp, the 2.0:

Test digitalnih veština i platforme za posao je digitalni alat zasnovan na prethodnoj verziji DigComp-a, 2.0:

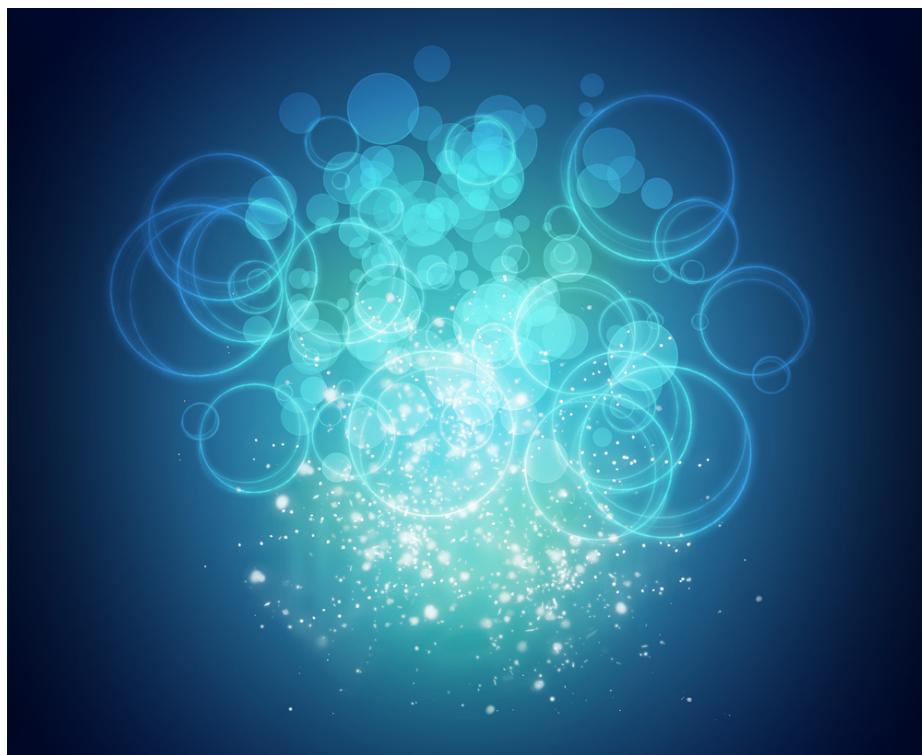
Digitalne veštine postaju neophodne za sve. Na poslu, kod kuće ili u školi koristimo pametne telefone, računare i tablete i moramo njima da ovladamo.

Da bismo naručili picu, platili fakturu ili zakazali radni sastanak, digitalni alati i internet su neophodni za naš život i rad. Ali kako znati da li imate prave digitalne veštine? I kako pronaći obuku za poboljšanje?

Sada imate priliku da testirate svoje digitalne veštine i dobijete pristup mogućnostima obuke koje odgovaraju vašim potrebama. Naš novi alat „Testirajte svoje digitalne veštine“ može vam pomoći da steknete dobro razumevanje vaših trenutnih digitalnih kompetencija (na osnovu uspostavljenog Evropskog okvira digitalnih kompetencija – DigComp 2.0), što je početna tačka za identifikaciju šta možete dalje da uradite da biste poboljšali njih, u zavisnosti od vaših potreba i težnji.

Test traje oko 20 minuta, kada se završi, dobijate zbirni izveštaj o nivou svojih veština. Da biste polagali test, moraćete da se registrujete i prijavite, a rezultati će biti dostupni u vašem profilu.

Digitalni alat je takođe omogućio da se izvezu rezultati procene i zabeleže na EUROPASS profilu korisnika.



## b. DigCompSat

Alat za samoprocenu digitalne kompetencije (DigCompSAT) je alat koji je razvio ALL Digital, koristan za testiranje i razmišljanje o ličnim digitalnim kompetencijama na osnovu prethodne verzije DigComp-a, 2.1.

Alat DigCompSat ima za cilj da empirijski testira skup kompetencija DigComp 2.1 koje odgovaraju nivoima od 1 do 6 (osnovni, srednji i napredni). Alat je dizajniran sa metodološkom perspektivom koja omogućava merenje digitalne kompetencije prema tri elementa – znanja, veština i stava – za svaku od 5 DigComp oblasti. Takođe pruža ispitanicima put samorefleksije o njihovoj digitalnoj kompetenciji. Alat je pilotiran u Irskoj, Letoniji i Španiji od strane pojedinaca od 16 do 65 godina. Alat DigComp ima dobra psihometrijska svojstva, uključujući validnost i unutrašnju konzistentnost stavki. Alat je u stanju da izvrši tri glavne funkcije za ispitanike: merenje postojećih kompetencija na osnovu samorefleksije ispitanika, identifikovanje nedostataka u kompetencijama i podizanje svesti. Sažetost stavki je omogućila da vreme testiranja bude manje od 30 minuta u različitim zemljama, starosnim i obrazovnim grupama i polovima.

# Fakespotting Toolkit

## c. MyDigiSkills:

MyDigiSkills (<https://midigiskills.eu/test/>) je najnoviji alat za samoocenjivanje zasnovan na DigComp-u.

Upitnik je zasnovan na DigComp oblastima sa odgovorima u 4 polja, prateći gore navedene nivoe stručnosti okvira. Evo nekoliko primera odgovarajućih odgovora na alatku i nivoe znanja:

OSNOVNI	Nemam saznanja o tome / nikad nisam čuo za ovo	Ne uopšte
SREDNJI	Imam samo ograničeno razumevanje ovoga	Ne baš/veoma malo
NAPREDNI	Ovo dobro razumem	Da
VISOKO SPECIJALIZOVANI	U potpunosti razumem ovu temu/problem i mogao bih da objasnim drugima	U potpunosti

## 4. Fakespotting

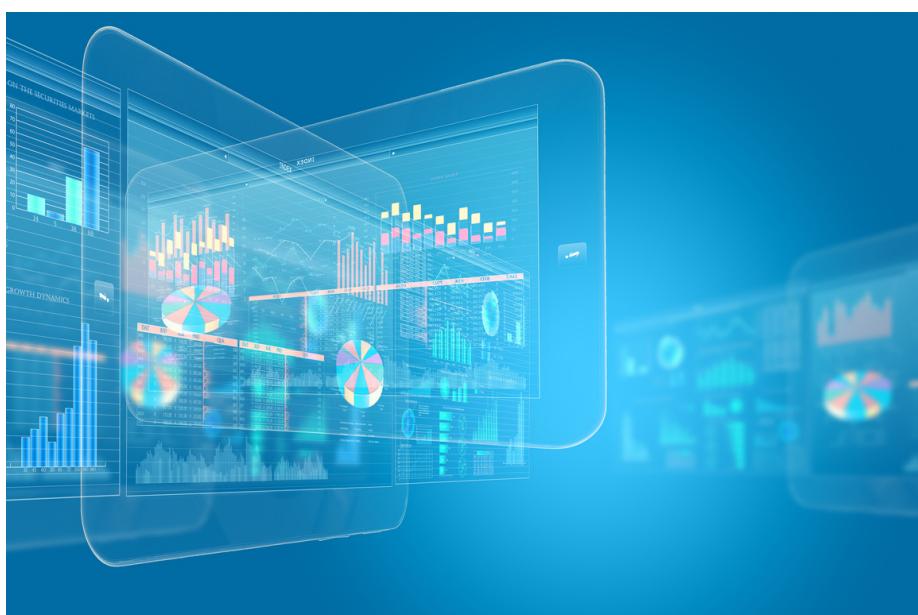
### 4.1. Fakespotting kao alat za medijsko obrazovanje

#### a. Prošireno medijsko obrazovanje

Sadržaj Fakespotting-a može se smatrati alatom za medijsko obrazovanje, ne ograničavajući se na veštine i pojmove medijske pismenosti, ali je koristan za njihovo integraciju u više pozicionirane digitalne kompetencije.

Ako uzmemo u obzir Modul 1, njegov sadržaj predstavlja vodič za evoluciju i izazove digitalnog doba, koji nisu ograničeni na sticanje tehničkih veština, već čine sveobuhvatan pregled društvenih implikacija digitalnih medija.

Prateći Bakingemova uputstva i primere, Fakespotting nema za cilj da se uhvati u koštač sa digitalnim dezinformacijama kroz tehničke veštine kao što je programiranje, ali je u stanju da pruži istorijski prikaz evolucije medija od pronalaska štamparske maštine do digitalnog okruženja, pomažući korisnicima da razmisle o implikacijama njihove informacione moći i odgovornosti za deljenje tačnih informacija u okruženju preopterećenom informacijama. Ovaj tip pristupa praćen je prikazom kognitivnih procesa koji se podrazumevaju u pretraživanju i deljenju informacija na mreži, koji povećavaju razumevanje i svest korisnika o njihovom onlajn ponašanju.

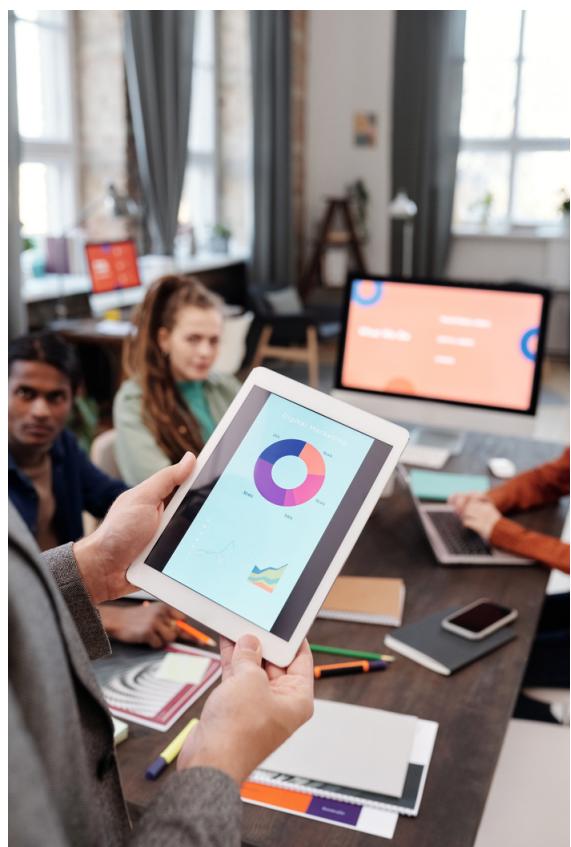


## Fakespotting Toolkit

Fakespotting je takođe imun na „reparativni“ ili „hitni“ pristup koji samo identificuje digitalno medijsko okruženje kao opasan prostor za nesigurnu navigaciju, već aktivno promoviše digitalnu kulturu.

Konačno, Fakespotting izbegava ono što Rivoltela naziva lakim medijskim obrazovanjem i teži onome što želimo da prikažemo kao prošireni prikaz toga. U svom istorijskom izveštaju o medijskom obrazovanju (Rivoltella 2020) on se zalaže za nova istraživanja na polju medijskog obrazovanja, čije slavne ličnosti i široka rasprostranjenost impliciraju stagnaciju u proizvodnji novih istraživanja. Problem pristupa lakog medijskog obrazovanja je ilustrovan u korišćenju kontrolnih lista, o kojima – baš kao i o „brzim popravkama“ je govorio Bakingem, koje pruža jednostavan alat za trenutnu proveru onlajn informacija bez pomoći korisnicima i studentima da razviju kritičko razumevanje kako informacione kompanije rade ili koje implikacije imaju na politiku ili društveni život. Ako je pristupačan i razumljiv prikaz sadržaja medijskog obrazovanja ključan za negovanje digitalne kompetencije, to je i činjenica da njegova dostupnost ne bi trebalo da ugrozi složenost obrađene materije.

Zbog toga smo predstavili nastanak koncepta digitalne kompetencije i kako je on proistekao iz medijskog obrazovanja, kroz medijsku pismenost. Digitalna kompetencija, u dimenzijama koje predlaže DigComp, ne može se dostići brzim popravkama, već samo promocijom kritičkog mišljenja.



## b. Kritičko mišljenje i digitalna kompetencija

Fakespotting pomaže u izgradnji kritičkog pristupa medijskom ekosistemu, dajući studentima i oflajn i onlajn alat da se orijentisu u okruženju digitalnih medija, preopterećenosti informacijama ili echo komora.

Neki primeri kako će moduli pomoći u razvoju kritičkog mišljenja u vezi sa digitalnom kompetencijom su:

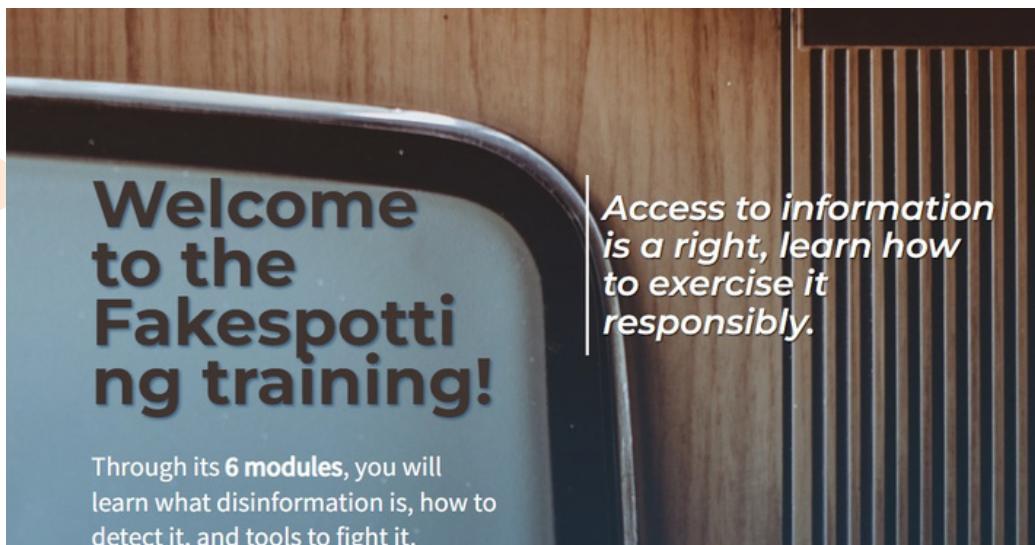
- Istorija medijskih inovacija (Modul 1) može pomoći korisnicima da razmisle o svojoj moći nad informacijama i omogućiti im da budu svesni implikacija na slobodu govora regulisanjem medijskog prostora.
- Media Diet alat (Modul 2) koji je prilagodljiv alat za kritičko razmišljanje koji se može personalizovati i ponovo koristiti u mnogim različitim obrazovnim kontekstima.
- Primeri tipova manipulacije (Modul 3) sa inovativnom kombinacijom digitalnih alata i operativnih pitanja za analizu izmanipulisanog sadržaja.
- Metodologija lateralnog čitanja (Modul 4), koja daje pristupačnu metodologiju za verifikaciju i poređenje različitih medija, osnažuje veštine procene za multi-konvergentno digitalno medijsko okruženje.
- Konkretni primeri informacionog poremećaja (Moduli 5 i 6) mogu pomoći da se iskustvo potrošnje digitalnih informacija pozicionira u društveni i politički život korisnika.

## 4.2. Fakespotting i digitalna kompetencija

Kako se sadržaj projekta Fakespotting uklapa u okvir digitalnih kompetencija? Evo oblasti DigComp-a koje pokriva projekat Fakespotting, nakon čega sledi kojim specifičnim digitalnim kompetencijama projekat može doprineti:

Oblast kompetencije	Digitalne kompetencije
<b>Informaciona i <i>data</i> pismenost</b>	Pregledanje, pretraživanje i filtriranje podataka, informacija i digitalnog sadržaja; Procena podataka, informacija i digitalnog sadržaja; Upravljanje podacima, informacijama i digitalnim sadržajem;
<b>Komunikacija i saradnja</b>	Interakcija putem digitalnih tehnologija; Deljenje putem digitalnih tehnologija; Angažovanje u građanstvu putem digitalnih tehnologija; Saradnja putem digitalnih tehnologija; <i>Netiketiranje</i> ;
<b>Kreiranje digitalnog sadržaja</b>	Razvoj digitalnog sadržaja; Integracija i prerada digitalnog sadržaja;
<b>Bezbednost</b>	Očuvanje zdravlja i dobrobiti;
<b>Rešavanje problema</b>	Kreativna upotreba digitalnih tehnologija; Prepoznavanje nedostataka digitalnih kompetencija;

### 4.3 Fakespotting kao dinamična integracija digitalne kompetencije u evropskim nastavnim planovima i programima



#### a. rilagodavanje Fakespotting-a akcionom planu za digitalno obrazovanje

Fakespotting IO2: Okvir za integraciju digitalnih kompetencija u visokoškolske ustanove ide u pravcu koji je postavljen Akcionim planom za digitalno obrazovanje, predlažući integraciju naučnog pristupa šireg okvira medijskog obrazovanja u postojeću infrastrukturu obrazovnih institucija.

Prateći ideju o rekonfigurisanju obrazovanja sa zahtevima digitalnog doba, ovaj rezultat ima za cilj da integriše sadržaje projekta u visokoobrazovne institucije. Na ovaj način će se upravljati distribucijom pristupačnih i prilagodljivih digitalnih medijskih obrazovnih alata koji su pogodni za negovanje digitalnih kompetencija pogodnih za tržište rada.

## b. Podsticanje digitalnih kompetencija u vezi sa tržištem rada

Prateći Digitalno obrazovanje i aktioni plan, Fakespotting može pomoći u negovanju digitalnih kompetencija u vezi sa tržištem rada putem svojih digitalnih modula.

Prvo, distribuira rezultate Digitalne ankete tržišta rada, koja identificuje neke od zahteva digitalnog tržišta rada, i koja je orijentisala razvoj sadržaja Modula.

Drugo, digitalni moduli će se sastojati od predloga dinamične i prilagodljive integracije sadržaja medijskog obrazovanja i digitalnih kompetencija u evropske nastavne planove i programe. Integrabilnost Modula u rezultate će biti obezbeđena njegovim elementima. Za svaki modul biće navedeno:

- Sinopsis modula
- Cilj modula
- Ishodi učenja modula
- Set praktičnih vežbi za nastavnike i edukatore koje treba da implementiraju u svoje kurseve
- Zajednički pojmovnik digitalnog doba

Shodno tome, kada se razjasne veze između sadržaja modula i digitalnih kompetencija, ishodi učenja različitih modula mogu se procenjivati ne samo putem Fakespotting alata za samoocenjivanje, već i putem drugih alata za procenu digitalnih veština predstavljenih u §3.3, to će takođe biti predloženo kao integracija visokoškolskim ustanovama kako bi se proverila njihova prilagodljivost zahtevima Akcionog plana za digitalno obrazovanje.

Konačno, Fakespotting sadržaj i njegov predlog integracije digitalnih kompetencija mogu se predložiti kao deo EDSC Studije izvodljivosti koja se završava u novembru 2023. godine, kao deo Evropske godine veština.

# Fakespotting Toolkit

## 4.4. Digital Labour Market Survey

The aim of this questionnaire is to identify the digital and media skills more requested by the Labour Market.

150 employers working in the digital field assisted Fakespotting project in assessing which media and digital information skills are most demanded by future or current workers.

Questions addressed three important aspects: the level of digital literacy, the analysis and use of information and how these skills affect a person's working life. In this way, we will determine the skills' framework that you think is necessary for future professionals.

The survey will help to determine the skills HEIs students and young adults need to acquire in terms of information retrieval, ethics when communicating through digital tools, problem-solving skills, or the technical knowledge needed, among others.

The questionnaire is based in a multiple-choice format. 5 answers ranging from 1, the most negative, to 5, the most positive.

The charts below present the average scores at National and European level related to each topic or skills required.

### What level do you think professionals hired in your workplace are currently at in terms of evaluating data, information and digital content?

	IT	SK	AL	MK	RS	ES	Tot
Basic level- guidance needed	2,3	2,9	3,3	1,7	2,7	3	2,7
Intermediate level- they can solve straightforward problems	3	3,1	3,3	2,7	3	4	3,2
Advanced level- they are autonomous and able to guide others	3,7	4,1	3,5	5	3,4	2,7	3,7
Highly specialised level- they are able to contribute, find solutions and propose new ideas	3	4	3,5	4,5	3,4	1,3	3,3

# Fakespotting Toolkit

## 4.4. Digital Labour Market Survey

**When it comes to digital tools for work,  
professionals in your workplace**

	IT	SK	AL	MK	RS	ES	Tot
Are able to choose simple digital tools and technologies to do their job	3,7	4,3	3,7	4,7	4,1	3	3,9
Are able to use different software and determine which one is better in any case	4	4,2	3,7	4,2	3,5	2,7	3,7
Are able to research new tools according to the needs	4	4,4	3,5	4	4,1	2	3,7
Are able to learn easily new tools	4	4	4	4,5	4,1	2	3,8

**Eventually, when it comes to ethical use of information and communication tools**

	IT	SK	AL	MK	RS	ES	Tot
They are aware of the rights and duties regarding information	3,7	3,6	4	4	3,7	2,7	3,6
They need additional training	4	2,7	3,5	3,7	4	4,7	3,8
They need periodic life-long learning training	3,3	3,5	3,3	3,7	3,4	4,7	3,7
They have the necessary tools to inform and receive information ethically	3	4,2	3,5	4,5	3,1	1,7	3,3

**What do you think is keeping professionals far from learning/ acquiring digital skills?**

	IT	SK	AL	MK	RS	ES	Tot
They do not have enough time	2	4	3	2,2	3,3	3	2,9
Formal education (schools, Universities) does not provide proper contents and/or training to operate in the business	3,7	4,2	3,8	4,5	4,6	5	4,3
Labour agencies do not provide proper contents and/or training to operate in the business	3,7	3,1	3,9	4,5	3,7	3,7	3,1
There is not specific training for this sector	2	3,8	3,6	4,5	3,7	2,3	3,3

**Regarding media literacy, how did the situation change/develop after the COVID-19 situation?**

	IT	SK	AL	MK	RS	ES	Tot
The amount of fake news increased	3,7	4,3	4,3	4,7	4,7	4	4,3
It has been more difficult for professionals to find out reliable information sources.	3,7	3,6	3,6	3,7	3,9	3,7	3,7
There has been rapid digitisation, and it was hard to keep up.	2,3	2,9	3,4	3,5	3,1	2,3	2,9
The role of the fact-checker has become much more relevant	2,7	4,5	4,4	4	4,9	4,3	4,1

## 4.4. Digital Labour Market Survey

**In your opinion, what are the features influencing the digital and information skills' shortage in your work environment?**

	IT	SK	AL	MK	RS	ES	Tot
Lack of English pro-efficiency level	3,3	2,7	3,1	3,2	3,1	1,3	2,8
Cultural constrains	3,7	2,1	2,6	2,2	2,3	2,3	2,5
Political constrains	4	2,2	2,5	2,2	2	2,3	2,5
Lack of updated digital skills	3,3	2,9	3,8	3,7	3	4,7	3,6

**What digital skills do you consider most relevant in order to undertake communication and information activities in your work-field?**

	IT	SK	AL	MK	RS	ES	Tot
Assessing information relevance and purpose	3,7	4,3	4,4	4,2	4,9	4,7	4,4
Assessing information reliability	4	4,5	4,5	4	5	5	4,5
Identifying the most appropriate digital tools according to the needs of the job	4,3	3,9	3,6	4	4	4	4,0
Using digital tools creatively	4,3	4,7	3,8	4,2	4,4	3	4,1

**In your opinion, the core competences in information and data literacy are**

	IT	SK	AL	MK	RS	ES	Tot
Browsing, searching and filtering data, information and digital content	3,3	4,6	4,2	4	4,7	5	4,3
Evaluating data, information and digital content	3,7	4,6	4,3	4	4,6	4,3	4,3
Managing data, information and digital content	4	3,7	4,1	4,2	4,5	3,7	4,0
Using digital technologies to communicate	3,7	3,9	4,2	4	4,1	4,7	4,1

**What do you think is more important when it comes to problem-solving in the workplace?**

	IT	SK	AL	MK	RS	ES	Tot
Identifying digital needs	3,7	4,2	3,5	3,5	4,3	4,3	3,9
Making informed decisions	3,3	4,1	3,9	4,5	4,3	5	4,2
Ability to share resources through online tools	4	3,6	3,7	4,2	4,1	4	3,9
Ability to locate the information in a short time	4	4,1	4	4,2	4,3	3,7	4,1

## 4.4. Digital Labour Market Survey

If you had the chance to enroll your staff into a training session to further develop their skills, what subjects would you consider more appealing considering your work?

[List below provides skills in order of relevance at European level]

- 2) Recognising the difference between News and Opinions;
- 3) Lateral Reading;
- 4) Exploring innovative search engines;
- 14) History of digital communication/information tools;
- 7) Social Media disinformation dynamics;
- 10) Manipulation techniques;
- 11) Typologies of disinformation;
- 9) Techniques to verify factual statements made by public persons;
- 12) Promotional techniques through social media;
- 6) Data mining;
- 1) Data analysis;
- 8) Data representation strategies;
- 13) Social impact of disinformation;
- 5) Digital Ethics and current legal framework;



# 5. Digital Competences Modules

According to the labour market needs root out from the survey deployed at European level and reported in the 4th session, plus taking into account the EU digital competence frameworks, the Digital Education Plan as well as the recognition tools mentioned in the previous chapters, the following session of the Toolkit is dedicated to recommendations for HE teachers on how to transfer skills and methodologies coming from fact-checking environment into the academic programmes represented by the partnership: Communication Studies, Semiotics, Journalism, Media Literacy, Political Science.

The objective is to provide a complete guidance to HE teachers to boost the recognition of skills and to include fact-checking, information and media literacy within the academic world beyond the usual boundaries of academic subjects in order to make HE teachers:

- Recognize and acquire methodologies, pedagogies, tools, practical exercises, assessment methods and learning outcomes related to fact-checking and information and media literacy;
- Transfer the skills and knowledge acquired into innovative digital curricula, in order to boost the HE teachers initial career;
- Transfer methodologies, pedagogies, tools and activities inspired by information and media literacy and concrete fact-checking procedures to students and academic programmes and courses.



# 5. Digital Competences

## Module 1

### Synopsis

The course explores the digital revolution and its impact on the media landscape. It covers the historical shifts in information sources, from the invention of the printing press to the rise of mass media and the advent of the internet and digital media. The course discusses the accessibility of information in the digital age and the opportunities it presents for empowering individuals, particularly those living under oppressive regimes. It also examines the challenges brought about by the digital revolution, such as information overload, distrust in traditional media, and the propagation of confirmation bias and echo chambers.

The consequences of these developments are explored, including the effects on quality media and its economy, the diversification of information sources, the problem of distrust in media, and the need for regulation in the online space. The course discusses the potential dangers of unregulated spaces, such as the proliferation of hate speech, disinformation, and manipulation. It also highlights the importance of self-regulation and media education initiatives in promoting a free and responsible information space. The Digital Services Act (DSA) is presented as an example of an attempt to regulate online activity.

Throughout the course, various studies and research findings are referenced to support the discussion on topics such as information overload, addiction to social media, confirmation bias, and the state of the media environment.

# 5. Digital Competences

## Module 1

### Module Aims

- introduce users to the changes in the new information ecosystem and their impact on information consuming
- encourage users to think critically about the new sources of information, such as the digital ones, including social media.

### Units Topics

- How the information space changed in the 21st century: The printing press, Mass Media, Internet and digital media.
- Main challenges consumers face in information consumption in the 21st century.
- Income problems for quality media
- Coping with the information overload
- Addiction: constantly seeking for triggers
- Strong confirmation bias creating echo chambers
- The Issues of regulating free speech
- What does the change in information space mean for quality standard media.
- Informational borders: cost of information and paywalls
- Information source diversification and the risk of distrust in media
- Problems of unregulated spaces: from freedom of speech to freedom of reach
- Regulation and self-regulation
- The case of the digital service act (DSA)

# 5. Digital Competences

## Module 1

### Learning Outcomes

- a deeper understanding of the challenges that new technologies brought to the way of how we daily consume information.
- the challenges that the new ways of communication pose on journalism and quality information.

### Practical Exercises

1) The teacher should experiment with students.

First tracking internet use and social media use, with a specific focus on how many sites they visit within the week.

Then search how many of the principal newspapers (in the receiving language, or in English) have paywalls, and do a small survey among students on:

- 1.How many of them would pay for a newspaper
- 2.Why?

To conclude the class exercise, confront the different answers and do a general graph of what came up.

2 Kahoot questionnaire on the history of media

Question 1: Which of the following inventions played a crucial role in the digital revolution?

- a) Steam engine
- b) Printing press
- c) Telephone
- d) Automobile

# 5. Digital Competences

## Module 1

Question 2: What is one of the challenges brought about by the digital revolution?

- a) Limited access to information
- b) Decreased connectivity
- c) Information overload
- d) Decreased economic opportunities

Question 3: What is one potential consequence of distrust in traditional media?

- a) Decreased political engagement
- b) Increased public awareness
- c) Enhanced media literacy
- d) Strengthened democratic institutions

Question 4: Which term refers to the phenomenon where individuals seek out information that confirms their existing beliefs?

- a) Echo chamber
- b) Confirmation bias
- c) Information overload
- d) Digital divide

Question 5: What is one potential danger of unregulated online spaces?

- a) Enhanced diversity of opinions
- b) Improved access to quality information
- c) Proliferation of hate speech
- d) Strengthened social cohesion

# 5. Digital Competences

## Module 1

Question 6: What is an example of an attempt to regulate online activity?

- a) Digital Services Act (DSA)
- b) Internet Freedom Act (IFA)
- c) Social Media Protection Act (SMPA)
- d) Online Privacy Initiative (OPI)

Question 7: Why is media education important in the digital age?

- a) To limit access to information
- b) To promote critical thinking and media literacy
- c) To encourage reliance on traditional media
- d) To restrict freedom of speech

# 5. Digital Competences

## Module 2

### Synopsis

This module aims to enable course participants to assess their "media diet" through resources and exercises to encourage critical reflection on their information and media consumption habits. To achieve this purpose, we will explore the changing media landscape, where traditional or regular media and social platforms coexist in a constantly evolving digital environment that presents some alarming challenges. Among them, of particular concern is that of disinformation.

The web has become a fertile ground for disseminating fake news, conspiracy theories, unfounded rumours, and other information disorders for years. Such content is often convincingly presented and quickly shared, reaching many people who find it challenging to identify what is accurate and dishonest/inauthentic.

In this context, and as a starting point for module 2, we will begin by analysing our media and information routines and identifying good and bad practices in accessing the media, focusing on fact-checking. We will then address issues related to the risks and challenges posed by personalised search techniques through microtargeting and algorithms on the web, highlighting aspects and problems such as polarisation and the reinforcement of our beliefs through echo chambers and bubble filters. Finally, we will emphasise the identification of inauthentic content on social media and the definition of important concepts related to disinformation necessary to face and understand the magnitude of this phenomenon.

# 5. Digital Competences

## Module 2

### Module Aims

- To Motivate users to reflect critically on their information and media consumption habits.
- To train users in good media literacy practices to ensure adequate access to information and a good “media diet”.
- To alert users to the risks of consuming only content proposed by the algorithm that reinforces our opinions and beliefs.
- To turn users into fact-checkers of their content so that they can distinguish between accurate information and disinformation.

### Module Topics

#### 1. SOCIAL MEDIA DISINFORMATION & RADICALIZATION (Part I)

- Media consumption and information habits. Reviewing our media diet.
- Differences between digital and regular media and new information access challenges.

#### 1. SOCIAL MEDIA DISINFORMATION & RADICALIZATION (Part II)

- Algorithmic selection of information.
- Sponsored content and targeting.
- Disinformation and inauthentic behaviour on social media.

# 5. Digital Competences

## Module 2

### Learning Outcomes

- Be able to recognise the differences between traditional and digital media.
- Be able to identify and learn good practices for using social media.
- Be able to follow a "balanced media diet" and make conscious decisions about media consumption.
- Improve media and information literacy skills to tackle disinformation.
- Strengthen critical thinking skills to make informed decisions in media consumption.

### Practical Exercises – Recommendation for Educators

#### 1. GOOD MEDIA CONSUMPTION AND INFORMATION HABITS

##### **Classroom Exercise 1** Debate and discuss in class.

Resources for teachers:

- 1) Organise and moderate a debate among the students to discover what discoveries they have made following the previous exercises to reach a personal and group reflection on their media consumption habits.
- 2) Ask them about their current "media diet", whether they think it is healthy and whether they will change or modify their media consumption habits after the findings.

# 5. Digital Competences

## Module 2

- 3) Propose a classification of media (e.g. reliable, not so reliable and unreliable) based on the verification tests carried out in the previous exercises and case studies.
- 4) Based on the analysed and classified media, invite students to create a repository of recommended media to reference their new media and information consumption habits.
- 5) Suggest reading this recommended article: Media discovered the fake staff.

After that, discuss in class this Spanish example in which a digital newspaper created part of the staff with pictures of people from a photo bank and their bios were written as a "Tinder bio".

# 5. Digital Competences

## Module 2

### MICROTARGETING:

**YOU ARE NOT A DATA; YOU ARE NOT A NUMBER**

#### **Classroom Exercise 2 ⊗ Debate and discuss in class**

Resources for Teachers:

**Alternative reframing:** As economists say, "there is no free lunch". No information, service or application is free. All free apps collect your data, information about what you are interested in and what you click on, and information about your consumption and online behaviour. This data is then monetised and sold to other third parties. An example is advertisements and sponsored content that are personally selected to appeal to your preference so that you click on the product or information.

- 1) Organise and moderate a discussion where students reflect on the content they consume and think about what content and information they have actively chosen and what algorithms on a website/app/social media platform have suggested it.
  - Finally, have them recall when they bought something or consumed something recommended to them online.
- 2) Suggest reading these two articles so that they can discover, on the one hand, how Tik Tok recommends videos: [How TikTok recommends videos #ForYou](#), and on the other hand, how filter bubbles work:  
[https://www.ted.com/talks/eli\\_pariser\\_beware\\_online\\_filter\\_bubbles?subtitle=es](https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?subtitle=es)
- 3) Show the Netflix documentary Social Dilemma in class and suggest they write an essay on its most relevant and important

# 5. Digital Competences

## Module 2

### 3. INAUTHENTIC BEHAVIOUR ON SOCIAL MEDIA

Classroom Exercise 3 ☐ Debate and discuss in class

Resources for teachers:

- 1) Screen the HBO documentary *Fake Famous* followed by this brief discussion with the producer.
- 2) Propose reading the article "Fake Famous" and the Tedium of Influencer Culture (20 February 2021) by Naomi Fry, a journalist for the New Yorker.
- 3) After the above activities, lead a classroom discussion with your students about critical thinking:
  - How many have thought about being notorious online and why?
  - If one of the students wants to be an influencer, for example, what would they be willing to do?
  - How many have reviewed people or social media accounts they follow online and question the reliability/validity of the information and the performances posted?
  - Talk about how they felt when they discovered that someone posted false and misleading information.
  - How many times have the opinions of others swayed you?
  - Have you thought about whether your online friendships are from a varied ideological spectrum or whether you all have similar interests?
  - To conclude the class exercise, confront students' different steps before trusting those who influence their behaviour or lifestyle.

# 5. Digital Competences

## Module 3

### Synopsis

Fake news has become a concerning phenomenon in the last two decades due to three main reasons: Firstly, it is because of technology development, enabling easy and rapid dissemination. Secondly, it is due to their direct influence in political, economic, and social life, undermining democratic standards and thirdly, it is because of what is known as artificial intelligence. Taking this context into account, this module holds particular importance for journalism and communication students. They are faced with two challenges: To identify and be aware of fake sources and, secondly to become promoters of media literacy in order to identify fake news.

The module includes:

- Political manipulation.
- PR manipulation – the churnalism phenomenon
- Manipulations from governmental authorities
- Data manipulation and/or misuse
- Image manipulation – Does camera lies?
- Video manipulation
- Manipulation through conspiracy theories

# 5. Digital Competences

## Module 3

### Module Aims

The purpose of this multimedia module is firstly to provide a theoretical definition of what media manipulation is, considering the breadth of this phenomenon. Students will be guided to navigate through various interpretations of the concept. The concern among professionals has grown in the last two decades due to the development of technology and its direct impact on democratic standards in countries. The module includes:

- what is media manipulation?
- why media manipulation is happening.
- what are the actors and factors behind this phenomenon?
- what are the main manipulation types conveyed through media and,
- what can we do to protect ourselves against them?

### Learning Outcomes

- To be able to define and understand manipulative and propaganda campaigns in media.
- To be able to understand and categorize the media manipulation types.
- To be able to understand the objectivity through the media and the quality of media content.
- To develop critical thinking against manipulative actions through the media.
- To be able and responsible to prepare qualitative media product without inclusion of manipulative elements.
- To be able to understand and evaluate the reliability and validity of media manipulations and its sources.
- To be able to understand and use properly the terminology of media manipulative actions.
- To be able to demonstrate skills to analyse, evaluate and create content and strategies to counter manipulative action.

# 5. Digital Competences

## Module 3

### Practical Exercises

The first exercise focuses on Public Relations and the dissemination of information from government institutions, while the second exercise assesses students' skills in image manipulation.

Exercise 1: The Prime Minister's Office sends the pre-packaged material of a political activity in which the journalist was not present. What should a journalist do?

- A. He publishes the material of the political activity.
- B. He rewrites the same text himself but uses the same images and statements.
- C. He selects only specific parts of the material, e.g. statements of the Prime Minister and uses it for its own reporting purpose;
- D. The journalist rejects the material and starts the research himself.
- E. Based on the material the reporter supports it with interviews from citizens.

Correct answers: C & D

Exercise 2: Following are three news photographs made by LA Times photographer Brian Walski in 2003 during the war in Iraq. One of them was found to be altered.

- 1. Which one is the manipulated photo?
- 2. What kind of manipulation is c
- 3. What are the factors behind th manipulation?
- 4. What conclusions may we draw from this case?



# 5. Digital Competences

## Module 4

### Synopsis

The course focuses on the issue of encountering deceiving content while searching for information online. It discusses the tendency of individuals, including professors and undergraduates, to read vertically within a single website, which limits their ability to evaluate the reliability of online sources. The course introduces strategies for lateral reading, which involves moving between different tabs in the browser to gather more information about the content being analyzed. It explores various markers to identify manipulation in online texts, including textual markers such as narrative style and claims, and paratextual markers such as website layout, footnotes, and domain name. The course also addresses the importance of understanding the intention of the text and differentiating it from the reader's interpretation. It explores the aims of texts, such as propaganda, parody, and profit, highlighting the need to be aware of disguised political or commercial messages. Lateral reading is presented as a means to verify the reliability of a single content by cross-referencing multiple sources. The course suggests tools for lateral reading, including Click Restrain, Google News, Google Scholar, Reverse Image Search, and the SIFT method. Wikipedia is mentioned as a valuable resource for gathering information and details about websites or authors, emphasizing its policies for accuracy and reliance on reliable sources.

# 5. Digital Competences

## Module 4

### Module Aims

- to encourage you to think critically about online contents;
- to enable you to critically analyze online content using a lateral reading methodology;
- to provide strategies, tactics and tools for tracing online contents to sources and for evaluating the reliability of those sources;

### Units Topics

- How to approach digital content
- The relationship between internet content and what users believe to be true
- What lateral reading is and why it is so important

### Learning Outcomes

- To be able to analyse, compare and critical evaluate the credibility and reliability of sources of data, information and digital contents.
- To know how to exploit different tools and sources in order to verify the reliability of online contents.
- to recognize quality information, opinions, judgments and misleading contents.

# 5. Digital Competences

## Module 4

### Practical Exercises

#### 1. Questionnaire on reliability

The exercise is divided in 2 phases.

*First phase:*

The teacher provides examples of page sites *clearly* unreliable. Participants should highlight the *manipulation markers* lying on the web pages; then the teacher provides examples of page sites *almost* reliable.

Participants should fill out a questionnaire based on simple questions such as: "Does this look professional? Are there spelling errors? Is there scientific language?"

The teacher should highlight the elements that should be evaluated through lateral reading and providing examples of how external resources can be exploited to test the reliability.

4 fields should be taken into account:

1. When was the information published or posted? Has the information been revised or updated?
2. The teacher highlights the post date and checks if the results show a different version of the news.
3. What about the organization that produced the content? Missing elements: headquarters, addresses, staff list, contacts. Are there any other websites mentioning the organisation? Are these websites included in the list of reliable websites?
4. What's the purpose of the post? Does the language seem appropriate and correct? The teacher should highlight moral statements and opinions into the post and questionable words and typos.
5. Is the information supported by evidence? Does it provide references? The teacher highlights missing evidence and reference into the post.

# 5. Digital Competences

## Module 4

### Practical Exercises

*Second phase:*

The teacher then proceeds on illustrating how different media outlets can share different versions of events, and highlights how the same event can be narrated in different ways.

The aim on this phase is to show how different events can have different narrations, but not always they are both incorrect: it's important to be able to tell when a text is reported in a biased way, but sometimes it just presents a different selection of elements which can or cannot be relevant in the process of reporting.

#### 1. Kahoot Questionnaire

Question 1:

What are the aims of this module?

- A) To encourage lateral reading
- B) To promote vertical reading
- C) To analyze online content using a linear approach
- D) To trace online content to unreliable sources

Question 2:

What is the main purpose of lateral reading?

- A) To move up and down on a single web page
- B) To critically analyze online content
- C) To stay within a single website for evaluation
- D) To move from tab to tab in the browser for more information

# 5. Digital Competences

## Module 4

### Practical Exercises

**Question 3:**

*Which markers are discussed in relation to analyzing online content?*

- A) Inside-the-text markers and intention of the text
- B) Layout and footnotes
- C) Claims and domain
- D) Profit and aims of the text

**Question 4:**

*What does vertical reading refer to?*

- A) Reading online content in a linear manner
- B) Reading across different sources for verification
- C) Reading only within a single website
- D) Reading critically and analytically

**Question 5:**

*Which tool can help in lateral reading by finding different pieces of news regarding the same event?*

- A) Click restrain
- B) Google News
- C) Google Scholar
- D) Reverse Image Search

**Question 6:**

*What policies ensure the accuracy of Wikipedia articles?*

- A) Neutral point of view and claims verification
- B) Inside-the-text and paratextual markers
- C) Layout and domain verification
- D) Footnotes and profit analysis

**Question 7:**

*How can users avoid being deceived by online content?*

- A) By reading vertically and staying within a single website
- B) By critically analyzing the narrative style of the text
- C) By using lateral reading and comparing different sources
- D) By relying solely on Wikipedia for accurate information

# 5. Digital Competences

## Module 5

### Synopsis

Identification of false content – This module will introduce students to media manipulation with sources of information. Students will be introduced to important details about instruments that could be used for recognizing whether the media source is relevant or not. They will also be taught how to recognize different sorts of manipulation with sources, photos, and videos on social media and how to use digital tools for deconstruction.

Module 5 starts with a short introduction about the impact of disinformation in the history of humankind. It emphasizes the fact that most of the disinformation was and still is relatively easily recognizable and with proper debunking, there should be no serious harm within the society. Then, the module introduces various manipulation techniques with the sources of information, that are used currently on the internet. Later, module 5 presents specific visual manipulation techniques used in photos and videos.

Finally, participants are presented with various online tools suitable for debunking false content not only within the text but with photos and videos, as well. The exercises that are at the end of the module touch upon every aspect presented in the module and provide a practical experience for participants not only to read about the problem, but try to solve it. And they are prepared for participants to try and learn to debunk the false content on their own.

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# 5. Digital Competences

## Module 5

### Module Aims

- Helping participants understand the impact of manipulative content on public opinion by illustrating it on some historical examples and also on recent events they can remember from the recent past
- To encourage participants to recognize different kinds of photo, video, and source manipulation by analyzing different types of manipulation and categorizing them into easily understandable concepts
- To build the capacities of students to use digital tools for the deconstruction of false media content including text, photo, and video manipulation
- To provide the students with exercises where they can improve their capacities of false content deconstruction coming from websites, newspapers as well as social media

### Learning Outcomes

At the end of this module, participants will be able to:

- Understand the impact of false content and how false content is created and shared
- Recognize different sorts of false content not only in the written form but also in the photo and video form
- Students are introduced to the most important details about the media, that are used for recognizing if the information source is relevant or not.
- Students are able to assess whether an interlocutor in a media article is really an expert in that field or not.
- Students will learn where they can find and check scientific information from journalistic articles or social media.
- Students are taught how to use digital tools for monitoring and deconstruction of false content.
- Students are introduced to the most common photo and video manipulation.
- Students are able to recognize different types of photo and video manipulation.
- Students are empowered to use digital tools for photo and video verification

# 5. Digital Competences

## Module 5

### Units Topics

#### 1. Introduction

- Current and historical examples of manipulated content and its impact on public opinion.
- Donation of Constantine
- Fake newspaper article by Benjamin Franklin
- QAnon conspiracy theory

#### 2. Verification sources

- Monitoring online media
- Recognizing signs of reliable websites
- Recognizing signs of unreliable websites
- Types of manipulation with the sources
- Imposter content
- Anonymous sources
- Incompetent sources
- Sources from social media
- Tools used for monitoring and deconstruction (Newstrition, FactChecker, CrowdTangle, Wayback Machine)

#### 3. Photo and video verification

- Classification of the most common photo and video manipulation
- False connection – clickbait
- False context
- Imposter content
- Manipulated content
- Fabricated content
- Tools used for deconstruction (Google Image Search, TinEye, Forensically, INVID Verification, YouTube Data Viewer)

# 5. Digital Competences

## Module 5

### Practical Exercise

Instructions for teachers:

1. Show the following pictures/text screenshots to students and tell them they are fake. (If they can work on a computer ask them to open them from the Fakespotting webpage).
2. Encourage the students to find out why these items are fake using debunking instruments (here suffice Google and Google Image Search)
3. Proceed item by item and discuss with the class the answers to the following questions
  - a. Which manipulation technique was used in the item? (Following the techniques described in Module 5)
  - b. What could be the reason for manipulating it? Who could have a reason to manipulate it?
  - c. What impact could it have?
4. Guiding answers to these questions are below every item. (Some of them are easily findable at a first glance on google, and some of them are not)
5. Highlight the difference between the innocent impact and the serious impact that manipulated content can evoke



# 5. Digital Competences

## Module 5

### Practical Exercise



#### General Election to be held over 2 days

6 mins ago | UK Politics

Due to an unprecedented increase in the number of registered voters, the general election will now be held over two days instead of one, to ease congestion and overcrowding in polling stations.

The voting is to be split in the following way:-

Labour, Liberal Democrat and Green party supporters should vote on Thursday June 8th as usual.

Conservative and UKIP supporters should now vote on Friday June 9th instead.

Please be aware that if you vote for the wrong party on the wrong day your vote will not count!

# 5. Digital Competences

## Module 5

### Practical Exercise



### Off Tune: Oxford's Music Department Considers Canceling Sheet Music Due to Its Connections to 'White Supremacy'

Sergie Daez  
March. 29, 2021

3.7k views

24 shares



The British Comedy series "Blackadder" once described Oxford University as "a complete dump." It was obviously a joke, but nowadays, it's actually closer to the truth.

According to Breitbart, sheet music is under scrutiny at the famous university, because leftist educators in the music department are asserting that "teaching the Western form of musical notation has roots in 'colonialism' and 'complicity in white supremacy.'"

The "music educators" at Oxford also maintained that giving piano lessons and conducting orchestras was heavily related to "white European music" and would give "students of colour great distress."

Professors further condemned classical music as "white European music from the slave period."

# 5. Digital Competences

## Module 6

### Synopsis

Internet behaviour has consequences and effects on real life. Not surprisingly experts claim that we are living an onlife existence: human beings have a steady connection with the world wide web thanks to a variety of devices we use today (Luciano Floridi, The Onlife Manifesto, 2014).

It is easy to understand how online choices have an impact on our real life. Disinformation and its effects on real life are not an exception. The module highlights some examples of impacts of disinformation.

### Module Aims

- To shed a light on the dissemination dynamics of online content;
- To increase the awareness about the possible effects of disinformation on real life and society;

# 5. Digital Competences

## Module 6

### Units Topics

1. Media influence and public perception
2. Vulnerabilities in media consumption
3. Conspiracy theories' impact to society

### Learning Outcomes

At the end of this module, participants should be able:

- To understand the possible effects of disinformation on real life and society;
- To understand the range of motivations behind disinformation;
- To acknowledge the fact that the spread of disinformation depends as much on the logics of online platforms as on our baggage of beliefs and biases;

# 5. Digital Competences

## Module 6

### Practical Exercises

1. What are the common features that link the three cases? (more than one answer is possible)
  1. The spread of disinformation is facilitated by authority figures of the time.
  2. Popular culture, interpretive frameworks, beliefs and superstition.
  3. The disinformation in all the cases was spread through well-trusted media.
  4. All of these cases started from the traditional media.
2. Search the content online regarding the third case – QAnon, including social networks. Where was the content republished or reposted?
  1. Public Figure (influencers, artists, singers, etc.)
  2. Politicians
  3. Unreliable/unknown online sources
  4. Newspaper
  5. Users
  6. Political-oriented news outlet
  7. Radio or Tv channels

# 5. Digital Competences

## Module 6

### Practical Exercises

3. Choose the possible causes of the success of the content in the three case studies presented in the module 6:

- Beliefs and superstitions
- The media where the news appeared (power of media)
- Historical context
- The charisma/clout of the source
- Previous contents concerning the same issue
- Biases concerning the main topic of the content

4. Choose below the habits concerning a possible user that tends to share false content:

- He/she often reads online content because he/she doesn't trust media such as television or radio any more.
- While he/she reads a content he/she asks his/herself "who is" that produced or shared the content.
- He/she doesn't feel the need to consult a variety of sources.
- He/she asks some friends what they think about the content itself.
- He/she often reads online content (such the one above) while he/she's doing other activities.
- When a content astonishes feelings and emotions he/she often searches the topic on the search engine and compares two/three different sources.

# 5. Digital Competences

## Glossary

**Media Manipulation:** The deliberate alteration or distortion of media content, including text, photos, and videos, with the intent to deceive, misinform, or influence public opinion.

**Deconstruction:** The process of analysing and breaking down media content, including text, images, and videos, to identify manipulation, misinformation, or false information.

**Digital Tools for Deconstruction:** Software and online resources used to analyse and break down media content to identify manipulation or misinformation. Examples include reverse image search, video analysis tools, and fact-checking websites.

**Digital Literacy:** The ability to critically evaluate, analyse, and navigate digital media, including recognizing manipulation and false content.

**Fact-Checking:** The practice of verifying the accuracy and truthfulness of claims, statements, or information presented in media sources through thorough investigation and analysis.

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## ANNEX

# European Local Pilots' Reports

## Local Pilot Report

MATEJ BEL UNIVERSITY

- **Date and Venue**

- 11. April 2023
- Matej Bel University, Faculty of Political Science and International Relations

- **Description of Participants**

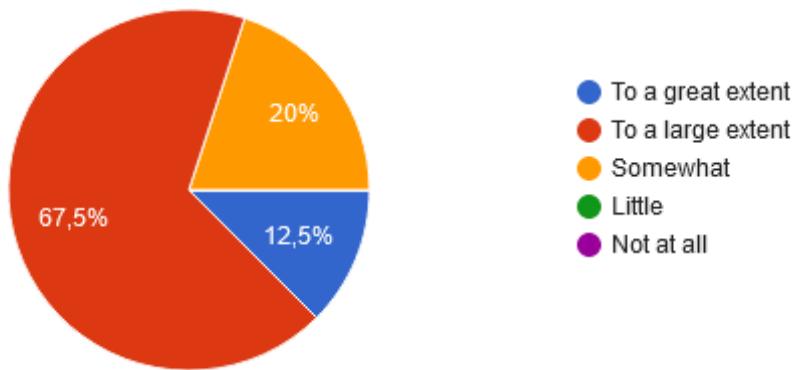
- There were three groups of participants: one group of professors and two groups of students.
- 10 university Professors, Associated Professors and Doctors from the Faculty of Political Science and International Relations from three different departments – political science, international relations and security studies. (see list of participants)
- 30 students from both levels of Bachelors and Masters studies from three different study programs - political science, international relations and security studies were involved in the process. Involving all levels of students gives a better idea related to the course as they are from different knowledge levels, work experiences and perspectives. (see list of participants)

- **Delivery methodology and interaction with participants**

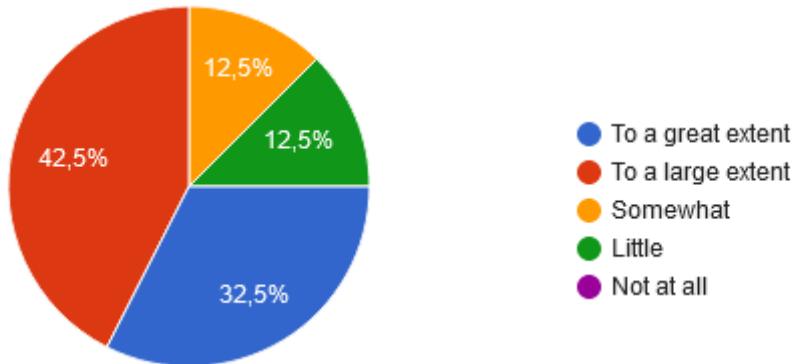
- The platform was introduced to a group of professors, who were encouraged to register and provide honest feedback via a Google Form questionnaire and personal feedback after completing the course modules.
- Two separate groups of 15 students were introduced to the project and courses during a presentation. All students registered on the platform and completed the course within 24 hours, focusing on video presentations and providing valuable feedback through a Google Form questionnaire and personal feedback.

- Questionnaires findings and outcomes

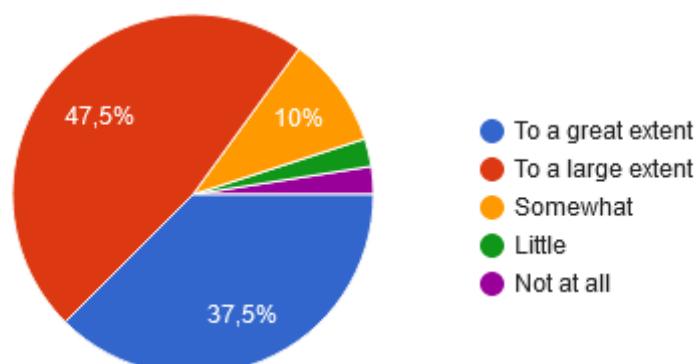
1. To what extent did the e-learning course increase your awareness of the consequences related to information overload and echo chambers that one can experience in the digital information environment?



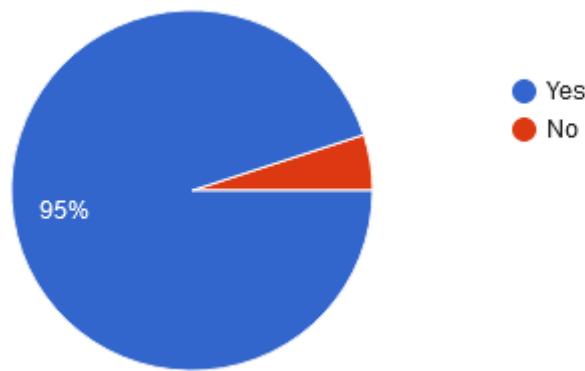
2. To what extent did the e-learning course make you aware of the need to diversify your resources?



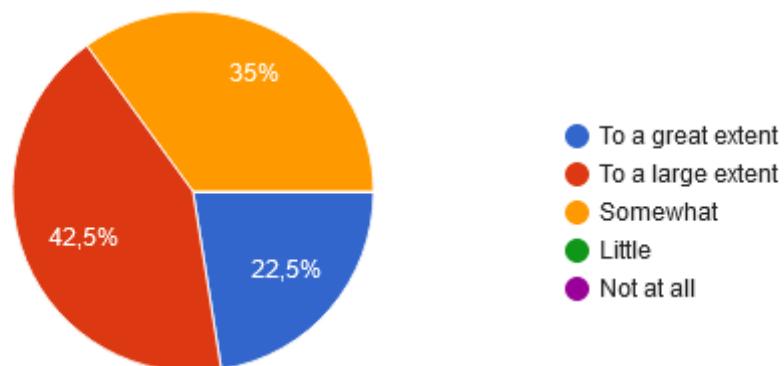
3. To what extent did the e-learning course increase your knowledge on lateral reading techniques and the tools able to optimise your online search?



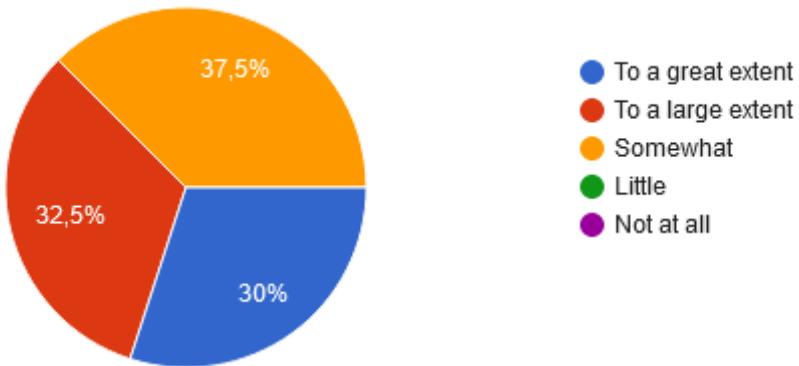
4. Did the e-learning course teach you how to verify information effectively?



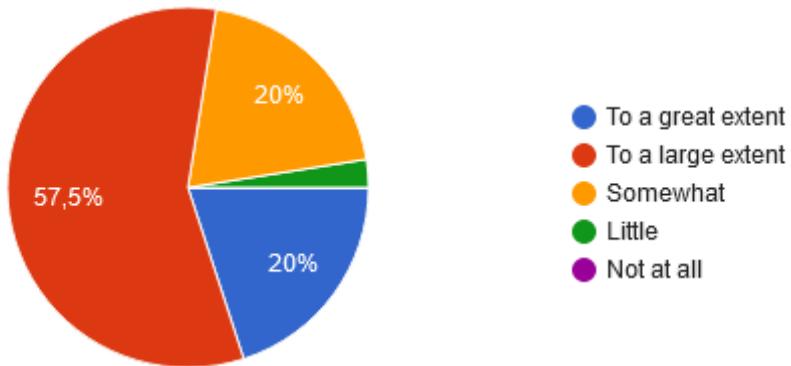
5. To what extent do you feel more confident in verifying the source of information after completing the e-learning course?



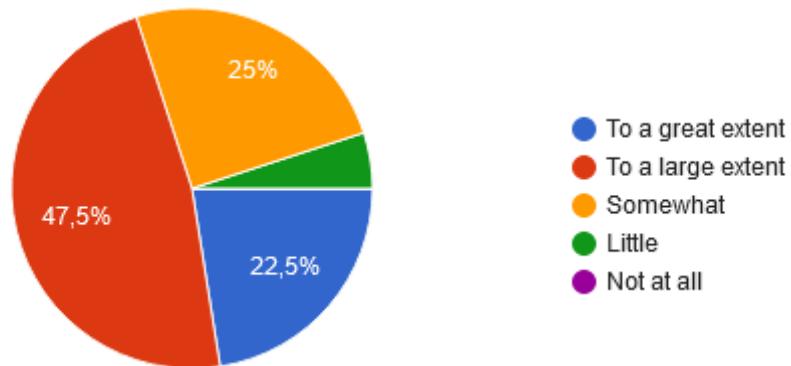
6. To what extent did the e-learning course make you aware of textual and paratextual markers that can help you determine the reliability of sources?



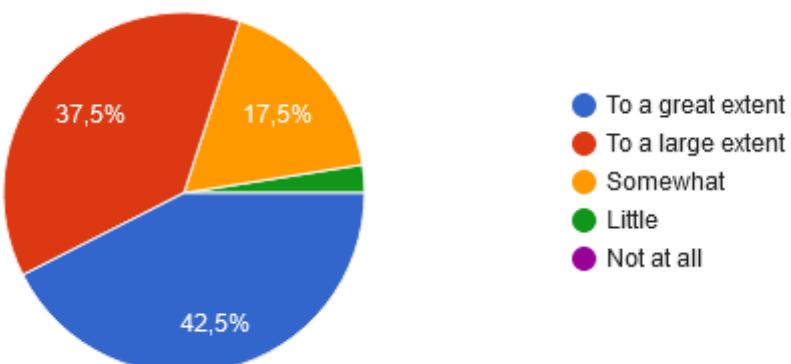
7. To what extent did the e-learning course provide you with understanding and explanation of various types of manipulation (such as false context, manipulated content, fabricated content, etc.)?



8. To what extent did the e-learning course make you confident in recognising how different choices of framing, angles, depth and proportion of a photo/picture can lead to manipulation or distortion of content?



9. After passing the e-learning course my knowledge of the societal impact of disinformation has increased.



## Conclusion of findings:

- The course exceeded our expectations, providing valuable insights and practical skills that will be useful in our future careers.
- The instructors were knowledgeable and approachable, making the learning experience enjoyable and effective.
- The course was highly appealing and beneficial to students.
- Professors found the course to be a valuable addition to their lectures, who requested official certification upon completion.
- Both students and professors found the course materials to be engaging and practical.
- Students inquired about sharing the course with their peers, impressed by its usefulness.
- They appreciated the diverse range of learning materials, including interactive exercises and real-world case studies.
- They highly recommend this course to anyone interested in expanding their knowledge and skills in this field.
- A couple of students reported some technical issues (some parts of the texts in cyrillic, inability to display the quizzes) when doing the course on their own laptops.

Prepared by: Prof. Jaroslav Ušiak, Dr. Jozef M. Mintal and Dr. Vladimir Muller

## Local Pilot Report

*Universidad Loyola Andalucía*

- **Date and Venue:**

Local pilot with students:

The local piloting with students occurred on 10 March 2023 at Universidad Loyola Andalucía.

- Campus in Córdoba: C. Escritor Castilla Aguayo, 4, 14004 Córdoba).

Local pilot with teachers:

The local piloting with teachers occurred from 13 to 26 March 2023 at Universidad Loyola Andalucía.

- Campus in Sevilla: Av. de las Universidades, s/n, 41704 (Dos Hermanas, Sevilla)

- **Description of Participants:**

Local pilot with students:

- The participants (a sample of 39 students) were students of the subject “Creation and Design of Digital Content” of the Communication and Business Administration and Management degrees.
- The trainers were the PhD. José Antonio MuñizVelázquez, the PhD. Pablo NavazoOstúa and the PhD. Candidate José Manuel Marcos Vílchez.

Local pilot with teachers:

- The participants (a sample of 10 teachers) were teachers and researchers from the Department of Communication and Education at Universidad Loyola Andalucía:

PhD. Paula Herrero Díz  
PhD. Salvador Reyes de Córzar  
PhD. José María Barroso Tristán  
PhD. Álvaro Ramos Ruiz  
PhD. Francisco Javier Cristófol Rodríguez  
PhD. Noemí Morejón-LLamas  
PhD. Irene García Lázaro  
PhD. José Antonio Muñiz-Velázquez  
PhD. Pablo Navazo-Ostúa  
PhD. Candidate José Manuel Marcos-Vílchez.

- **Delivery methodology and interaction with participants:**

Local pilot with students:

We conducted a classroom training of just over 2 hours, where we outlined the objectives of the project and the online training platform. We explain some key concepts through a presentation to complement the contents of the course modules. In addition, we explored the platform and had the trainees test the various contents and exercises. Finally, the students had time to answer the online evaluation questionnaire.

## AGENDA AND PROGRAMME:

- 1) Presentation of the project and Key concepts.
- 2) Debate on Disinformation in our everyday life.
- 3) Experiencing the platform by the users.
- 4) Sharing impressions and feedback.
- 5) Signing and completion of the online evaluation.

### Local pilot with teachers:

Teachers were informed about the objectives of the project and the training platform. Teachers were able to register and test the online course for two weeks. After this period, they sent their impressions by mail and answered the evaluation questionnaire.

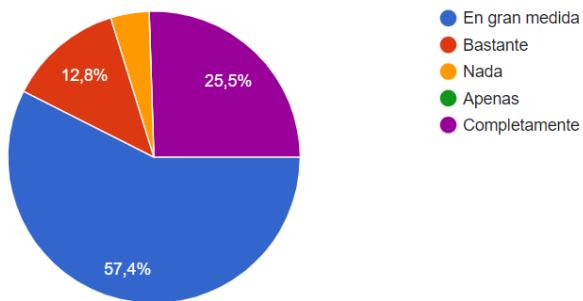
- **Questionnaires findings and outcomes**

### **Question 1: Information overload and echo chambers:**

 Copiar

¿En qué medida la formación te ha hecho consciente de la sobrecarga de información y las cámaras de resonancia del entorno digital?

47 respuestas

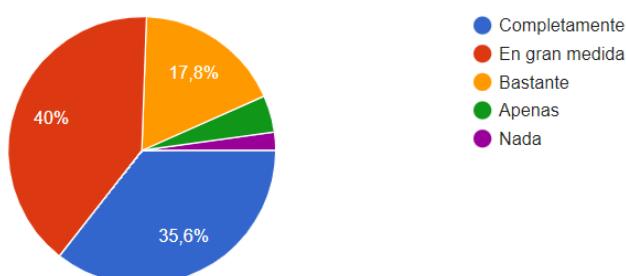


### **Question 2: The need for source diversification:**

 Copiar

¿En qué medida la formación te ha hecho confiar en la necesidad de diversificar las fuentes?

45 respuestas

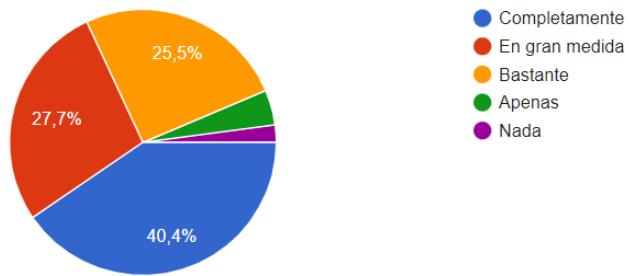


## Question 3: Lateral reading techniques:

Copiar

¿En qué medida la formación te ha ayudado familiarizarte con las técnicas de lectura lateral y las herramientas capaces de optimizar la búsqueda en Internet?

47 respuestas

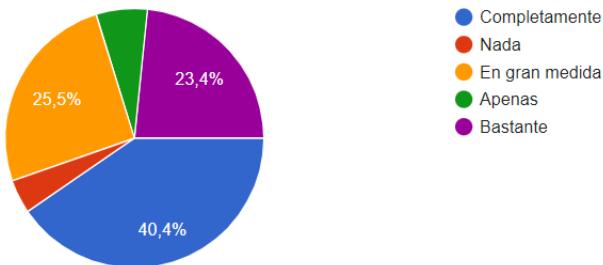


## Question 4: Tracing back the source of information:

Copiar

¿En qué medida te sientes más competente a la hora de rastrear la fuente de información después de la formación?

47 respuestas

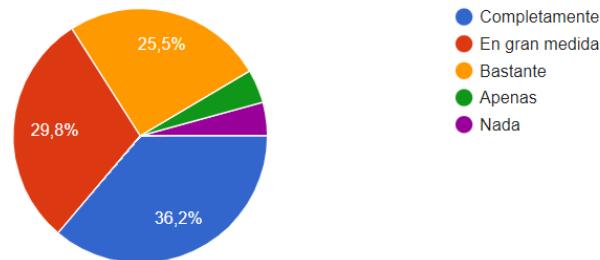


## Question 5: Textual and paratextual markers:

 Copiar

¿En qué medida la formación te ha ayudado a identificar los marcadores textuales y paratextuales a la hora de valorar la fiabilidad de las fuentes?

47 respuestas

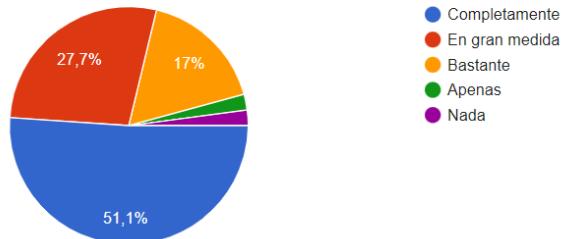


## Question 6: Different types of mis/disinformation:

 Copiar

¿En qué medida la formación te ha hecho consciente de los diferentes tipos de desinformación en el entorno de la información digital?

47 respuestas

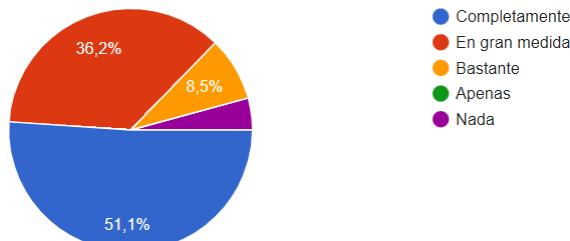


## Question 7: Detecting image distortion /manipulation:

 Copiar

¿Hasta qué punto la formación te ha ayudado a reconocer cómo las diferentes opciones de encuadre, ángulos, profundidad y proporción en la publicación de una foto/imagen pueden distorsionar el contenido?

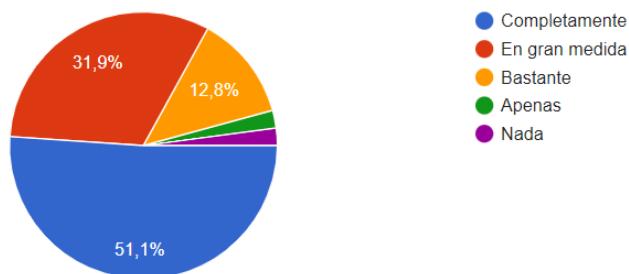
47 respuestas



## Question 8: Social impacts and consequences of disinformation:

¿En qué medida la formación te ha hecho reflexionar sobre las repercusiones y consecuencias de la desinformación?

47 respuestas



## Local Pilot Report

UNIVERSITY OF BOLOGNA – ALMA MATER STUDIORUM

### • Dates and Venues

- 02 May 2023
  - o University of Bologna – Alma Mater Studiorum, Faculty of Philosophy and Communication Studies
- 08-12 May 2023
  - o University of Bologna – Alma Mater Studiorum.

### • Description of Participants

- The Pilots have been delivered in two different moments among different groups of participants:
- One group of **7 international students** at the *Semiotics of Memory* class, supervised by prof. Francesco Mazzucchelli.
- One group of **16 students reached** through University of Bologna's student association *Rete degli Universitari*.
- One group of **7 among Doctors and Post-Doc researchers** from the Faculty of Philosophy and Communication Studies of the University of Bologna.

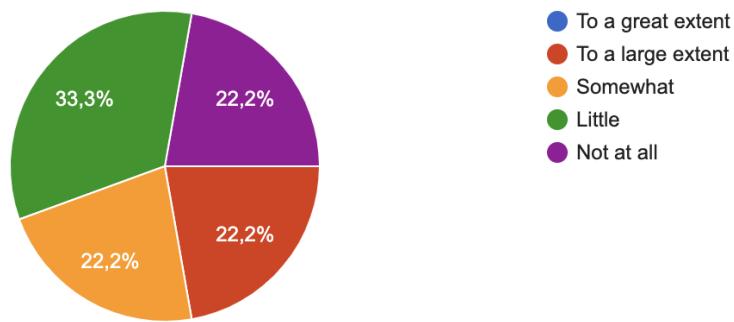
### • Delivery methodology and interaction with participants

- The platform was introduced by one of FakeSpotting trainers to prof. Mazzucchelli and his class on May 2<sup>nd</sup> via a presentation. Students' feedbacks were collected via a Google Form questionnaire, followed by a class discussion on the platform contents and format.
- During the following week, through the help of the students' association, 16 students were reached and introduced to the platform individually; they were then asked to provide their feedbacks through hand-delivered questionnaires, that were later integrated in the Google

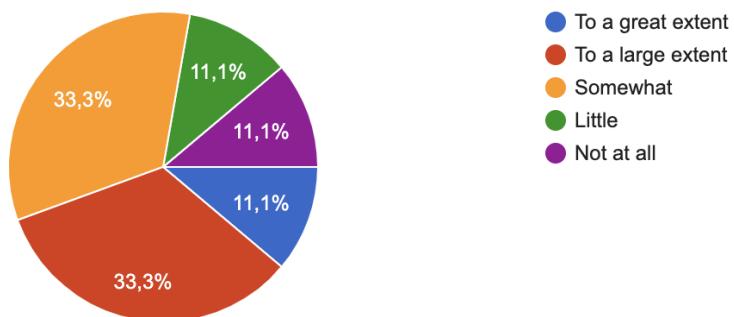
Form. Each introduction has been integrated with a personal discussion on the students' impressions on the platform.

- **Questionnaires findings and outcomes**

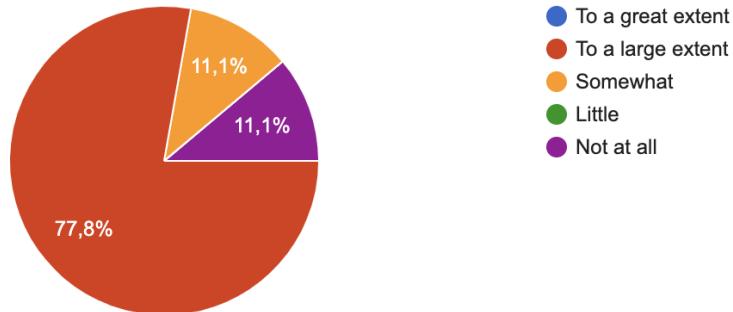
1. To what extent did the e-learning course increase your awareness of the consequences related to the digital revolution and information overload?



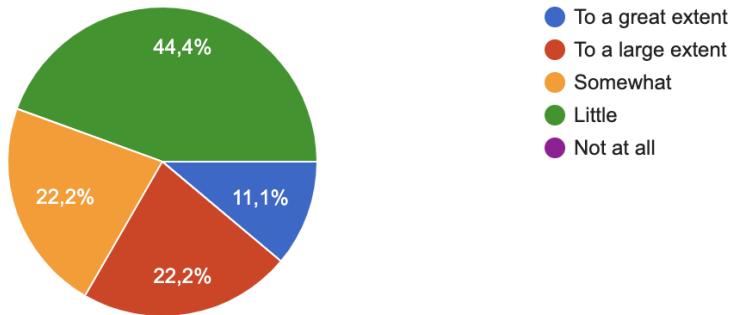
2. To what extent did the e-learning course give you a historical overview of the transformation of the media environment and the process of de-centralization of information?



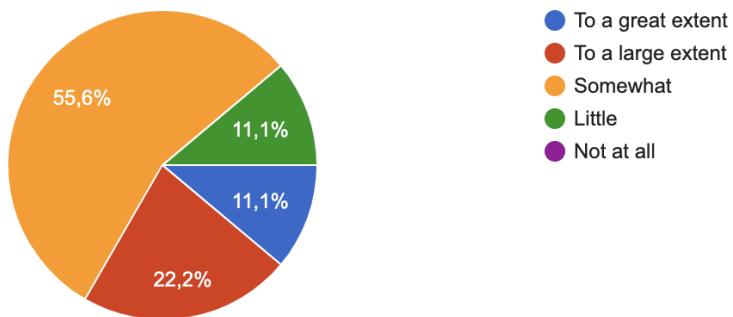
3. To what extent was the e-learning course effective in explaining the dynamics of social media mechanisms and the issue of trust?



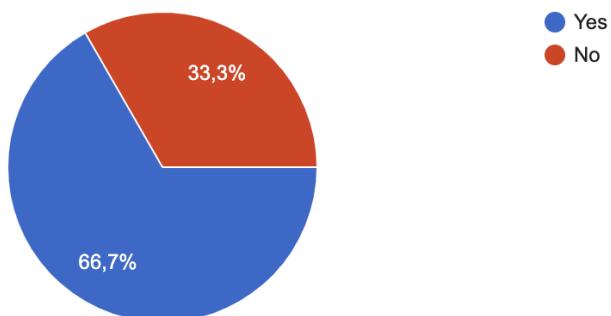
4. To what extent did the e-learning course increase your knowledge on lateral reading techniques and the tools able to optimise your online search?



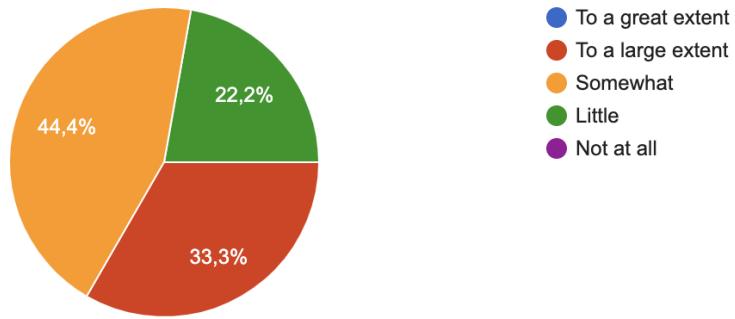
5. To what extent did the e-learning course make you aware of what lateral reading is and why it is useful?



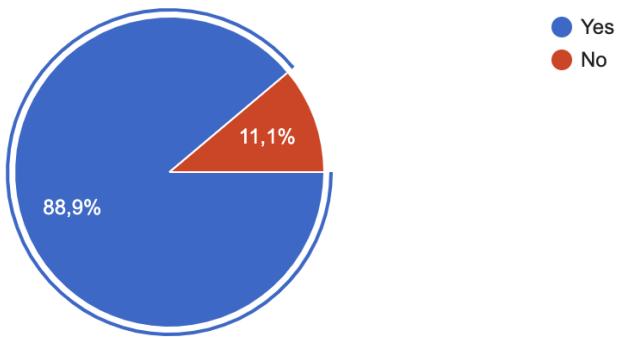
6. Did you know any lateral reading techniques before taking the class?



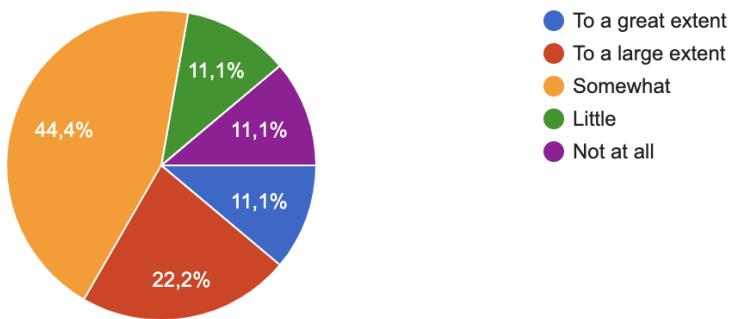
7. To what extent do you feel more confident in verifying the source of information after completing the e-learning course?



8. Do you feel that the e-learning course teach you how to verify information effectively?



9. After passing the e-learning course my knowledge of the societal impact of disinformation has increased.



## Conclusions:

The data presented above demonstrates that the content on the platform had a discernible impact on the participating students in instructing them on the methods of information verification, such as Lateral Reading Methodologies. This effect was observed even when the information itself was not necessarily novel (as indicated by questions 1, 4, and 6). This can likely be attributed to the specific demographic of the course, comprising university students who possess confidence in digital media and have previously encountered information literacy courses during their high school education. Additionally, some participants had backgrounds in Communication studies and Humanities courses, where topics related to information consumption are routinely addressed. Notably, even if some information was already known to the participants, their knowledge and proficiency in the subject matter appeared to have been reinforced by the course (as evidenced by responses to questions 7, 8, and 9).

Both the gathered data and the following class discussions underscored the perception among students that the issues of disinformation and information disorder are pressing concerns. The majority of students found the content to be engaging and highly informative, particularly regarding topics related to the history of media and the challenges posed by social media, (as indicated by responses to questions 2 and 5).

An issue that received unanimous attention from nearly all participants was the observation that while they were genuinely interested in the content of the lessons, the mechanical voice utilized in the videos made the lessons somewhat challenging to follow. Conversely, the O4 platform was acknowledged as efficient and user-friendly by nearly all the participants.

Prepared by: Dr. Marco Giacomazzi, Dr. Gabriele Giampieri

## Local Pilot Report

South East European University

- **Date and Venue**

27/28 March 2023, South East European University, Tetovo Campus, 816.02.

- **Description of Participants**

A total of 43 participants took part in the local pilots, of whom: 32 undergraduate students, 3 PhD students and 8 academic staff.

The participants who tested the AL version of the e-platform were 6 third-year students from the Contemporary Sciences and Technologies program, 3 fourth-year students from the Contemporary Social Sciences Faculty's International Relations Program, 3 PhD students from the Communication Department at the Faculty of Languages, Cultures and Communication, and 5 academic staff members. While the MK version of the e-platform was tested by 23 second-year students from the Contemporary Sciences and Technologies program, as well as 3 academic staff members.

- **Delivery methodology and interaction with participants**

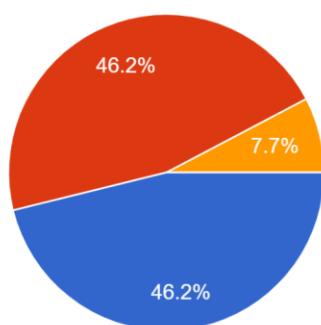
The local pilot was conducted in a laboratory setting, specifically at room 816.02, on 27 and 28 March 2023. During the testing, the participants interacted with the e-platform using their respective devices, desktop computers. The team coordinating the pilot study reached out to the participants' respective professors to provide them with information about the project and the testing process. The instructions to the students were then given on-site by the project team who were present during the testing. After the testing was completed, the team sent the evaluation form to the participants via email.

The professors were contacted individually and by email.

- **Questionnaires findings and outcomes:**

### Question 1

Në ç' masë e-mësimi ju bëri të ndërgjegjshëm për pasojat që lidhen me mbingarkesën e informacionit dhe dhomat e jehonës, të cilat i p...рипаѓаат на дигиталната информациска средина?  
26 responses

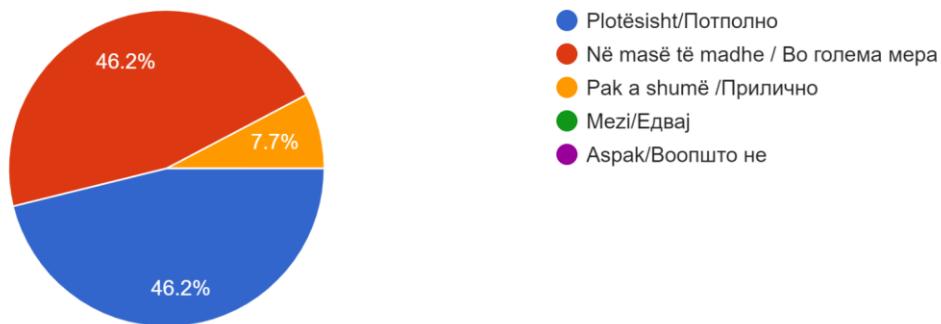


- Plotësisht/ Потполно
- Në masë të madhe/ Во голема мера
- Pak a shumë/ Прилично
- Mezi/ Едвај
- Aspak/ Воопшто не

## Question 2

Në çfarë mase e-mësimi ju ka bindur për nevojën e diversifikimit të burimeve, duke pasur parasysh mungesën e rregullimit të mjedisit dixhital?/ До...остатокот на регулација на дигиталната средина?

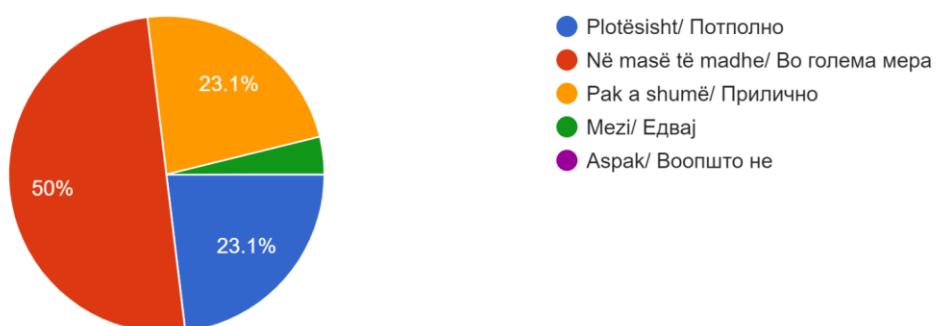
26 responses



## Question 3

Deri në çfarë mase nëpërmjet e-mësimit jeni njohur me teknikat dhe mjetet e leximit anësor që mund të optimizojnë kërkinim tuaj në internet?/... да го оптимизираат вашето онлајн пребарување?

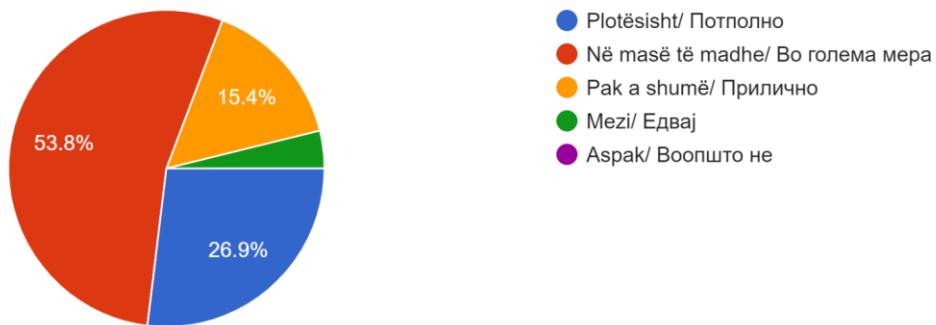
26 responses



## Question 4

Deri në çfarë mase ndiheni më kompetent në monitorimin e burimit të informacionit pas kryerjes së modulit të e-mësimit?/До кој степен се чувству...рмации по поднесување на модулот за е-учење?

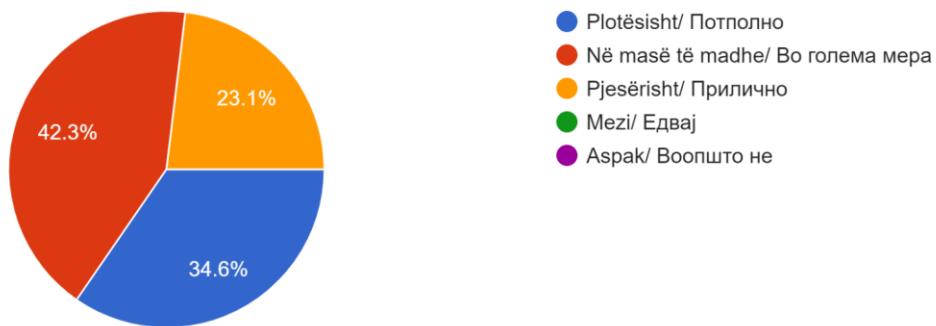
26 responses



## Question 5

Deri në çfarë mase e-mësimi ju bëri të vetëdijshëm për treguesit tekstualë dhe paratekstualë të aftë për të nxitur njohjen e nivelit të besueshmërisë ...ањето на нивото на веродостојноста на изворите?

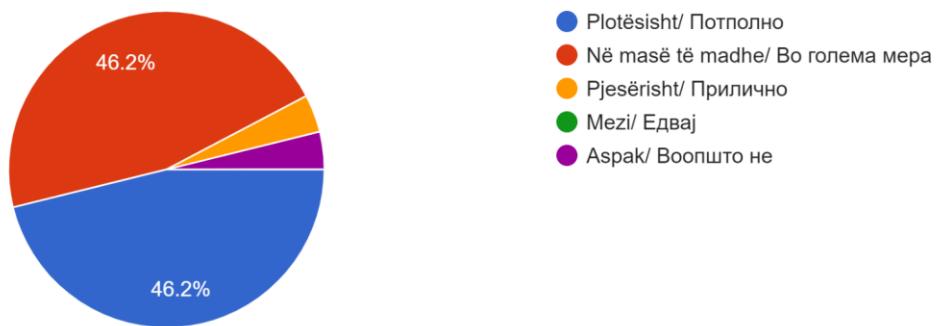
26 responses



## Question 6

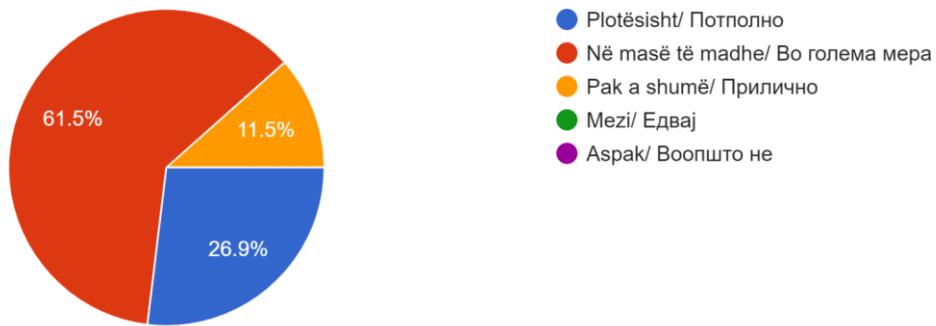
Deri në çfarë mase e-mësimi ju bëri të vetëdijshëm për llojet e ndryshme të keqinformimit/dezinformimit që ekzistojnë në m...улирана содржина, фабрикувана содржина итн.)?

26 responses



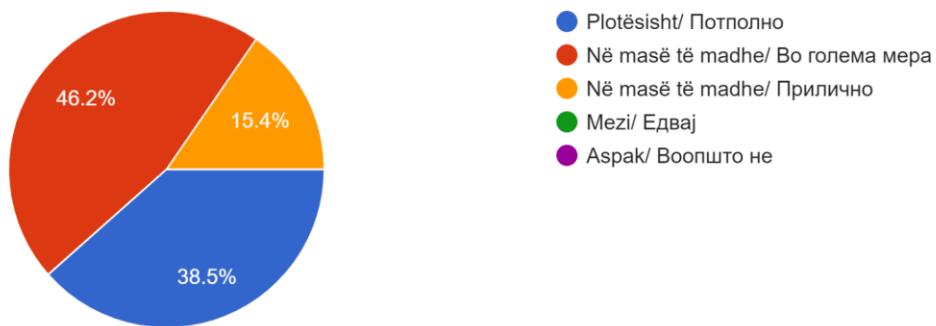
## Question 7

Deri në çfarë mase e-mësimi ju bëri të sigurtë për të kuptuar se si zgjedhjet e ndryshme të kornizës, këndeve, thellësisë dhe proporcionit mbi publik...т манипулација или искривување на содржината?  
26 responses



## Question 8

Deri në çfarë mase e-mësimi ju bëri që të reflektoni mbi ndikimet sociale dhe pasojat e eksposimit ndaj dezinformative?/ До кој степен е-учењет...следиците од изложувањето на дезинформации?  
26 responses



- Summary**

We appreciate participants' willingness to participate in the testing. From the evaluation questionnaire, which was translated into local languages, Albanian and Macedonian, we received positive feedback from participants in the national local pilot, which provided valuable insights into the effectiveness and usability of the e-platform. The students and academic staff found the platform to be user friendly, and promised to recommend the platform to others.

## Local Pilot Report

UNIVERSITY OF TIRANA

*Department of Journalism and Communication*

- Date and Venue

- 20-21-22 March 2023
- Tirana University, Faculty of History and Philology, Department of Journalism and Communication

- Description of Participants

- There were two groups of participants: professors and students.
- 10 Professors from the Department of Journalism and Communication were assigned to follow the online course and give their ideas related to it. One of the lecturers is Ph.D. candidate.
- 30 students from both levels of Bachelors and Masters studies were involved in the process. We were very careful to have the participation from the first class of Bachelor studies to the last class of Master studies. Involving all levels of students gives a better idea related to the course as they are from different knowledge levels, work experiences and perspectives.

- Delivery methodology and interaction with participants

- The group of Professors was gathered twice. In the fist meeting a presentation of the course and modules were made. They were not part of the group which worked on the Types of Manipulation. They were asked to register to the platform, which was made possible with the support of Incoma. In the second meeting they gave their ideas related to the course. And they gave their answers in the Google Form.
- Two groups of students were gathered in two days. We presented the project, and courses and the aim. We asked them to register in the platform. All of them were registered and followed the course. They asked for more time (more than two hours that we met). We gave them 24 hours to finish all the course and follow all content, especially video presentations.
- We did not tell that the third module (Types of Manipulation) were prepared by the University of Tirana.
- We ask them to go through modules and give their realistic ideas and be critical.

- Questionnaires findings and outcomes

- Students found it very attractive and useful. They asked to follow officially this course and get certified at the end.
- Professors found it very useful to use in our lectures, especially in Bachelor studies. They asked for more academic background, but we explained that this was a course for the general public.
- Both groups found the products very interesting and useful.
- Students asked if they could share this with other students.

## Local Pilot Report

GLOBSEC

- **Date and Venue**

12 December 2022

Middle School of Transport and Hotel Services, Lučenec

- **Description of Participants**

- The event was organized with the cooperation of the EU Direct office in Lučenec that helped facilitate the debate at the High School.
- The event took place as a part of a presentation about disinformation, malign influence on the internet and media literacy. Among the participants were 2 high skilled professionals from the EU Direct Lučenec, and 29 high school students and teachers.

- **Delivery methodology and interaction with participants**

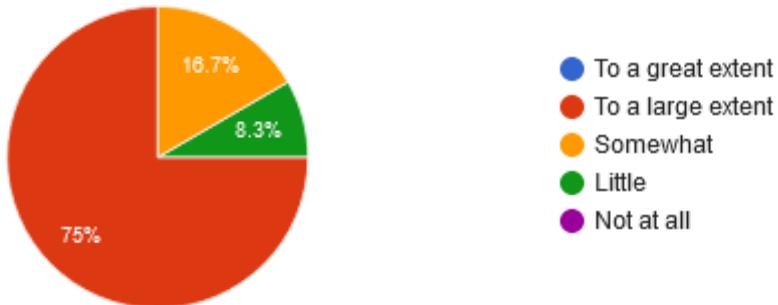
- The Fakespotting platform and its comprehensive modules were introduced to engage the audience of high school students.
- The presentation discussed the issues surrounding internet manipulation and disinformation. Additionally, it showcased the range of educational modules within the Fakespotting courses.
- After the pilot event, the students were provided with a feedback form for sharing their perspectives and thoughts about the course, distributed via a Google Form questionnaire.

- **Conclusion and findings:**

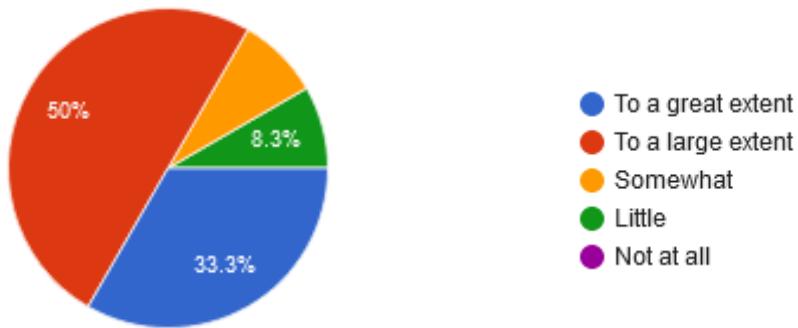
Over all, the students were satisfied with the range of information they have learnt during the session. We have receive a positive feedback about Fakespotting course and as showcased in the following survey findings about what the students have learnt.

- **Questionnaires findings and outcomes**

1. To what extent did the e-learning course increase your awareness of the consequences related to information overload and echo chambers that one can experience in the digital information environment?

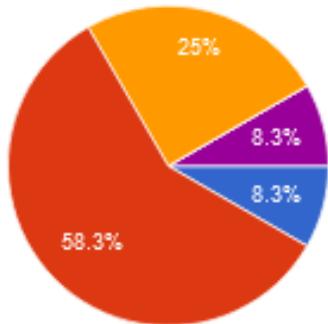


2. To what extent did the e-learning course make you aware of the need to diversify your resources?

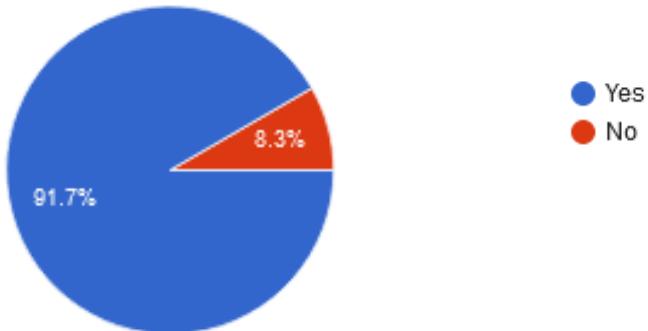


3. To what extent did the e-learning course increase your knowledge on lateral reading techniques and the tools able to optimise your online search?

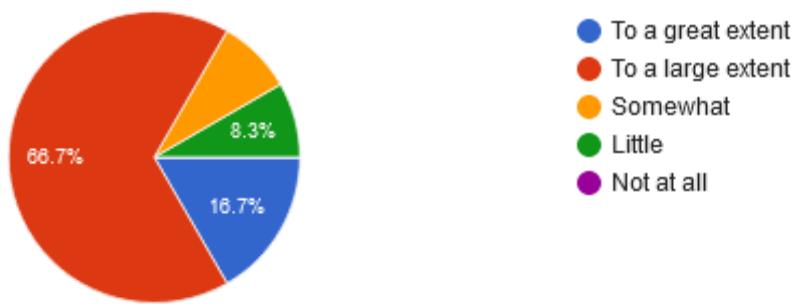




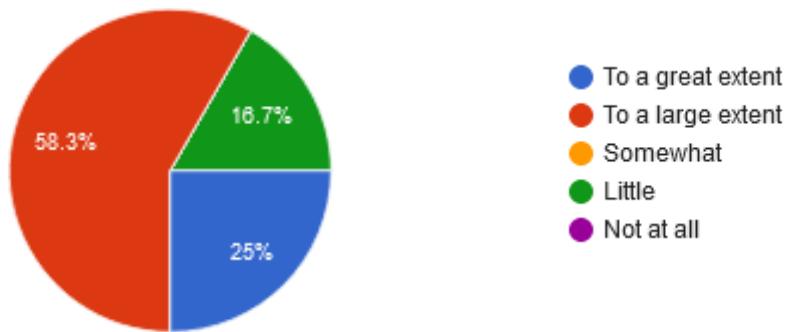
4. Did the e-learning course teach you how to verify information effectively?



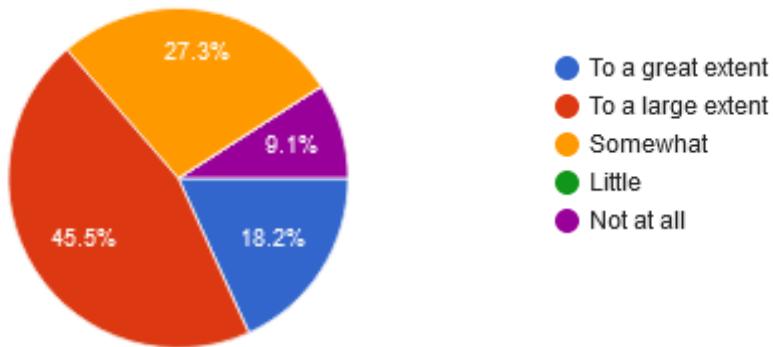
5. To what extent do you feel more confident in verifying the source of information after completing the e-learning course.



6. To what extent did the e-learning course make you aware of textual and paratextual markers that can help you determine the reliability of sources?

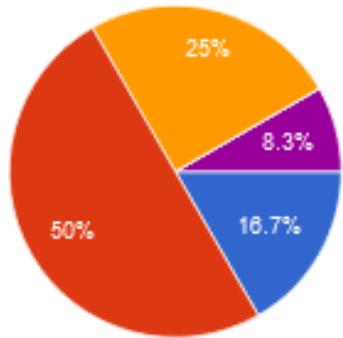


7. To what extent did the e-learning course provide you with understanding and explanation of various types of manipulation (such as false context, manipulated content, fabricated content, etc.)?

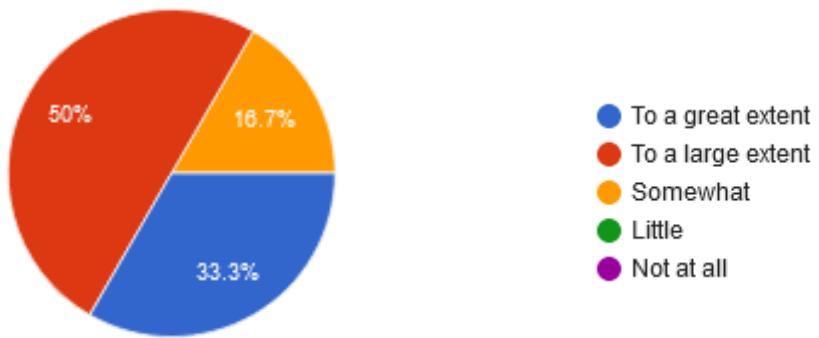


8. To what extent did the e-learning course make you confident in recognizing how different choices of framing, angles, depth and proportion of a photo/picture can lead to manipulation or distortion of content?

- To a great extent
- To a large extent
- Somewhat
- Little
- Not at all



9. After passing the e-learning course my knowledge of the societal impact of disinformation has increased.



## Local Pilot Report

*Novi Sad School of Journalism*

- Date and Venue

Novi Sad School of Journalism, March – April (2023)

- Description of Participants

The participants were collaborators in youth organizations and educators in the field of media literacy. All youth workers were at the basic level of media literacy, with low capacities in the field of deconstruction of media manipulation and misinformation. Age of the participants was between 18 and 45. Overall 12 participants tested the platform.

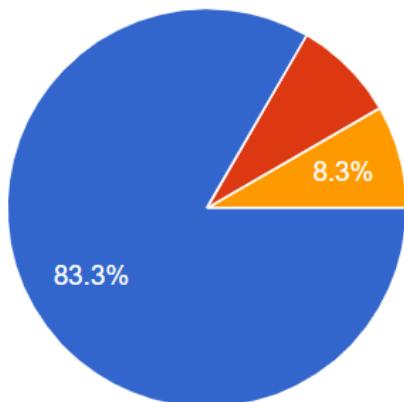
- Delivery methodology and interaction with participants

Testing was organized in groups of two or three participants. In some cases, one participant came at a time. An account was created for each participant and at least one representative of the Novi Sad School of Journalism was with them to help if needed. Before starting the testing, the participants were explained how the platform works and how to navigate through the modules.

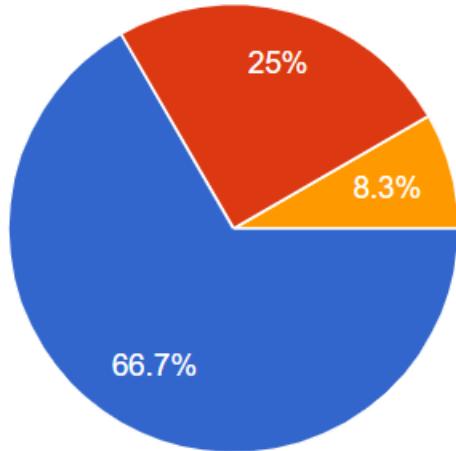
- Questionnaires findings and outcomes

- Completely
- To a large extent
- Fairly
- Barely
- Not at all

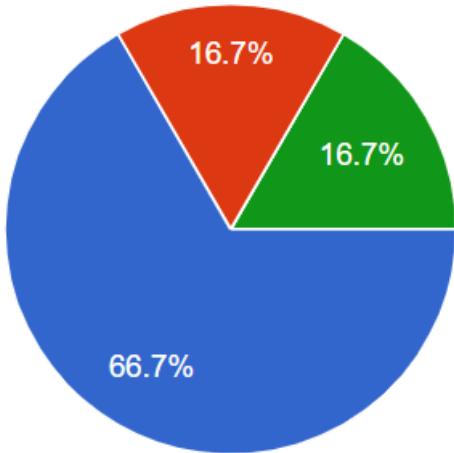
1. To what extent the e-learning made you aware of the consequences related to information overload and echo chambers belonging to the digital information environment?



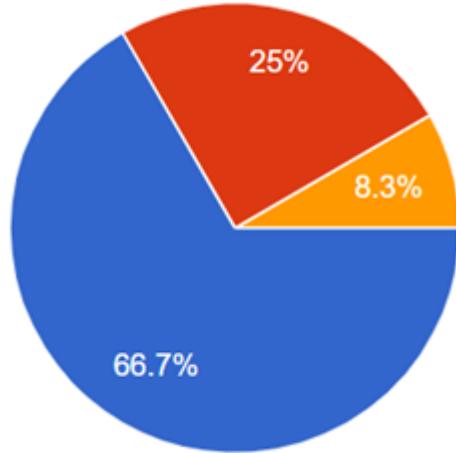
2. To what extent the e-learning made you confident with the need for source diversification according to the lack of regulation of the digital environment?



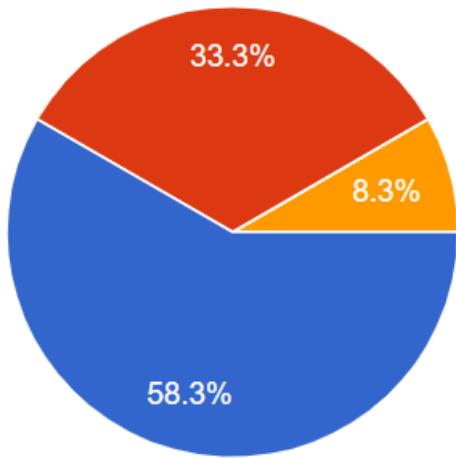
3. To what extent the e-learning made you familiar with the lateral reading techniques and the tools able to optimise your online search?



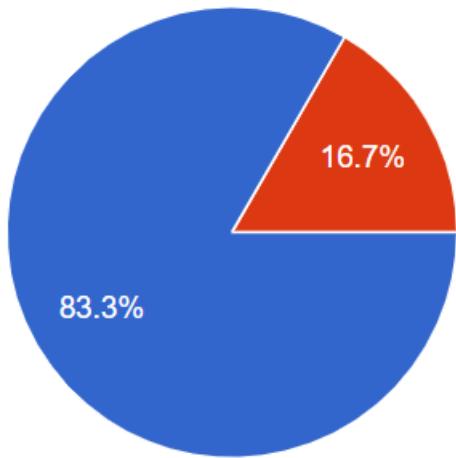
4. To what extent do you feel more competent in tracing back the source of information after the e-learning module delivery?



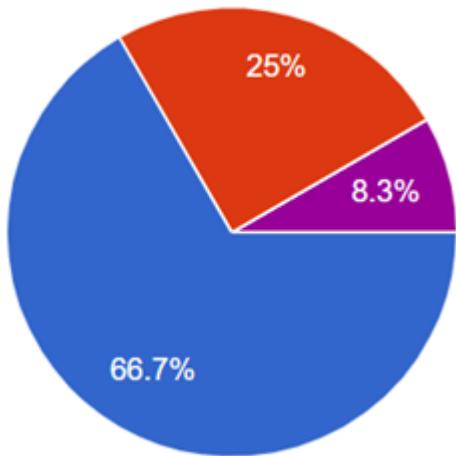
5. To what extent the e-learning made you conscious of the textual and paratextual markers able to drive the acknowledgement of the level of sources' reliability?



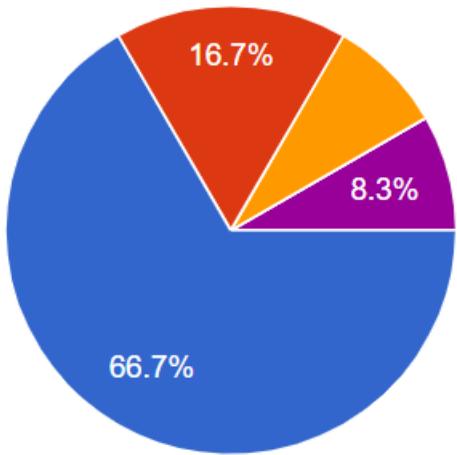
6. To what extent the e-learning made you aware of the different types of mis/disinformation dwelling the digital information environment (false context, manipulated content, fabricated content, etc.)?



7. To what extent the e-learning made you confident in recognising how the different choices of framing, angles, depth and proportion over the publication of a photo/picture can convey a manipulation or distortion of the content?



8. To what extent the e-learning made you reflect on the social impacts and consequences of disinformation exposure?



#### USER COMMENTS:

“80% required to pass is demotivating, reduce it to 60%”

“Lots of useful information and tools for fact-checking”

“Fairly advanced course”

## Local Pilot Report

### The Fact-Checking Factory - Pagella Politica

- **Date and Venue**

- 15 March 2023 at Coworking Barsento - Putignano (BA)
- 28 March 2023 at Stazione RulliFrulli - Finale Emilia (MO)

- **Description of Participants**

- The participants involved were divided into two groups according to their geographical area;
- Participants were trainers, educators and education-related professionals from six different organizations;
- The idea was to test the platform by involving two very different geographical areas (one located in central-northern of Italy, the other in southern Italy) so as to test its effectiveness and validity in contexts with different needs and requirements;

- **Delivery methodology and interaction with participants**

The groups of participants were introduced to the project and the modules of the platform during a short presentation. The participants were encouraged to provide feedbacks during the activities and after completing the course modules via Google Form questionnaire.

- **Questionnaires findings and outcomes**

Key:

Completely

To a large extent

Fairly

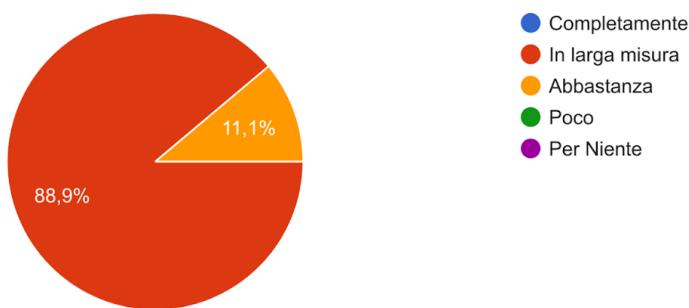
Little

Not at all

- To what extent the e-learning made you aware of the consequences related to **information overload** and **echo chambers** belonging to the digital information environment ?

In che misura l'e-learning ti ha reso consapevole delle conseguenze legate al sovraccarico di informazioni e alle camere dell'eco nella realtà virtuale?

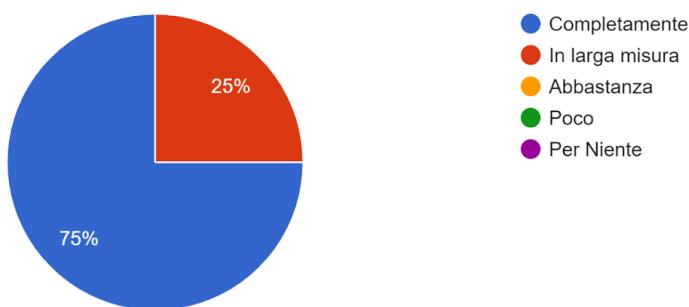
9 risposte



- To what extent the e-learning made you confident with the need for **source diversification** according to the lack of regulation of the digital environment?

In che misura l'e-learning ti ha reso consapevole della necessità di diversificare le fonti in base alla mancanza di regolamentazione dell'ambiente digitale?

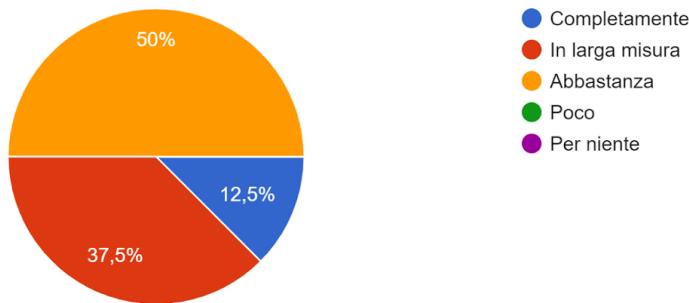
8 risposte



- To what extent the e-learning made you familiar with the **lateral reading** techniques and the tools able to optimize your online search?

In che misura l'e-learning ti ha fatto conoscere le tecniche di lettura laterale e gli strumenti in grado di ottimizzare la tua ricerca online?

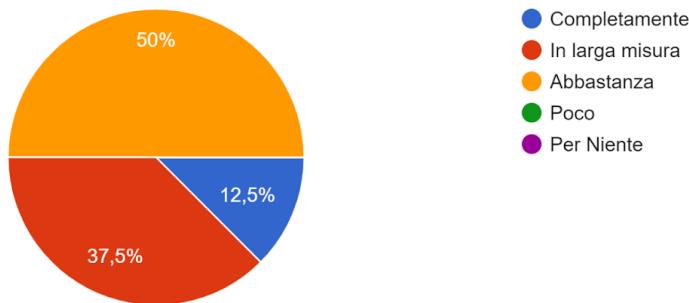
8 risposte



4. To what extent do you feel more competent in tracing back the **source of information** after the e-learning module delivery?

In che misura ti senti più competente nel risalire alla fonte delle informazioni dopo l'esperienza fatta?

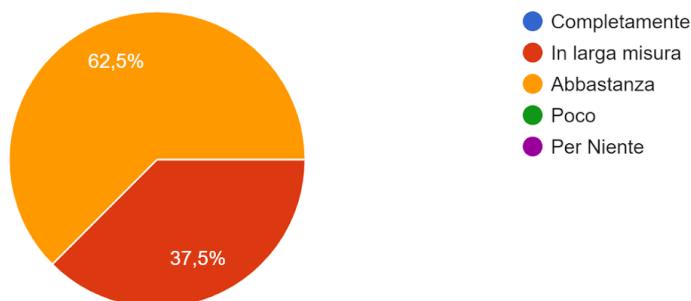
8 risposte



5. To what extent the e-learning made you conscious of the **textual and paratextual markers** able to drive the acknowledgement of the level of sources' reliability?

In che misura l'e-learning ti ha reso consapevole dei marcatori testuali e paratestuali in grado di guidare il riconoscimento del livello di attendibilità delle fonti?

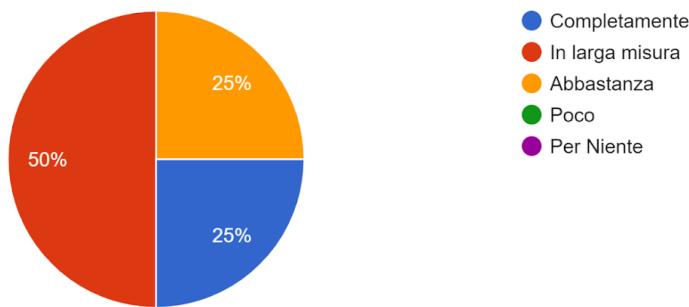
8 risposte



6. To what extent the e-learning made you aware of the different **types of mis/disinformation** dwelling the digital information environment (false context, manipulated content, fabricated content, etc.) ?

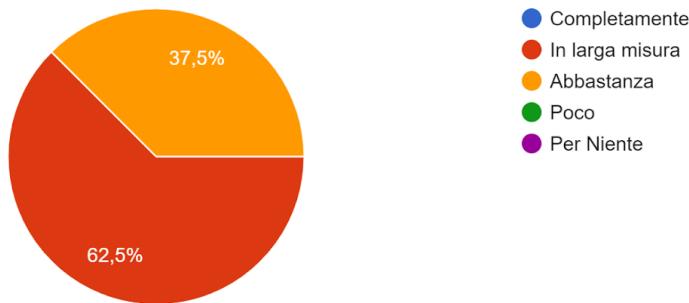
In che misura l'e-learning ti ha reso consapevole dei diversi tipi di disinformazione (falso contesto, contenuto manipolato, contenuto impostore, ecc.)?

8 risposte



7. To what extent the e-learning made you confident in recognising how the different choices of framing, angles, depth and proportion over the publication of a **photo/picture** can convey a manipulation or distortion of the content?

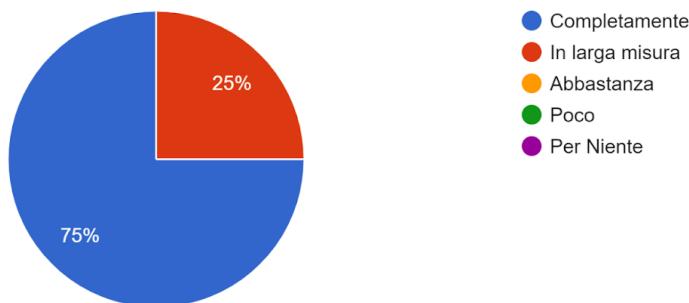
In che misura l'e-learning ti ha reso consapevole nel riconoscere come le diverse scelte di inquadratura, angolazione, profondità e proporzione...re una manipolazione o distorsione del contenuto?  
8 risposte



8. To what extent the e-learning made you reflect on the social impacts and consequences of disinformation exposure?

In che misura l'e-learning ti ha fatto riflettere sugli impatti sociali e sulle conseguenze dell'esposizione alla disinformazione?

8 risposte



- **Conclusion of findings**

- Both groups found the course materials to be engaging and practical;
- Both groups enjoyed the platform structure, the video presentations, and the exercises provided to test the skills learned;
- Participants also found the course content useful for their own activities with students and youth;
- The field in which the participants were more confident about concern question: Q2 (source diversification) & Q6 (impacts of disinformation);
- The field in which the participants were less confident about concern question: Q5 (textual & paratextual markers) & Q3 (lateral reading);
- Participants would recommend the use of the platform to colleagues and other peer organizations;

- The participants highly recommend the platform to anyone interested in expanding the knowledge and skills in disinformation issue;

## Local Pilot Report

### INCOMA

- Date and Venue: 08/03/2023, INCOMA (Calle Madrid 2. 41001, Seville, Spain).
- Description of Participants

It was a group of 10 low-skill young adults and 2 trainers.

- Delivery methodology and interaction with participants

Firstly, an introduction on disinformation and its main concepts with practical examples was made in order to ensure the understanding of the project.

Secondly, an overview of the project was presented to them.

Then we got into the platform and, after watching the videos, they could access and test the exercises. It was mixed with times for debate to make it more interactive. Regarding the Social Media topic, the participants showed themselves very enthusiastic.

Eventually, the questionnaire was forwarded to them, and we got the different answers.

- Questionnaires findings and outcomes

The questionnaire got a total of 36 answers, as the trainers provided the course to more low-skill logistic students.

These are the most relevant conclusions:

- Most of them are now more conscious about the problems that disinformation can carry out.
- They are now more familiarised with techniques such as source diversification, lateral reading,
- In general, they feel more confident and competent to check the information sources after the training.
- To sum up, most of the respondents feel like, after the training, they have more tools to be aware of disinformation and they consider it useful.

# FakeSpotting

2020-1-IT02-KA203-079902



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA



UNIVERSITETI I EVROPËS JUGLINDORE  
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY



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