MEDIA LITERACY **COMPETENCES**

PATH*W*AYS

DIGITAL DEVELOPMENT

THROUGH READINESS, RESILIENCE AND CAPACITY
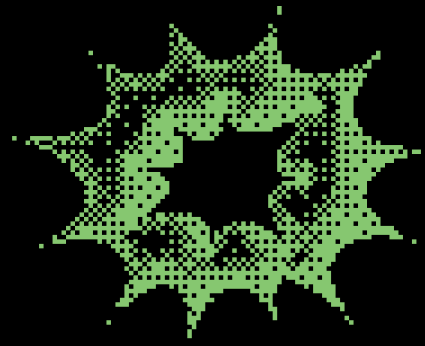
MIL SKILLS

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MIL SKILLS

Project title
Media and information Literacy skills of adults to develop critical thinking and combat fake news

Start Dates
01/02/2024

Result
MIL Competences Pathway

Related Activities
Work Package n°2 - Factsheets (field research) and MIL Competencies Pathway (desk research) about the media and information skills & critical thinking.

Lead Organisation
New East (Latvia)

Contributing Partners
- INNOVATION HIVE (Greece)
- BALKAN BRIDGE EOOD (Bulgaria)
- STIMMULI for Social Change (Greece)
- Vernian RTI (Cyprus)
- EXEO LAB Srl (Italy)
- SYNCNIFY (France)
- GABINETE DE RECOLOCACIÓN INDUSTRIAL (Spain)

Dissemination Level
European

OUR ✦ CONTRIBUTORS

ABOUT MIL SKILLS

Media literacy is a wide concept that, according to the definition elaborated by the EU Media Literacy Expert Group (MLEG), includes all technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

MIL Skills project aims to address the challenges and needs of seniors by enabling them to develop media and information skills as well as the needs of adult educators by equipping them with a holistic methodology and innovative tools in order for them to effectively support their learners throughout this journey. Specifically, MIL Skills will adopt a multidisciplinary approach towards building seniors' media and information skills, integrating concepts such as information, digital and media literacy, communication skills, ethical considerations, and critical thinking.

By developing these skills, individuals can become more informed and engaged citizens, better equipped to navigate the complex landscape of information in the digital age.

Furthermore, the MIL Skills project will increase the capacity of adult trainers, adult education organisations and relevant actors on how to calibrate their approaches and resources to support their learners through their adaptation to the EU safe digital transition and to the relevant media and information skills requirements. This will be achieved through the MIL Skills Toolkit, which will include practical information and lesson plans on how they can apply MIL Skills outputs in their educational methodology as well as extra resources and tools in order to support their learners develop their media and information skills.

The MIL Skills eLearning platform and digital board game will ensure a maximum level of transferability of the project's main results (training material, Toolkit) and, thus, make them available for every European student, trainer, and training organisation. Moreover, in combination with the newly established MIL Skills Competencies Pathway, will support the capacity of European policymakers to develop effective policies and intervention scenarios for supporting the media and information literacy for senior citizens and adult educators.

The project aims to promote responsible and ethical engagement with digital media among senior citizens and adult educators, thereby improving their MIL skills, and making them more critical and discerning consumers of information. The MIL Skills project will contribute to addressing the digital transformation, improve the media and information literacy, and improve the competencies of seniors and adult education staff.

*INTRO*DUCTION

The desk and field research activities provided MIL Skills partners with valuable inputs to define the State of the Art on seniors' current skills needs for their media and information literacy. The data collected served as a base for the development of the MIL Competencies Pathway. The factsheets summarised the findings from the field research on existing media and literacy skills & critical thinking for each participating country, providing partners with a useful database to proceed with the Competencies Pathway development.
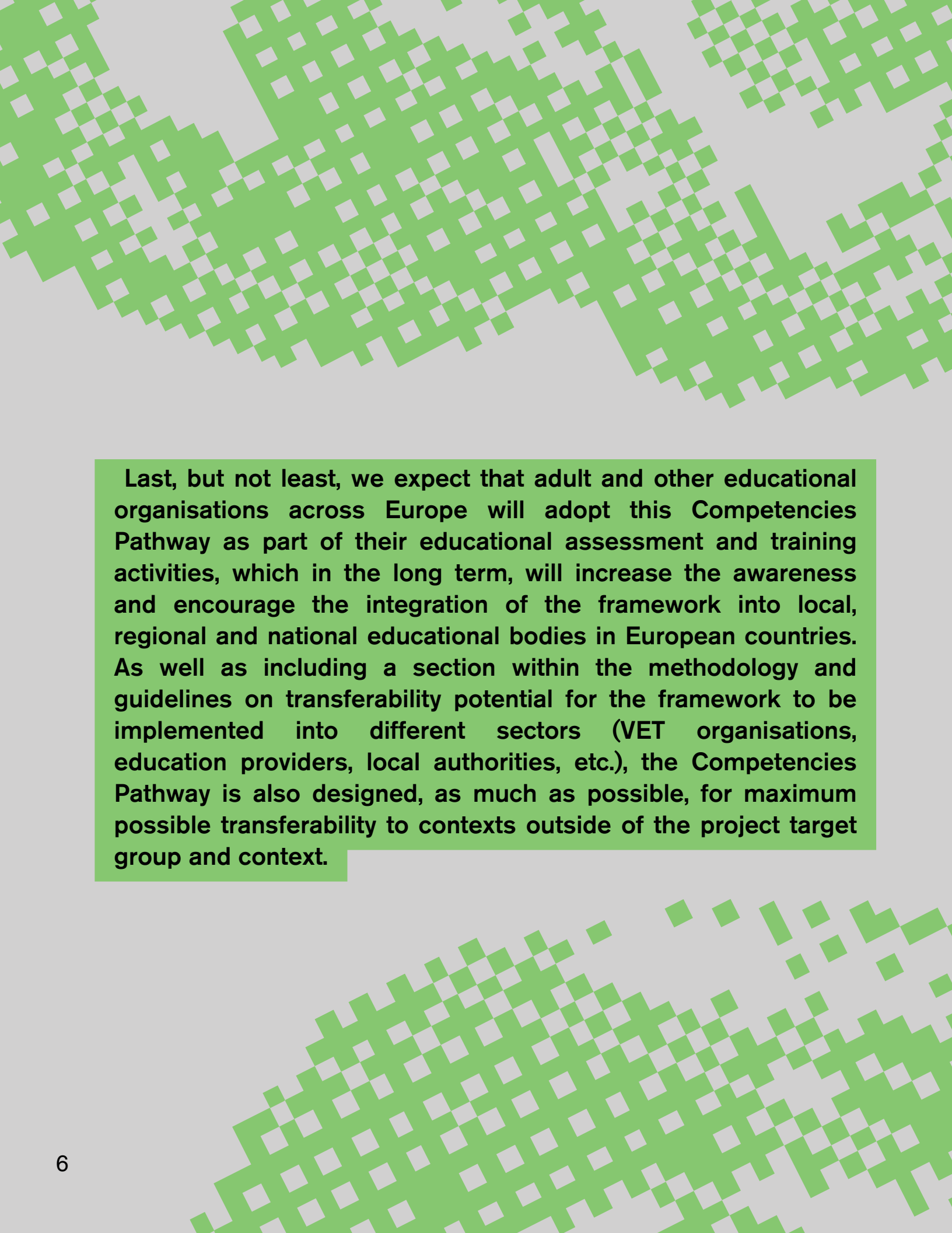
The MIL Competences Pathway constitutes a newly established skill set for the development of seniors' and adult educators' skills. This pathway is the foundation of the project, supporting partners throughout the development of the project's innovative training material.

The Competencies Pathway provides a comprehensive framework for developing seniors' media and information skills, addressing the key areas identified in the research. It emphasises the importance of tailoring educational programs to the specific needs and challenges of older adults, such as fears, lack of previous experience, and physical limitations.

The establishment of the MIL Competencies Pathway allows:
- The creation of an upskilling pathway in order to empower seniors with digital, media, and information skills and, therefore, enhance their necessary skills to access, evaluate, and use media and information in a critical and informed manner on the EU digital society;
- The ability to develop and propose training curricula and training opportunities customised to the specific needs of the project target groups;
- The increased capacity of adult trainers and adult education organisations to develop and assess the knowledge, skills, and attitudes of seniors on the emerging sectors of digitalization and, therefore, improve the availability of high-quality learning opportunities for adults;
- The provision and validation of an EU reference framework for developing and evaluating the seniors' media and information skills.

The project intends to facilitate safe navigation and use of online information, improve critical thinking, and combat fake news, especially in a post-COVID-19 context where digital engagement has become crucial.

Last, but not least, we expect that adult and other educational organisations across Europe will adopt this Competencies Pathway as part of their educational assessment and training activities, which in the long term, will increase the awareness and encourage the integration of the framework into local, regional and national educational bodies in European countries. As well as including a section within the methodology and guidelines on transferability potential for the framework to be implemented into different sectors (VET organisations, education providers, local authorities, etc.), the Competencies Pathway is also designed, as much as possible, for maximum possible transferability to contexts outside of the project target group and context.

RESEARCH SUMMARY

Report on local and EU situation on the media and information literacy skills

Report on local and EU situation on the media and information literacy skills: needs and challenges of the seniors provides an overview of the current state of media and information literacy (MIL) skills among seniors and adult educators in several European countries - Latvia, Greece, Bulgaria, Cyprus, Italy, France, and Spain. It highlights the challenges, needs, and opportunities in each country, as well as the various governmental and national initiatives aimed at improving MIL skills.

Currently, many countries have launched governmental and national programs and policies to promote digital and media literacy, such as digital skills training, media education in schools, and support for local media outlets. Beyond government, non-governmental organisations and initiatives also play a key role in developing critical thinking skills, ethical digital engagement, and community-based media literacy programs. However, the survey results indicate that this is not enough or that the quality of existing initiatives does not meet the needs outlined above. And with that we face common challenges.

COMMON CHALLENGES
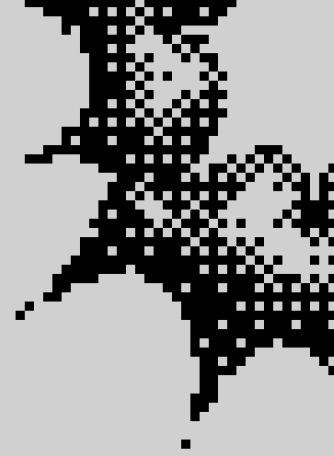
For research digital divide limits participant pools, while the rapidly evolving media landscape challenges research relevance. In-depth qualitative methods are often necessary but resource-intensive. Moreover, the diverse population and ethical considerations add layers of complexity to research design and implementation.

1

Digital divide

many seniors face exclusion due to a lack of access to technology and the internet. There is a significant digital divide, with seniors often lacking basic digital and media literacy skills compared to younger generations.

2

Resistance to change

educational institutions often resist updating curricula to include MIL skills.
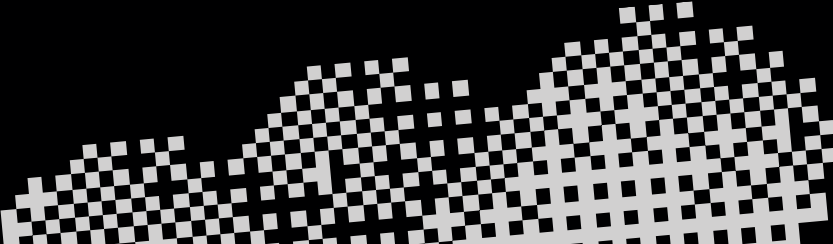
3

Misinformation

the prevalence of fake news and sophisticated digital misinformation complicates effective MIL education.

4

Limited training opportunities

there is a lack of specific training programs for both seniors and adult educators to develop MIL skills.

KEY NEEDS
OF SENIORS

The key needs of seniors are improved digital skills, media literacy training, and support to overcome the digital divide and associated exclusion. Seniors need to develop core competencies such as critical thinking, digital literacy, media and information literacy, information management, communication skills, privacy, and security.

Tech Skills

Seniors often lack basic computer and digital skills, making them vulnerable to online misinformation and disinformation.

Media Literacy

There is a strong need for media literacy training to help seniors differentiate fake news from real news and verify information online.

Digital Skills

Seniors struggle to find different viewpoints and perspectives, often believing the first news they encounter, due to their low digital skills.

Social Aspects

Seniors face significant digital, social, and financial exclusion due to their lack of digital skills and literacy.

Technical Skills

The digital divide is particularly pronounced among the senior population, who lack the fundamental technical skills for engaging with digital technologies.

KEY NEEDS OF
ADULT TRAINERS

Effective media literacy trainers are in high demand but short supply. To meet this need, trainers require specialized training, innovative teaching methods, and ongoing professional development to equip them with the skills to effectively teach adults about media literacy.

Resources

Adult educators require specialised training and resources to effectively teach MIL skills to seniors, addressing their unique learning needs and anxieties around technology.

Training

Training programs should consider age-related accessibility needs and language preferences of older adult learners.

Methodology

Trainers need effective instructional methods and resources to teach digital literacy skills to older adults.

Praxis

Trainers require new approaches that combine theory and practice to meet the challenges of media and digital literacy education.

Communication Skills

Trainers face difficulties in communicating with older adults and getting them to actively participate in digital literacy programs.

Skill Development

Trainers need to continually update their own skills and knowledge to effectively meet the evolving needs of their senior learners.

Implements

Trainers require better tools and best practices to successfully teach digital and media literacy to the senior population.

Media Literacy

There is a high demand for media literacy training, but a shortage of trainers with necessary skills, expertise to serve this need.

OPPORTUNITIES
AND SUGGESTIONS

The Final report outlines several opportunities and suggestions to improve the MIL skills of seniors and adult trainers in the participant countries examined:

LATVIA

Opportunities:

- Latvia has made significant progress in advancing critical thinking skills. However, there is still a lack of public awareness about the media literacy initiatives already in place.
- Promoting intergenerational learning initiatives can help empower seniors by allowing them to learn from younger generations, fostering a collaborative learning environment.
- Raising awareness through public campaigns can emphasise the importance of lifelong media literacy and its role in empowering seniors.

Suggestions:

- Create a dedicated centre to develop resources specifically tailored for the elderly, focusing on their unique needs and challenges in media literacy.
- Encourage NGOs or private companies to run programs that equip seniors with the practical skills needed to navigate the digital world effectively.
- Invest in training programs for adult trainers, incorporating international collaboration to ensure that they are equipped to engage older people effectively.

GREECE

Opportunities:

- Design MIL programs that address the specific needs of seniors and adult educators, focusing on comprehensive digital literacy training.
- Integrate digital literacy into the curriculum for seniors and adult trainers, covering basic computer skills, internet navigation, and social media use.
- Utilise support from government initiatives and educational institutions to expand access to MIL resources and training.

Suggestions:

- Encourage critical analysis of media content among seniors and educators to help them evaluate the credibility of information and identify misinformation.
- Develop mechanisms for receiving feedback from participants to ensure MIL programs remain relevant and effective.
- Offer educational materials in Greek and other relevant languages to accommodate the linguistic needs of seniors.
- Use interactive and engaging training methods, such as workshops and practical exercises, to make learning more effective and enjoyable.

BULGARIA

Opportunities:

- Working with government agencies and non-governmental organisations can provide funding and support for MIL training programs. The government serves as a trusted source for seniors, while NGOs bring the necessary human resources, connections, and expertise to work with diverse groups.
- Collaborations with community centres, libraries, senior centres, and educational institutions can help make MIL training more accessible by reaching seniors and adult educators where they already gather.
- Offering affordable access to digital devices and the internet through subsidised or loaner programs can empower seniors to participate in MIL training.
- Creating MIL curricula specifically designed for seniors and adult trainers, with content reflecting their interests and experiences, can increase engagement and relevance.

Suggestions:

- Begin with foundational digital skills to ensure seniors and adult trainers are comfortable using digital devices and navigating the internet, which is essential for further developing their MIL skills.
- Introduce critical thinking concepts to seniors, focusing on evaluating the credibility of online information and identifying misinformation.
- Conduct workshops aimed at developing critical thinking skills, such as assessing information credibility, identifying biases, and detecting misinformation.

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CYPRUS

Opportunities:
- Enhance public understanding of the importance of MIL skills among seniors and adult trainers to foster a more informed society.
- Develop targeted strategies that focus on improving MIL skills specifically for older adults and educators.
- Utilise existing educational infrastructures and resources to support MIL training, including partnerships with educational institutions and libraries

Suggestions:
- Emphasise practical or blended learning methods tailored to the needs of seniors, including interactive workshops and real-life scenarios.
- Use games, scenario-based learning, and case studies to make MIL training more engaging and relevant to seniors.
- Provide training materials in languages accessible to seniors, considering any specific language needs of the population.
- Implement feedback mechanisms to continually assess and improve the effectiveness of MIL programs.

ITALY

Opportunities:
- Provide a range of training courses from basic computer skills to advanced topics like e-commerce and computer security, ensuring some options cater to varying levels of expertise among seniors.
- Implement programs designed to address the digital divide and adapt these programs to suit the specific needs of local communities.
- Partner with universities to access updated resources and expert knowledge, ensuring the training programs remain relevant and effective.
- Encourage community initiatives that provide a personal learning approach, fostering peer support and collaboration among learners.

Suggestions:
- Design training programs that are personalised to meet individual needs, preventing participants from feeling overwhelmed and ensuring that learning is both engaging and relevant.
- Utilise user-friendly tools and technologies to reduce intimidation and encourage seniors to engage more readily with digital content.
- Foster a learning community that encourages peer-to-peer interactions, allowing participants to share experiences and learn collaboratively.
- Promote the importance of staying current with new technologies and encourage seniors to adopt a mindset of lifelong learning.
- Provide tutoring and mentoring support to offer additional guidance and build confidence in using digital tools.
- Ensure training materials are accessible and inclusive, catering to different needs and abilities, to prevent anyone from being left behind.

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SPAIN

Opportunities:
- There are government initiatives aimed at reducing the digital divide that can be customised to meet local needs and overcome specific barriers.
- By partnering with educational institutions, there is access to up-to-date resources and technology experts, which helps ensure that training programs remain relevant to current trends.
- Local community-based programs offer a personal approach to learning, fostering a supportive and familiar environment for seniors

Suggestions:
- Programs should be designed to match individual needs and skill levels, preventing feelings of being overwhelmed or underwhelmed.
- Select intuitive tools and software to make technology less intimidating for seniors.
- Encouraging learning communities can support and motivate participants to explore technology together.
- Highlighting the importance of keeping up with new technologies can instil a sense of curiosity and desire for lifelong learning.
- Providing tutoring and support groups can offer additional assistance and build confidence in using technology.
- Ensuring that all materials and tools are accessible to people with different needs and abilities is crucial to prevent anyone from being left behind.
- Promoting an environment where digital learning is seen as a valuable and accessible resource can help build a more inclusive and digitally literate society.

FRANCE

Opportunities:
- Collaborating with government agencies and NGOs can provide funding and support for MIL training programs for older people and adult trainers. This approach is effective because the government is a trusted entity for older people, while NGOs possess the necessary human resources and expertise to work with different target groups.
- Partnering with community centres, libraries, senior centres, and educational institutions can make MIL training more accessible by reaching seniors and adult educators in familiar settings.
- Providing affordable access to digital devices and the internet, through subsidised or loaner programs, can empower seniors to engage more actively in MIL training.
- Developing MIL curricula specifically designed for seniors and adult trainers, with content that reflects their interests, concerns, and experiences, can enhance engagement and relevance.

Suggestions:
- Begin with basic digital skills training to ensure seniors and adult trainers are comfortable using digital devices and navigating the internet effectively.
- Conduct workshops focused on developing critical thinking skills, such as evaluating the credibility of online information, identifying biases, and detecting misinformation.
- Introduce senior citizens to critical thinking concepts and encourage their use when engaging with news and media.

Overall, the report emphasises the importance of tailored training, community involvement, and the integration of critical thinking skills to enhance MIL among seniors and adult trainers across these countries. The overall opportunities highlighted focus on bridging the digital divide, providing tailored training programs, empowering adult educators, and leveraging technology to improve MIL skills among seniors and adult trainers across Europe. By leveraging these opportunities and implementing these suggestions, each country can enhance the MIL skills of seniors and adult trainers, thereby promoting digital literacy and critical thinking among these demographics.

*COMP*ETENCES

Media literacy is defined as the ability to access, analyse, evaluate, create, and act upon media in various forms. It encompasses critical thinking skills that enable individuals to understand and interpret the messages conveyed through mass media, including traditional outlets like newspapers and television, as well as digital platforms such as social media and websites.

According to the desk research, seniors identified several specific skills as particularly challenging to develop in the context of media and information literacy. These challenges reflect their struggles to adapt to the digital landscape and include:

- Navigating Technology: Many seniors find it difficult to use digital devices and software, which hinders their ability to access information online effectively.
- Critical Evaluation of Information: Seniors often struggle to discern credible information from misinformation, particularly given the prevalence of fake news and unreliable sources online.
- Online Safety and Privacy: Understanding how to protect personal information and navigate online environments safely is a significant challenge.
- Social Media Engagement: Seniors face difficulties in using social media platforms responsibly and effectively, which can affect their ability to communicate with family and friends.

- Digital Communication Skills: Many seniors lack the skills necessary for effective communication in digital formats, such as email and messaging apps.
- Understanding Digital Rights: There is often confusion regarding digital rights, including privacy rights and ethical considerations related to information use.
- Using Digital Tools: Familiarity with various digital tools and applications is limited, making it hard for seniors to engage fully with available resources.

These challenges highlight the need for targeted training programs that can help seniors develop the necessary competencies to navigate the digital world more effectively and safely.

Media literacy encompasses a range of competencies that enable individuals to effectively engage with media in various forms. These competencies are crucial for navigating the complexities of a media-saturated environment, allowing individuals to critically analyse, evaluate, and create media messages:

ACCESSING MEDIA
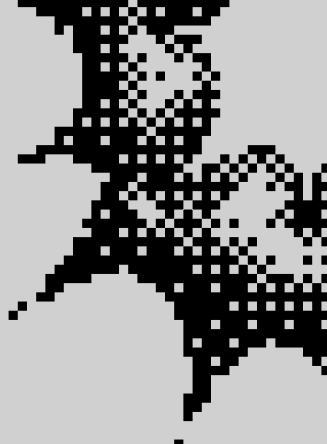
Competence is crucial for individuals to effectively navigate the complex media landscape. This competence encompasses the ability to access various forms of media, including digital, print, and broadcast, effectively and efficiently; to locate, evaluate, and utilise various media sources, which is essential in an era characterised by an overwhelming amount of information and diverse media formats. The significance of this competence lies in its ability to empower individuals to make informed decisions about the media they consume, thereby enhancing their overall media literacy. Learning outcomes:

1 Knowledge

- To know the various types of media platforms available and their specific functions, including social media, news websites, and multimedia content.
- To understand the principles of media production and the factors that influence media messages, including ownership, funding, and audience targeting.
- To recognize the importance of media literacy in fostering informed citizenship and critical thinking.

2 Skills

- To develop the ability to search for and access relevant media content effectively, utilising search engines and databases.
- To evaluate the reliability of sources by applying criteria such as accuracy, authority, and bias.
- To synthesise information from multiple media sources to create a well-rounded understanding of topics.

3 Attitudes/Values

- To embrace a critical stance toward media consumption, questioning the motives behind media messages and the impact they may have on society.
- To cultivate an appreciation for diverse viewpoints and the role of media in shaping public discourse.
- To commit to lifelong learning in media literacy, recognizing the evolving nature of media technologies and practices.

ANALYSING MEDIA
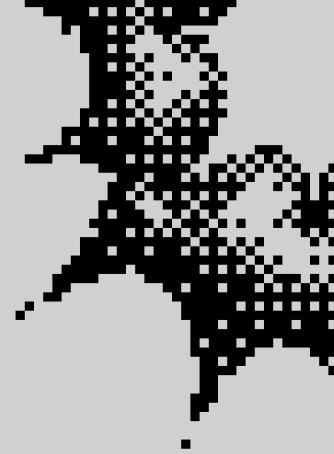
Competence is essential for individuals to critically engage with media content. This competence involves examining and questioning media messages to understand their construction, authorship, purpose, audience, underlying messages, and the context in which they are produced. The significance of this competence lies in its ability to empower individuals to navigate a complex media landscape, fostering critical thinking and informed citizenship. Learning outcomes:

1 Knowledge

- To know the fundamental concepts of media analysis, including authorship, intent, and the techniques used in media production.
- To understand the impact of media ownership and funding on the content and perspective presented in media messages.
- To recognize the role of representation in media and how it can influence societal perceptions and stereotypes.

2 Skills

- To develop the ability to critically analyse media messages by applying specific criteria, such as accuracy, bias, and perspective.
- To evaluate the reliability of information by cross-referencing multiple sources and fact-checking claims.
- To articulate insights and critiques regarding media content, fostering discussions that challenge prevailing narratives.

3 Attitudes/Values

- To embrace a critical mindset that questions media messages rather than accepting them at face value.
- To cultivate an appreciation for diverse perspectives and the importance of representation in media.
- To commit to ongoing learning and engagement with media, recognizing the evolving nature of media landscapes and the need for continuous critical analysis.

EVALUATING MEDIA
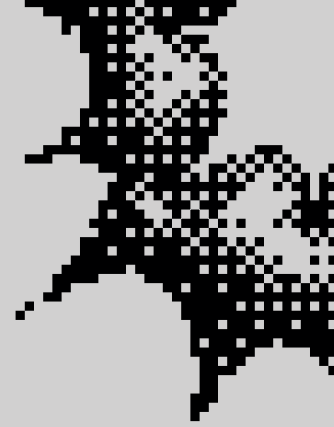
Competence is a fundamental aspect of media literacy education, focusing on the ability to critically assess media content and its sources. This competence is essential for individuals to navigate the complexities of media messages, particularly in an age where misinformation is prevalent - to evaluate the credibility and reliability of media sources, distinguishing between fact and opinion. The significance of this competence lies in its ability to equip individuals with the necessary tools to engage with media critically, enhancing their understanding of the media's role in society and its impact on public discourse. Learning outcomes:

1 Knowledge

- To know the criteria for evaluating the credibility of media sources, including authority, accuracy, and purpose.
- To understand the impact of media ownership and funding on the content and perspective presented in media messages.
- To recognize the various forms of bias that can exist in media, including political, cultural, and economic biases.

2 Skills

- To develop the ability to critically evaluate media messages by applying specific assessment criteria and questioning the intent behind the content.
- To analyse the use of language and imagery in media to understand how they influence audience perceptions and emotions.
- To synthesise information from multiple sources to form a well-rounded perspective on issues presented in the media.

3 Attitudes/Values

- To embrace a sceptical approach to media consumption, questioning the motives behind media messages and seeking evidence to support claims.
- To cultivate an appreciation for diverse viewpoints and the importance of critical thinking in understanding media content.
- To commit to ongoing education in media literacy, recognizing the evolving nature of media and the necessity of adapting evaluation skills accordingly.

CREATING MEDIA
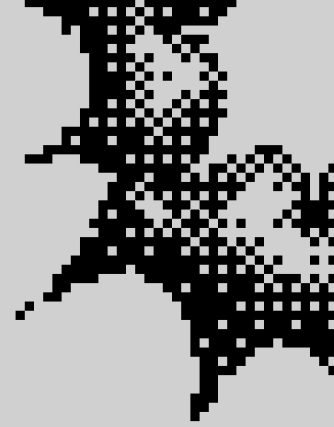
Competence is a vital aspect of media literacy education, focusing on the ability to produce and share media content effectively. This competence empowers individuals to create original media content, utilising appropriate tools and techniques to convey messages effectively, to express their ideas, perspectives, and narratives through various media forms, fostering creativity and critical engagement with the media landscape . The significance of this competence lies in its ability to empower individuals to not only consume media but also become active creators, enhancing their ability to influence and contribute to societal narratives. Learning outcomes:

1 Knowledge

- To know the fundamental principles of media creation, including the various formats and tools available for producing content.
- To understand the ethical considerations involved in media creation, such as copyright, representation, and the potential impact of media messages on audiences.
- To recognize the role of the audience in media creation, understanding how different demographics may interpret messages differently.

2 Skills

- To develop technical skills in using media production tools and software, enabling the creation of high-quality content across various platforms.
- To apply creative thinking to conceptualise and develop original media projects that effectively communicate intended messages.
- To evaluate the effectiveness of media creations by soliciting feedback and reflecting on audience engagement and response.

3 Attitudes/Values

- To embrace a mindset of creativity and innovation, recognizing the value of original ideas and diverse expressions in media.
- To cultivate a sense of responsibility regarding the impact of media messages, understanding the potential consequences of what is shared and created.
- To commit to lifelong learning in media creation, staying informed about new technologies and trends that can enhance creative expression.

ACTING RESPONSIBLY

Competence is an essential component of media literacy education, focusing on ethical and responsible engagement with media. This competence emphasises the importance of understanding the impact of media actions on individuals and society and encourages individuals to act with integrity, accountability, and respect in their media interactions - to act responsibly in media consumption and production, understanding the ethical implications of media use. The significance of this competence lies in its ability to empower individuals to engage with media in a way that promotes positive social outcomes, enhances community trust, and reduces the spread of misinformation. Learning outcomes:

1

Knowledge

- To know the ethical standards and guidelines that govern media production and consumption, including issues of copyright, privacy, and representation.
- To understand the potential consequences of media actions on individuals and communities, including the impact of misinformation and harmful content.
- To recognize the importance of media literacy in fostering a culture of accountability and integrity in media practices.

2

Skills

- To develop the ability to critically assess the ethical implications of media messages and actions, making informed choices about what to share and consume.
- To apply responsible practices in media creation, ensuring that content is respectful, accurate, and inclusive.
- To engage in constructive dialogue about media issues, promoting awareness and understanding of ethical considerations in media use.

3

Attitudes/Values

- To embrace a commitment to ethical media practices, prioritising integrity and respect in all media interactions.
- To cultivate a sense of social responsibility, recognizing the power of media to influence public opinion and societal norms.
- To commit to ongoing reflection and learning about the ethical dimensions of media, adapting practices as new challenges and technologies emerge.

UNDERSTANDING MEDIA **INFLUENCE**
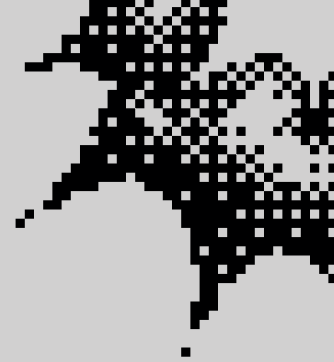
Competence is a critical component of media literacy education, emphasising the need for individuals to recognize and analyse the ways in which media messages shape perceptions of reality, beliefs, and influence behaviours, attitudes, and societal norms. This competence is essential in today's media-saturated environment, where individuals are constantly exposed to a variety of media forms that can significantly impact their understanding of the world. The significance of this competence lies in its ability to empower individuals to navigate the complexities of media messages, enabling them to make informed decisions and engage critically with the information they encounter. Learning outcomes:

1

Knowledge

- To know the various forms of media and their specific influences on public perception and behaviour, including news, advertising, and entertainment media.
- To understand the techniques and strategies used in media production to persuade and influence audiences, such as emotional appeals, stereotypes, and framing.
- To recognize the social, political, and economic factors that shape media messages and their dissemination.

2

Skills

- To develop the ability to critically evaluate media messages by identifying the underlying motives and potential biases present in the content.
- To analyse the impact of media representations on societal attitudes and behaviours, particularly concerning issues of race, gender, and identity.
- To apply critical thinking skills to discern the credibility of information sources and differentiate between factual reporting and opinion-based content.

3

Attitudes/Values

- To embrace a critical mindset that questions media messages and their intentions, fostering a healthy scepticism toward media consumption.
- To cultivate an awareness of the responsibility that comes with media engagement, recognizing the potential consequences of sharing and consuming media content.
- To commit to ongoing education about media influence, staying informed about new developments in media technologies and their societal implications.

ENGAGING IN MEDIA PARTICIPATION

Competence focuses on empowering individuals to actively engage with media, moving beyond passive consumption to become active contributors and participants in the media landscape. The significance of this competence lies in its ability to transform individuals from mere consumers of media to active citizens who shape and influence the media landscape. By engaging in media participation, individuals can challenge dominant narratives, promote diverse perspectives, to share ideas and collaborate with others, and contribute to a more inclusive and representative media ecosystem. Learning outcomes:

1 Knowledge

- To know the various platforms and channels available for media participation, including social media, online forums, and community media.
- To understand the ethical considerations involved in media participation, such as respecting intellectual property rights, maintaining privacy, and avoiding harmful or hateful content.
- To recognize the potential impact of media participation on public discourse and societal change, and the responsibility that comes with engaging in the media landscape.

2 Skills

- To develop the ability to effectively communicate ideas and opinions through various media formats, including written, visual, and audio content.
- To engage in constructive and respectful dialogue with others who hold different perspectives, fostering mutual understanding and learning.
- To create original media content that reflects one's values, interests, and unique voice, contributing to the diversity of the media landscape.

3 Attitudes/Values

- To embrace a mindset of active participation and civic engagement, recognizing the power of media to influence social and political change.
- To cultivate a sense of responsibility and accountability in media participation, considering the potential consequences of one's actions and words.
- To commit to ongoing learning and growth in media participation, staying informed about emerging trends, technologies, and best practices for engaging with media.

REFLECTING ON MEDIA USE

Competence is an essential aspect of media literacy education, focusing on the ability of individuals to critically examine their own media consumption habits and the impact of media on their thoughts, behaviours, and perceptions. This competence encourages self-awareness and critical thinking regarding how media shapes individual and collective experiences. The significance of this competence lies in its ability to cultivate critical thinkers who can navigate the media landscape thoughtfully, leading to more informed and responsible media consumption. Learning outcomes:

1 Knowledge

- To know the various types of media and their potential effects on individuals and society, including the influence of social media, news, and entertainment.
- To understand the psychological and social factors that drive media consumption, including the roles of identity, culture, and personal interests.
- To recognize the importance of media literacy in fostering critical engagement and mitigating the risks associated with media consumption, such as misinformation and negative stereotypes.

2 Skills

- To develop the ability to critically assess personal media habits by reflecting on the content consumed and its emotional and cognitive effects.
- To analyse the messages and narratives presented in the media, identifying biases, stereotypes, and underlying motives.
- To apply reflective practices, such as journaling or discussion, to articulate thoughts and feelings about media experiences, fostering deeper understanding and engagement.

3 Attitudes/Values

- To embrace a mindset of critical reflection, valuing the importance of questioning and evaluating media messages rather than accepting them passively.
- To cultivate a sense of responsibility regarding media consumption, recognizing the impact of personal choices on oneself and the broader community.
- To commit to ongoing reflection and learning about media use, adapting consumption habits as new information and perspectives emerge.

NAVIGATING MEDIA TECHNOLOGIES

Competence focuses on equipping individuals with the knowledge and skills necessary to effectively utilise various media technologies. This competence is crucial in today's digital landscape, where a wide range of media platforms and tools are available for communication, information sharing, and entertainment. The significance of this competence lies in its ability to empower individuals to navigate the digital world with confidence, leveraging media technologies to enhance communication, collaboration, and creativity, and adapting to new tools as they emerge. By mastering the skills associated with this competence, individuals can effectively participate in the digital landscape, accessing information, expressing ideas, and engaging with others in meaningful ways. Learning outcomes:

1 Knowledge

- To know the basic principles of how different media technologies function, including the underlying hardware and software components.
- To understand the potential benefits and limitations of various media technologies, considering factors such as accessibility, security, and privacy.
- To recognize the ethical considerations involved in using media technologies, such as respecting intellectual property rights and maintaining appropriate online behaviour.

2 Skills

- To develop proficiency in using a variety of media platforms and tools, including social media, content management systems, and multimedia editing software.
- To apply troubleshooting skills to resolve common technical issues related to media technologies, such as connectivity problems or software malfunctions.
- To adapt to new media technologies quickly, demonstrating the ability to learn and apply new skills as needed.

3 Attitudes/Values

- To embrace a growth mindset towards media technologies, viewing them as tools for learning, creativity, and personal growth rather than as obstacles.
- To cultivate a sense of curiosity and exploration, actively seeking out opportunities to learn about and experiment with new media technologies.
- To commit to using media technologies responsibly and ethically, considering the potential impact on oneself and others.

PROMOTING MEDIA LITERACY

Competence focuses on fostering awareness and understanding of media literacy principles among individuals and communities. This competence encourages the dissemination of media literacy knowledge, empowering people to critically engage with media content and participate actively in the media landscape. The significance of this competence lies in its potential to cultivate a media-literate society capable of critically engaging with information, reducing susceptibility to misinformation, and promoting democratic participation. Learning outcomes:

1

Knowledge

- To know the fundamental concepts and principles of media literacy, including the ability to access, analyse, evaluate, create, and act using media.
- To understand the role of media literacy in enhancing critical thinking skills and fostering informed citizenship in a democratic society.
- To recognize the various media platforms and technologies available, as well as their influence on public perception and behaviour.

2

Skills

- To develop the ability to design and implement effective media literacy programs and workshops that cater to diverse audiences, including children, youth, and adults.
- To apply communication and advocacy skills to promote media literacy initiatives within communities, schools, and policy-making bodies.
- To engage in collaborative efforts with stakeholders, such as educators, media professionals, and community organisations, to enhance media literacy resources and outreach.

3

Attitudes/Values

- To embrace a commitment to lifelong learning about media literacy, recognizing its evolving nature and the importance of adapting to new media landscapes.
- To cultivate a sense of social responsibility regarding the dissemination of media literacy knowledge, understanding its impact on individual and community empowerment.
- To commit to fostering inclusive media literacy practices that respect diverse perspectives and promote equity in media access and representation.

TRA/NING METHODOLOGY

Adult trainers require specialised training, resources, and teaching methods to effectively deliver media and digital literacy education to seniors, who have unique learning needs and challenges.

Experiential Learning Approach

Experiential learning combines various methods (like projects, problem-solving, and community service) to teach through hands-on experience.

Principles

Effective tech teaching for seniors requires personalized instruction, clear explanations, regular feedback, and patience. By combining these elements with visual aids and encouragement, older adults can confidently navigate the digital world.

Assessment

Assessing MIL skills tracks learner progress, improves teaching, and measures program success.

EXPERIENTIAL LEARNING APPROACH

Experiential learning, introduced by John Dewey, is a pedagogical approach that emphasizes active learning through real-world experiences. This approach is grounded in the belief that learners gain a deeper understanding of concepts when they apply theoretical knowledge in practical situations. Kolb's four-stage model (concrete experience, reflective observation, abstract conceptualization, active experimentation) provides a framework for this process.

The experiential approach incorporates a variety of methodologies, including project-based learning, problem-based learning, service learning, and simulations. These methods foster active engagement, critical thinking, and real-world problem-solving. By integrating these methodologies, educators can create engaging and effective learning experiences that empower learners to develop essential skills for the modern world.

Project-based learning, for example, involves students working on real-world projects that require them to research, collaborate, and solve problems. This approach fosters a sense of ownership over their learning and helps students develop critical thinking and problem-solving skills. Similarly, problem-based learning presents students with real-world problems that they must solve through inquiry and collaboration. This method encourages students to apply their knowledge and develop critical thinking skills.

Service learning combines academic study with community service. By participating in community service projects, students can apply their knowledge and skills to address real-world issues. This approach also helps students develop a sense of civic responsibility and empathy.

Simulations provide a safe and controlled environment for students to practice skills and explore real-world scenarios. By participating in simulations, students can develop problem-solving, decision-making, and communication skills.

In conclusion, experiential learning offers a comprehensive and effective approach to education. By incorporating a variety of methodologies, educators can create engaging and meaningful learning experiences that empower students to develop essential skills for the modern world.

Kolb's Four Stages of Learning / The Experiential Learning Cycle

29

KEY APPROACHES

Interactive Lectures

Interactive lectures combine traditional teaching with active learning. By incorporating discussions, group work, and technology, they boost student engagement, critical thinking, and knowledge retention. This approach is particularly effective in media literacy education, where critical analysis is key.

Hands-on activities

Hands-on activities are essential for effective learning. By doing, learners grasp concepts better, develop skills, and retain information more effectively. These activities simulate real-world situations, fostering critical thinking and problem-solving.

Case studies

Case studies offer real-world scenarios to enhance learning. By analyzing complex situations, students develop critical thinking, problem-solving, and decision-making skills. This method fosters active learning and bridges the gap between theory and practice.

INTERACTIVE LECTURES
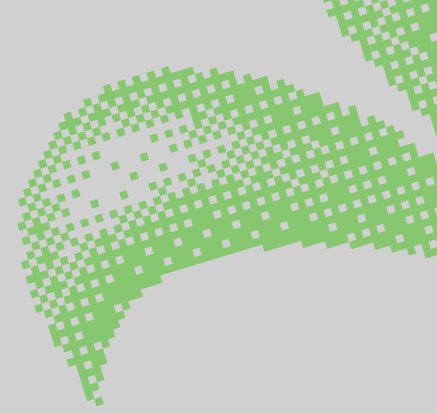
Combine traditional lectures with interactive elements such as Q&A sessions, discussions, workshops, etc.

Interactive lectures combine traditional teaching with active learning techniques, engaging students through discussions, polls, group work, and multimedia. This method enhances understanding, fosters critical thinking, and encourages collaboration. Research shows that active involvement improves information retention and application. For example, Prince (2004) found that active learning strategies boost student performance and satisfaction. Techniques like think-pair-share and audience response systems transform passive learning into an interactive experience.

In MIL education, interactive lectures are especially effective. They help students analyse and critique media messages, developing essential analytical skills. Aufderheide (1993) notes that media literacy involves not just accessing information but critically engaging with it. Interactive lectures encourage this reflection.

In summary, interactive lectures enhance engagement, critical thinking, and media literacy skills, creating a more effective learning environment for navigating today's media landscape.

HANDS-ON **ACTIVITIES**

 Hands-on activities are a crucial component of experiential learning, emphasising direct engagement and practical application of knowledge. This training methodology allows learners to actively participate in tasks and scenarios that mirror real-world situations, fostering a deeper understanding of concepts and the development of essential skills.

 Hands-on activities involve learners in the direct manipulation of materials, tools, or equipment to achieve specific learning objectives. These activities can take various forms, such as experiments, simulations, role-playing, and project-based learning. By engaging in hands-on tasks, learners can apply theoretical concepts in practical settings, reflecting on their experiences and constructing knowledge through the process of doing.

 The significance of hands-on activities in education has been well-documented. According to the Learning Pyramid, learners retain 75% of the information presented when they engage in hands-on learning, compared to only 5% retention when learning through lectures (Lalley & Miller, 2007). This finding highlights the effectiveness of hands-on activities in fostering knowledge retention and application.

 Moreover, hands-on activities align with Kolb's Experiential Learning Theory (Kolb, 1984). By engaging in hands-on tasks, learners can progress through this cycle, gaining practical skills and developing a deeper understanding of the subject matter.

 In conclusion, hands-on activities are a powerful training methodology that fosters active engagement, real-world application, collaboration, reflection, and adaptability. By incorporating hands-on experiences into educational practices, educators can create dynamic learning environments that empower learners to develop essential skills and competencies for the modern world.

CASE **STUDIES**

Case studies are a widely recognized educational methodology that involves the in-depth exploration of real-life scenarios or situations to facilitate learning. This approach allows students to apply theoretical knowledge to practical problems, fostering critical thinking, problem-solving skills, and collaborative learning. By engaging with case studies, learners can analyse complex issues, consider multiple perspectives, and develop solutions based on evidence and reasoning.

A case study is defined as a detailed examination of a specific instance, event, or phenomenon, often grounded in real-world contexts. According to Yin (2018), case studies serve as a valuable research method that allows for the exploration of intricate social phenomena within their natural settings. In educational contexts, case studies typically present a scenario that requires students to analyse the situation, identify challenges, and propose solutions. This method encourages active participation and engagement, moving learners away from passive absorption of information toward active construction of knowledge (Giddens, 1984).

The use of case studies in education has a rich history, particularly in fields such as business, law, and medicine, where real-life applications are essential for developing practical skills. As noted by Hamel, Dufour, and Fortin (1993), case studies provide learners with the opportunity to engage in problem-solving and decision-making processes, thereby enhancing their analytical abilities and understanding of complex issues.

In summary, case studies are an effective training methodology that enhances learning by providing real-world context, promoting critical thinking, encouraging collaboration, and fostering reflection. By integrating case studies into educational practices, educators can equip learners with the skills necessary to navigate complex challenges and make informed decisions in their personal and professional lives.

*PRI*NCIPLES

As older adults increasingly engage with technology, it becomes crucial to implement effective teaching methodologies that cater to their unique learning needs. Adherence to specific principles can significantly enhance the learning experience and ensure successful outcomes. The following guidelines outline the key principles that will facilitate the effective implementation of this tailored methodology.

One-on-One Tutoring:

Assess individual learning levels and tailor content accordingly.
Provide personalised tutoring sessions for those who need additional help.

Simple and Clear Instructions:

Use plain language and avoid technical jargon.
Break down complex tasks into small, manageable steps.

Regular Feedback and Adaptation:

Seek feedback to understand their difficulties and preferences.
Adapt teaching methods based on their responses and progress.

Repetition and Reinforcement:

Repeat key concepts regularly to reinforce learning.
Provide summary sheets and easy-to-follow guides for reference.

Visual and Audio Aids:

Use diagrams, screenshots, and videos to illustrate points.
Offer audio instructions for those with visual impairments.

Encouragement and Patience:

Foster a positive and encouraging learning environment.
Be patient and celebrate small achievements to build confidence.

By teaching seniors these holistic MIL skills through tailored, supportive, and collaborative methodologies, they can be empowered to safely and confidently navigate the digital world. By combining these skills and methodologies, seniors can be effectively taught to become more competent and confident in using media and information technologies. This not only enhances their independence but also their ability to engage with the modern world.

*ASSESS*MENT

Assessing learners in MIL skills programs is crucial for several reasons:
- enhancing critical thinking,
- identifying learning needs and progress,
- building resilience against misinformation,
- supporting lifelong learning,
- informing educational policies.

Also assessment serves as monitoring and evaluation of MIL skills trainers capacity: collected data on the implementation and impact of the framework can be used to continuously develop the curriculum and its effective implementation across different sectors, ensuring that the skills are relevant, accessible, and sustainable for all learners.

Quantitative Assessment Methods:
- Short Quizzes, Practical Tests: Measure competency and basic understanding of key concepts. Use hands-on tasks to evaluate skills acquisition in real-world scenarios.
- Technology Simulations: use simulated environments to test specific skills in a controlled setting.

Qualitative Assessment Methods:
- Feedback Sessions / Forms: Gather participants' opinions on the program and their learning experience, discuss progress and address any difficulties..
- Portfolio: Document participants' progress and achievements over time.
- Interviews and Discussions: Conduct one-on-one or small group interviews to gain deeper insights into their understanding and experiences.

These assessments ultimately empower individuals to navigate the media landscape effectively and responsibly.
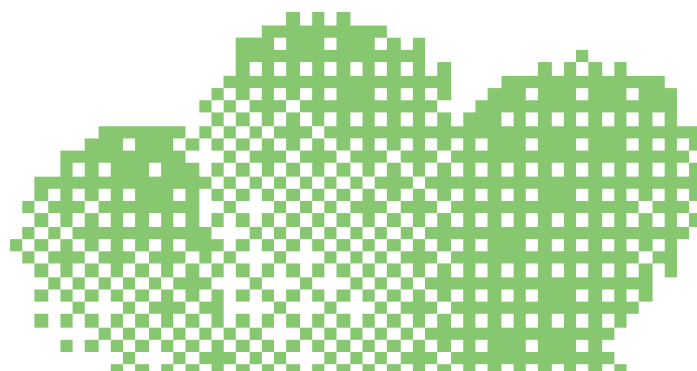
GUIDELINES ON TRANSFERABILITY POTENTIAL

Guidelines on transferability potential are essential for successfully adapting and implementing practices across different contexts. They help ensure that initiatives are effectively customised to meet local needs while maintaining the core elements that contribute to their success.

1

Identify Initial Skills

- Review existing media and information literacy (MIL) frameworks and policy documents at national, regional, and global levels to identify relevant transferable skills.
- Conduct consultations with stakeholders in each target sector (VET, education providers, local authorities) to validate the identified skills and ensure their relevance to the local context.
- Identify Needs: Conduct surveys or focus groups to understand the specific media and information literacy needs of the target group.

2

Select Core Skills

- Select a manageable number of core MIL skills that are higher-order and balance cognitive, social, and emotional skills.
- Engage stakeholders from each sector to ensure the selected skills are relevant and include participation from end-users like adult learners and educators.

3

Develop Curriculum

- Module Design: Create modules for each competency area. Each module should include content (instructional material, practical examples, and case studies), learning activities, and assessments.
- Develop Resources: create user-friendly guides, video tutorials, interactive e-learning modules, and infographics tailored for seniors.

4

Support and Resources

- Social support is crucial for successful implementation.
- Community Building: Create online forums or local clubs where learners and trainers can share experiences and help each other.
- Partnerships: Collaborate with local organisations, tech companies, and educational institutions to provide resources and expertise.

5

Identify Initial Skills

VET Organisations:
- Develop age-specific learning standards and programme progressions for each MIL skill.
- Use learner-centred pedagogies and competency-based curricula to teach MIL skills.
- Develop assessments that align with the core MIL skills identified.

Education Providers:
- Integrate the core MIL skills into existing curricula for adult learners.
- Conduct workshops for educators to develop their own MIL skills using the training workbooks and materials.
- Utilise interactive learning tools like the MIL Skills app and board game.

Local Authorities:
- Align existing policies and strategies with the identified core MIL skills.
- Allocate resources based on identified priority areas and gaps in MIL skills.
- Engage with local communities to promote the importance of MIL skills.

6

Monitor and Evaluate

- Collect data on the implementation and impact of the MIL Skills Pathway in each sector.
- Use the data to continuously improve the framework and its implementation.
- Regular Assessment: Implement regular assessments to evaluate the effectiveness of the pathway and the progress of participants.
- Feedback Mechanisms: Collect feedback from participants to continually improve the program.

7

Implement Inclusively and Accessible

- Ensure all materials and activities are adaptable to different learning styles and abilities.
- Implement inclusive practices to ensure all learners have equal access to MIL knowledge and skills.
- Ensure materials are accessible to those with visual, hearing, or cognitive impairments. Use large fonts, clear audio, and simple language.

8

Additional Considerations

- Flexibility: Offer a variety of learning formats to accommodate diverse preferences.
- Relevance: Connect learning to participants' real-world experiences and needs.
- Continuous Learning: Promote ongoing skill development through follow-up resources and support.
- Continuous Improvement: Regularly update content and methods based on technological advancements and participant feedback.
- Awareness Campaigns: Use social media, community bulletins, and local media to promote the pathway.
- Incentives: Offer certificates of recognition for completing modules to motivate participation

By following these guidelines, the MIL Skills Pathway can be effectively transferred and implemented across different sectors, ensuring that critical MIL skills are developed in an inclusive, accessible, and sustainable manner. Organisations and communities can benefit from proven practices, enhance their effectiveness, and contribute to broader knowledge-sharing and collaboration efforts.

IMPORTANCE AND EXPECTED RESULTS OF MILSKILLS PROJECT

The MILSkills project suggests several strategies to overcome recognized barriers:

- Developing and implementing MIL programs tailored to the elderly.
- Enhancing the capacity of adult educators through tools and methodologies like the MIL Skills Toolkit.
- Promoting responsible and ethical digital engagement.
- Increasing access to digital technologies and training programs.

Based on the key skills and competences recognized and included in MIL Skills Competences Pathway, WP3 activities will focus on the development of an innovative Training Workbook and materials aiming to enable seniors and adult educators to develop the necessary media and information skills and competences in order to address digital transformation through the development of digital readiness, resilience, and capacity, as well as promoting lifelong learning and active ageing. The Training Workbook will adopt a blended methodology with face-to-face and work-based learning actions and online resources. The exact structure of the course will be decided when the research is completed and the learning levels to be achieved are agreed. The training material will be fully available in all partner languages, allowing any learner to implement the training independently throughout Europe and abroad. Moreover, project partners will make sure that the following principles apply during the development of the training course:

- the course system will be flexible;
- the course will be multistep and arranged over the long term;
- the course will be designed with innovative blended learning methods, i.e. part of this course will be provided on-site, in an instructor-led format, which is necessary for effective workshops, case studies, collaborative work, etc., and also it will be available online, on the project's eLearning platform.

Following the development of the Training Workbook and materials, the experimentation phase through piloting activities in all partner countries will take place. A minimum number of 200 seniors and 80 adult educators will be included in the piloting activities and will complete the course on the online platform. Educators will act as online coaches, guiding learners throughout their journey, throwing light on their forthcoming missions, and helping learners keep on track.

WP4 activities will produce two concrete results:

1. The MIL Skills eLearning platform that will consist of the following:

- Project area: basic information about the project objectives, activities, and partnership. Registration form for the course.
- Internal area: the open eLearning platform will be freely accessible upon registration, which will require general information about the user. – Online courses: The material that partners will develop will be available on the platform for the users in English and in 6 partners' languages.
- Training module: supports user testing and grading, and progression based on achieved test results. The module allows users to retake tests and achieve better results.
- E-library: all project results along with other useful material and resources (e.g. links to recommended influential readings, links to inspirational resources – videos, etc.) will be made available within the eLearning platform.
- Forum: it will allow users to directly communicate with others.
- Reporting module:
  - Separate Analytics database for performance management
  - Automated delivery and storage of dashboards and reports.

2. The MIL Skills Digital Board Game
The project's game will be a digital version of a typical turn-based board game, which will allow up to 6 users to play against each other. The game will take the format of a typical "trivial pursuit" type board game where players roll dice, answer questions, and make choices about the subject of the game (development of media and information skills). The content of the game will allow players to have a 30-minute game with each other, and will allow them to digitally progress through the stages of the skills acquisition levels through engaging, interactive questions.
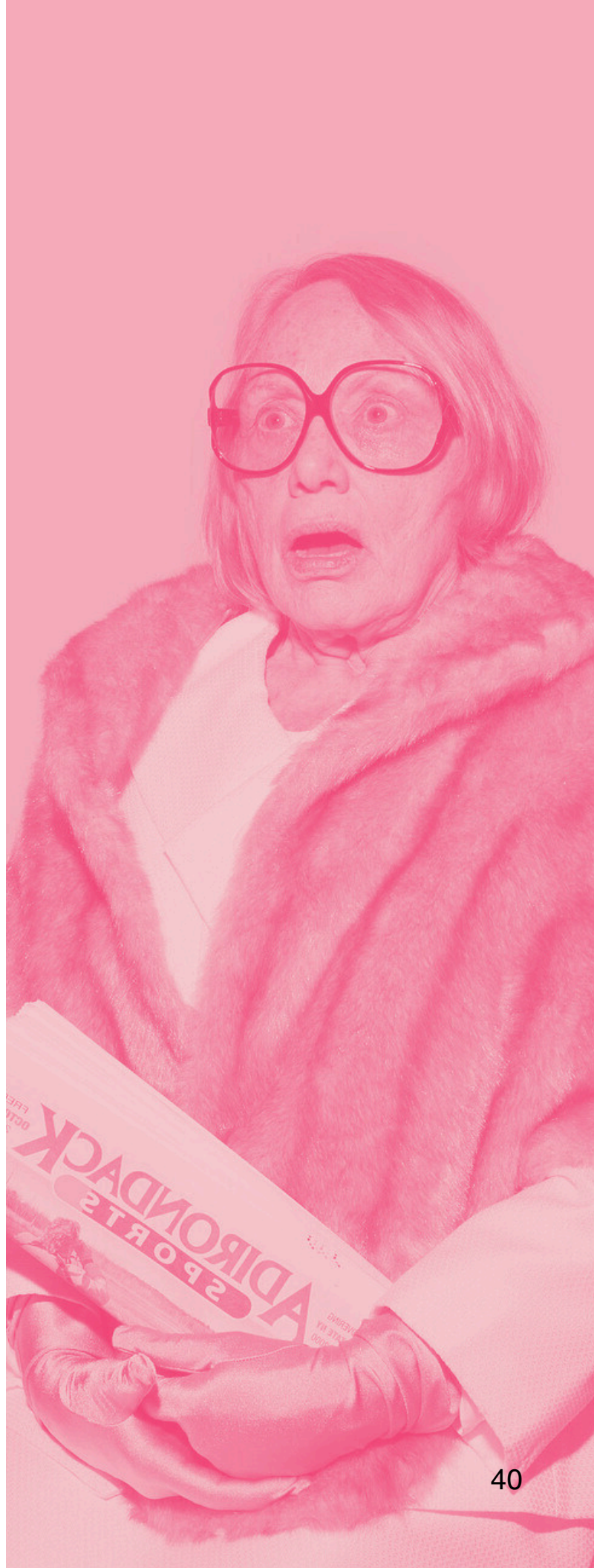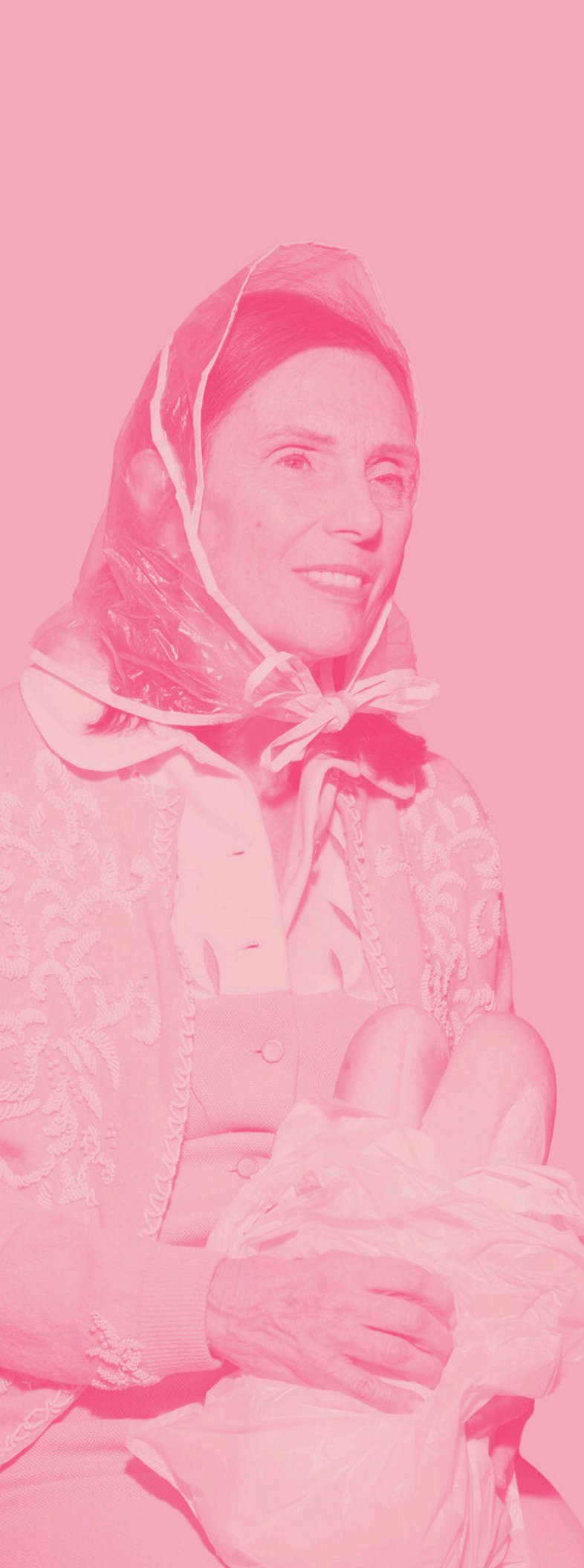
WP5 activities will produce the MIL Skills Toolkit for adult trainers, adult training organisations, relevant experts, stakeholders, and policymakers that will include practical information and lesson plans on how they can apply MIL Skills deliverables in their educational methodology as well as extra resources and tools in order to support their learners develop their media and information skills for an effectively navigate the modern media landscape and combat the spread of fake news and misinformation. The lesson plans for Media and Information Literacy can support adult educators in delivering engaging, effective, and impactful lessons that meet the needs of their learners and help them develop the skills and knowledge needed to navigate the complex digital landscape with confidence. The Toolkit will be delivered in month 24 and be available for free download on the project's website and eLearning platform in the English language.

Furthermore, WP5 will support the transferability and awareness raising of the MIL Skills project's results. This will be achieved through the relevant awareness-raising campaigns that will be organised and implemented in each partner country. The campaigns will have the form of a multiplier event that will aim to present MIL Skills results to the relevant target groups. The main objective of these multiplier events will be to present and promote the project's deliverables, as well as to allow project partners to acquire valuable feedback on them from the event's participants. Participants will also fill in evaluation questionnaires in order to both assess the effectiveness and success of the event and provide valuable feedback on the project's results and outputs presented during the event.

CONCLUSIONS

The overarching aim of the MILSkills project is to support European policymakers in developing effective policies for enhancing media and information literacy among senior citizens and adult educators, thereby contributing to the digital transformation and improving overall digital literacy in Europe. The MIL Skills Competencies Pathway provides a comprehensive and structured approach to empowering seniors and adult educators with the necessary media and information literacy skills. It serves as a foundation for the project's training materials, digital tools, and educational methodology tailored to the needs of seniors, helping them navigate the digital world confidently and safely.

The final and national versions of the MIL Competences Pathway will increase its reach and its applicability into the relevant European and national contexts.

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MIL SKILLS

"MEDIA AND INFORMATION LITERACY SKILLS OF ADULTS TO DEVELOP CRITICAL THINKING AND COMBAT FAKE NEWS"

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MIL SKILLS

Media and Information Literacy skills of adults to develop critical thinking and combat fake news.

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