



2024-2-TR01-KA210-ADU-000280841  
Advanced Digital Media Literacy and Countering Disinformation for Seniors



ERASMUS+

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# TRAINING CURRICULUM



Co-funded by  
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## Introduction

The **DIGIMEDIA4SEN Training Curriculum** is designed to strengthen digital media literacy and disinformation awareness among adults aged 50+ and the educators who support them. In an era of rapidly expanding digital information, older adults face increasing challenges in identifying reliable sources, protecting their privacy, and engaging safely and ethically in online environments. This curriculum responds to these challenges by equipping participants with practical digital skills, critical thinking tools, and verification strategies that enable them to navigate digital media confidently and responsibly.

Grounded in adult learning principles (andragogy), the curriculum values participants' life experience and promotes active, experiential learning through real-life examples, group discussions, and hands-on activities. By combining foundational digital skills with media analysis, fact-checking practices, and digital citizenship awareness, DIGIMEDIA4SEN supports lifelong learning, digital inclusion, and the development of informed, resilient communities. In today's fast-changing digital world, people must be able to navigate the flood of online information safely and effectively. The DIGIMEDIA4SEN Project aims to strengthen the digital media literacy skills of adults aged 50 and above, as well as adult educators and media trainers who support them.

The program helps participants critically evaluate media messages, recognize and combat disinformation, and become responsible, confident, and ethical digital citizens. It combines theory with practice through interactive activities and real-life examples.

Grounded in adult learning principles (andragogy), this curriculum values participants' life experience and prior knowledge. A needs analysis conducted before the training identifies skill gaps, expectations, and goals to ensure that the learning content is relevant and motivating.

Global experiences—such as the COVID-19 pandemic—have shown the importance of digital literacy. Older adults with digital skills managed isolation and information flow more effectively, while others struggled. By offering interactive learning, this program empowers participants to use digital tools confidently, analyze online information critically, and practice ethical online behavior.

Ultimately, the DIGIMEDIA4SEN curriculum supports lifelong learning, digital inclusion, and the development of resilient, well-informed communities.

### Program Information

- Target Audience: Adults aged 50+ and adult educators interested in digital media literacy and combating disinformation.
- Duration: 24 hours



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- Coordinating Organization: Çorum Adult Education Center, Türkiye.
- Partners: Contemporary Pleven Media Foundation (Bulgaria), Europe for You (Czech Republic), and Lifelong Education Science, Art and Culture Association (LESACA, Türkiye).

### Course Structure

The curriculum consists of four interrelated modules designed for flexibility, practicality, and real-world relevance. Each module includes lessons that promote active participation, experience sharing, and immediate skill application in daily life.



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## Module 1: Introduction to Digital Media and Basic Digital Skills (6 Hours)

### General Aim

This module introduces participants to the main concepts of digital media, helps them learn how to use basic digital devices and tools effectively, and teaches essential online safety practices. It supports older adults in adapting to the digital world and increases their confidence in using technology.

### Learning Outcomes

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

- identify different types of digital media and their main purposes;
- use at least two digital devices (computer, tablet, or smartphone) for everyday tasks;
- search for information online using keywords and filters;
- create, send, and manage email messages safely;
- apply strong password and privacy protection practices on social media.

### Materials:

- Booklet with visuals and key terms
- Infographic “My Digital Footprint”
- Short videos: *What is Digital Media?*, *How the Internet Works*
- Worksheets for identifying devices and secure passwords

### Lesson 1.1: Understanding Digital Media in Daily Life (2 Hours)

#### 1. Exploring the Digital Media Universe

Participants explore different types of digital media such as websites, blogs, news portals, video platforms (YouTube), podcasts, and streaming services (Netflix, Spotify). They discuss how these media can support everyday needs, such as learning, entertainment, and communication.

**Example:** Finding local news on YouTube or following a cooking channel on Instagram instead of watching TV.

#### Learning Objective:

- Participants will be able to explain one difference between traditional and digital media using an example from daily life.

## 2. Social Media and Everyday Communication

Participants learn about popular social media platforms (Facebook, Instagram, WhatsApp, X) and how to use basic interaction tools such as liking, sharing, commenting, and messaging. They also discuss how false information can spread, for example, through fake health tips or scam messages in WhatsApp groups.

**Activity:** “Spot the Fake” – participants analyze real and fake social media posts.

### Learning Objective:

- Participants will be able to recognize signs of unreliable content on social media.

## 3. What Is a Digital Footprint?

A digital footprint means the traces people leave online—websites visited, searches made, and information shared. Participants learn how these traces shape their digital reputation and how to manage them responsibly.

**Example:** An old public comment or photo can still appear in online searches years later.

**Interactive Task:** “My Digital Footprint” – participants reflect on their own online traces and discuss how to protect them.

### Learning Objective:

- Participants will be able to identify examples of their digital footprint and describe ways to manage it safely.

## 4. Online Identity and Digital Reputation

Participants explore how their online identity reflects their real personality. They learn how online behavior affects reputation and how to build a positive digital image.

### Learning Objective:

- Participants will be able to list two actions that help create and maintain a positive digital reputation.

### Key Terms (simple explanations):

- *Digital footprint:* the traces you leave on the Internet.
- *Digital reputation:* the image others form about you based on your online activity.

## Lesson 1.2: Using Digital Devices and Online Tools (2 Hours)

### 1. Discovering Devices

Participants compare computers, tablets, and smartphones and learn their main features. They practice transferring data, using cloud storage (Google Drive, iCloud), and synchronizing devices.

**Activity:** “*Discover My Device*” – participants explore a new function on their own device and share it with others.

**Learning Objective:**

- Participants will be able to identify key functions of their digital devices and use them for basic tasks.

## 2. Smart Searching

Participants learn how to find accurate information using Google or other searching tools. They practice search techniques such as:

- using quotation marks for exact phrases,
- excluding words with a minus sign,
- searching within a specific website using *site:*,
- filtering results by date or language.

**Example:** Searching “*healthy recipes site:bbc.com*” to find trustworthy results.

**Learning Objective:**

- Participants will be able to perform an online search using at least one advanced search operator.

## 3. Everyday Email Skills

Participants create or update their email accounts (Gmail, Outlook) and learn to send, receive, and organize emails. They practice attaching files safely and identifying spam or phishing messages.

**Example:** Spotting a fake delivery email that asks for payment.

**Practical Task:** Sending a test email with an attachment to another participant.

**Learning Objective:**

- Participants will be able to send and receive emails safely and identify suspicious or fake messages.

## Lesson 1.3: Staying Safe and Private Online (2 Hours)

### 1. Password and Account Security

Participants learn how to create strong passwords using a mix of letters, numbers, and symbols. They explore password managers like LastPass or Bitwarden and understand why each account should have a unique password.

**Activity:** “*Password Check-Up*” – participants rewrite weak passwords to make them stronger.

**Learning Objective:**

- Participants will be able to create strong and secure passwords for their accounts.

## 2. Recognizing Online Scams

Participants learn about phishing emails, fake websites, and scam messages. They discuss how to identify and avoid online fraud, especially those targeting older adults.

**Example:** A message pretending to be from a post office or a bank asking for personal data.

**Activity:** Reviewing examples of scam emails and marking warning signs.

**Local Adaptation Tip:**

Trainers include trusted and relevant sources for each country, for example:

- *pravatami.bg, pariteni.bg* (Bulgaria)
- *turkiye.gov.tr (e-Devlet)* (Turkey)
- *ct24.cz* (Czech Republic)

**Learning Objective:**

- Participants will be able to recognize common types of online scams and explain how to avoid them.

## 3. Managing Privacy on Social Media

Participants learn how to adjust privacy settings on Facebook, Instagram, and WhatsApp. They practice controlling who can see their posts, managing personal information, and blocking unwanted content.

**Activity:** “*Privacy in Practice*” – participants change one privacy setting during the lesson.

**Learning Objective:**

- Participants will be able to apply privacy protection settings on at least one social media platform.

### Key Takeaways

At the end of this module, participants:

- ✓ understand what digital media is and how it connects to daily life;
- ✓ use digital devices confidently;
- ✓ find and check information effectively;

- ✓ protect their online privacy and security;
- ✓ build awareness of their online identity and reputation.

**Overall Result:**

Participants become more confident, informed, and safe users of the digital world.

## Module 2: Media Literacy, Critical Thinking, and Ethics (6 Hours)

**General Aim**

This module develops participants' ability to analyze media content critically and ethically. It strengthens their critical thinking skills, helps them recognize manipulation and bias, and encourages responsible and respectful online behavior. Through real media examples, group discussions, and practical exercises, participants learn to understand how media influences emotions, opinions, and society.

**Learning Outcomes**

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

- identify and analyze the main elements of text, visual, and video media;
- recognize manipulation and emotional influence in media messages;
- use questioning strategies to check the reliability of information;
- understand basic ethical principles of journalism and media use;
- apply the "Think Before You Share" method before sharing content online.

**Materials:**

- "5W1H" checklist
- Poster "Think Before You Share"
- Real-life news examples and ethical dilemmas
- Short videos: *How the Media Shapes Perception*

## Lesson 2.1: Deconstructing Media Message Structures (2 Hours)

### 1. How Media Messages Are Built

Participants learn how media messages are created using text, visuals, and video. They examine headlines, leads, quotes, and sources to understand how language and design shape meaning. Examples show how photos, infographics, or video edits can change how a story feels.

**Example:** Comparing an original photo with one cropped to hide a person or object.

#### Learning Objective:

- Participants **will be able to** identify the key components of a media message and explain how each part affects meaning.

### 2. Analyzing Headlines and Visuals

Participants explore how headlines attract attention and how they can sometimes mislead. They also check whether visuals fit the story or have been taken out of context.

**Activity:** “*Headline or Hook?*” – participants match misleading headlines with real news stories.

#### Learning Objective:

- Participants will be able to detect differences between headlines, visuals, and article content and evaluate whether a story is reliable.

### 3. Emotional Manipulation in Media

Participants discuss how emotions such as fear, anger, hope, or sadness are used to affect readers and viewers. They analyze real-life examples such as false health claims during the pandemic or emotional charity advertisements.

**Activity:** “*Emotion and Message*” – participants identify which emotions are used in selected media samples and why.

#### Learning Objective:

- Participants will be able **to** recognize how emotional triggers are used to influence opinions and decisions.

#### Key Terms:

- *Manipulation:* influencing people’s feelings or opinions unfairly.
- *Bias:* a preference or attitude that prevents objectivity.
- *Propaganda:* spreading messages to promote a specific cause or viewpoint.

## Lesson 2.2: Developing Critical Thinking Skills (2 Hours)

## 1. Questioning Media Content with the 5W1H Method

Participants learn to analyze information by asking six main questions: **Who, What, When, Where, Why, and How.**

**Examples and guiding questions:**

- **Who** created it? Is the author reliable or anonymous?
- **What** message does it send?
- **When** was it published? Is it recent?
- **Where** did it happen? What is the context?
- **Why** was it shared? To inform, persuade, or sell?
- **How** is it presented—what tone, words, or visuals are used?

**Activity:** “*Ask Before You Believe*” – participants use the 5W1H checklist to analyze an online article.

**Learning Objective:**

- Participants will be able **to** use the 5W1H approach to evaluate the accuracy and purpose of information.

## 2. Understanding Media Influence and Perception

Participants explore how media shapes public opinion and influences decisions about health, environment, or politics. They compare how the same event is covered by different media outlets to see how framing changes perception.

**Example:** Comparing how two newspapers describe a fuel price increase or a protest event.

**Activity:** “*Same Story, Different Frame*” – participants read two versions of one story and identify differences in tone, emphasis, and message.

**Learning Objective:**

- Participants **will be able to** explain how media framing can change people’s understanding of the same event.

## 3. Seeing Different Perspectives

Participants discuss how people from different cultures or political backgrounds may interpret the same news differently. They practice empathy and critical awareness by comparing national and international sources.

**Activity:** “*Two Sides of One Story*” – groups analyze how one topic appears in local vs. foreign media.

**Learning Objective:**

- Participants will be able to identify multiple perspectives and understand how culture and context affect interpretation.

### Local Adaptation Tip:

Trainers can include national examples:

- *Anadolu Ajansı* (Turkey)
- *BNT News* (Bulgaria)
- *Česká televize* (Czech Republic)

## Lesson 2.3: Ethics and Responsible Media Use (2 Hours)

### 1. Understanding Journalistic Ethics

Participants learn about the core principles of ethical journalism: truthfulness, impartiality, objectivity, transparency, respect for privacy, and public interest. They discuss what happens when these values are ignored, such as loss of trust or polarization.

**Activity:** “*Ethical or Not?*” – participants evaluate real or fictional media stories and decide whether they follow ethical standards.

#### Learning Objective:

- Participants will be able to describe the basic ethical principles that guide responsible journalism and explain why they are important.

### 2. Responsibility of Sharing: My Digital Responsibility Oath

Participants discuss their personal responsibility as media consumers and sharers. They reflect on how sharing false or unverified information can cause harm or confusion.

**Activity:** “*My Digital Responsibility Oath*” – each participant writes one personal rule such as “I check before I share” or “I think before I post.”

#### Learning Objective:

- Participants will be able to explain the importance of personal responsibility when sharing content online.

### 3. The Five Questions to Ask Before Sharing

Participants practice using the “**Think Before You Share**” method. They learn to check five simple questions before forwarding, reposting, or commenting on online content.

#### The Five Questions:

1. **What is the source?** Who published it? Is it reliable or anonymous?
2. **Is there evidence?** Are there facts, data, or expert opinions to support it?
3. **What is the purpose?** Is it meant to inform, sell, or manipulate?

4. **Is it current?** Is the date recent, or is old content reused?
5. **Does it trigger emotions?** Does it make me angry, scared, or overly happy?

**Activity:** “Share or Not?” – participants review real or simulated posts and decide whether they would share them or not, explaining their reasoning.

#### Learning Objective:

- Participants will be able to apply the 5-question checklist to decide whether content is reliable before sharing it.

#### Key Takeaways

At the end of this module, participants:

- ✓ understand how media messages are created and how they influence emotions and opinions;
- ✓ can question and verify information using the 5W1H method;
- ✓ recognize manipulation, bias, and emotional triggers in media;
- ✓ understand the basic principles of ethical journalism and responsible communication;
- ✓ apply practical tools such as the 5-question checklist before sharing information online.

#### Overall Result:

Participants become more critical, responsible, and ethical media users who can think independently, respect truth, and contribute positively to digital communities.

## Module 3: Skills for Combating Disinformation (6 Hours)

#### General Aim

This module helps participants understand how disinformation is created and spread. It introduces practical tools and strategies for identifying, analyzing, and verifying online content. The main goal is to enable participants to distinguish between fake and accurate information and to use fact-checking and verification techniques confidently. The module combines theory with hands-on, experiential learning.

#### Learning Outcomes

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

- explain the difference between misinformation, disinformation, and malinformation;

- recognize common linguistic and visual signs of fake news;
- identify why older adults may be more vulnerable to disinformation;
- use fact-checking and image verification tools effectively;
- verify online information through cross-checking multiple sources.

**Materials:**

- Fact-checking toolkit “Spot Fake News”
- Worksheets on viral story tracing and deepfake awareness
- Case studies on health and election misinformation
- Short videos

**Lesson 3.1: Understanding Disinformation and Recognition Practices (2 Hours)****1. Understanding Types of False Information**

Participants learn the differences between misinformation, disinformation, and malinformation:

- *Misinformation*: false information shared without harmful intent.
- *Disinformation*: false information shared intentionally to deceive.
- *Malinformation*: true information shared to harm someone or violate privacy.

**Example:** A person shares an old photo of a flood, thinking it is from today (misinformation), while another person shares the same photo intentionally to create panic (disinformation).

**Learning Objective:**

- Participants will be able to explain the difference between the three types of information disorder using real examples.

**2. Recognizing Linguistic and Visual Signs of Fake News**

Participants explore how language, visuals, and headlines can be manipulated to create fake news. They analyze exaggerated headlines, grammar mistakes, and emotional language that try to grab attention.

They also compare real and fake visuals, learning to identify signs of photo editing or context removal.

**Activity:** “Fake or Real?” – participants analyze pairs of news stories and decide which is genuine.

**Learning Objective:**

- Participants **will be able to** recognize typical language and image features of fake news.

**3. Why Older Adults Are More Vulnerable to Disinformation**

Participants discuss why some age groups, especially older adults, are more likely to believe and share false content. The session explains simple research findings:

- older users often trust familiar sources too easily;
- they may verify information less frequently;
- they often rely on social contacts for information.

**Discussion:** Participants share personal experiences of encountering misleading messages (for example, a false WhatsApp health tip).

**Learning Objective:**

- Participants **will be able to** describe key reasons older adults are more vulnerable to disinformation and suggest personal prevention strategies.

**Lesson 3.2: Strategies for Recognizing and Distinguishing False Information (2 Hours)****1. Analyzing Viral Fake News**

Participants study popular examples of viral disinformation such as false COVID-19 cures, political rumors, or misleading natural disaster claims. They discuss why people believe such stories and how they spread quickly through social media.

**Activity:** “*Why Did It Spread?*” – participants work in small groups to trace how a fake story traveled online.

**Learning Objective:**

- Participants **will be able to** identify the main reasons why fake news spreads and explain what makes it convincing.

**2. Deepfake Technology and Detection**

Participants are introduced to deepfakes—AI-generated videos or audio that look and sound real. They learn to recognize warning signs such as unnatural blinking, strange shadows, mismatched voices, or irregular lip movements.

**Activity:** Watching and analyzing short deepfake clips, then sharing observations.

**Learning Objective:**

- Participants **will be able to** identify visual and audio signs that indicate a deepfake video.

**Key Terms (simple definitions):**

- *Deepfake*: fake video or audio created using artificial intelligence.
- *Manipulation*: changing media to create a false impression.

**3. Social Media Algorithms and Information Bubbles**

Participants learn how social media platforms show users only the content that matches their interests—creating “filter bubbles” or “echo chambers” where they rarely see different opinions. They discuss how this increases the risk of believing misinformation.

**Activity:** “*Breaking the Bubble*” – participants explore ways to follow diverse pages and news sources.

**Learning Objective:**

- Participants **will be able to** explain how algorithms personalize content and describe strategies to access diverse viewpoints.

**Tip for Local Adaptation:**

Include examples of popular social media platforms in each country (e.g., Facebook and TikTok in Turkey, Facebook and YouTube in Bulgaria, Twitter/X and Instagram in Czech Republic).

**Lesson 3.3: Verification Tools and Practice (2 Hours)****1. Using Fact-Checking Sites**

Participants are introduced to trusted fact-checking platforms such as [teyit.org](https://teyit.org), Doğruluk Payı, AFP Fact Check, and Snopes. They learn how to search for specific claims and see whether they have been verified or debunked.

**Activity:** “*Check the Claim*” – participants select one news headline and verify it using a fact-checking site.

**Learning Objective:**

- Participants **will be able to** use at least one fact-checking website to verify the accuracy of a claim.

**Cultural Note:**

For Turkey, [teyit.org](https://teyit.org) and [Doğruluk Payı](https://dogrulukpayi.com) are part of the **International Fact-Checking Network (IFCN)**, ensuring professional verification standards.

**2. Image and Video Verification Tools**

Participants learn how to use tools such as **Google Reverse Image Search**, **TinEye**, or **InVID** to verify visuals. They practice checking where an image first appeared, if it has been edited, and what its original context is.

**Activity:** “*Solve the Mystery*” – participants trace the origin of an image or video using online verification tools.

**Learning Objective:**

- Participants **will be able to** use reverse image and video verification tools to confirm the authenticity of visual content.

**3. Practice: “Is This News Real?”**

Participants apply all their knowledge to real or simulated examples of fake and true news. In small groups, they use verification tools, discuss evidence, and decide if the content is trustworthy.

**Activity:** “*Verification Challenge*” – teams analyze several posts and present how they confirmed or disproved each.

**Learning Objective:**

- Participants **will be able to** apply verification steps and tools to evaluate the accuracy of online news or claims.

**4. Cross-Source Verification**

Participants learn how to confirm information by checking **multiple independent and credible sources**. They practice comparing data, noting differences, and recognizing bias.

**Activity:** “*Mapping Reliable Sources*” – participants verify a short story by checking three different media outlets.

**Learning Objective:**

- Participants **will be able to** use cross-checking techniques to confirm whether information is consistent across multiple sources.

**Key Takeaways**

At the end of this module, participants:

- ✓ understand how misinformation, disinformation, and malinformation differ
- ✓ can recognize language and visual signs of fake content;
- ✓ know why older adults may be more vulnerable and how to reduce risk;
- ✓ can use fact-checking, image, and video verification tools;
- ✓ and verify claims by checking multiple reliable sources.

**Overall Result:**

Participants become **critical, confident, and well-equipped digital citizens** who can recognize manipulation, verify facts independently, and contribute to a more trustworthy information environment.

## Module 4: Digital Citizenship, Awareness, and Social Participation (6 Hours)

### General Aim

This module encourages participants to become responsible and active citizens in the digital world. It helps them access reliable information from official sources, participate safely in online communities, and continue learning digitally throughout life. The module also raises awareness of ethical behavior and digital rights, supporting the project's goal of lifelong digital inclusion.

### Learning Outcomes

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

- find and use reliable online information from official and academic sources;
- identify disinformation in sensitive topics such as health, environment, and climate;
- participate responsibly in online social activities and campaigns;
- use e-government platforms to access digital public services;
- create a personal plan for continuous digital learning and self-improvement.

### Materials:

- Digital citizenship handbook
- Worksheet “My Personal Digital Plan”
- Infographic “Responsible Sharing in Crises”
- Videos: *Digital Citizenship, Online Activism*

### Lesson 4.1: Accessing Reliable Information Online (2 Hours)

#### 1. Using Official and Academic Sources Correctly

Participants learn how to access accurate and trustworthy information from government (.gov), educational (.edu), and organization (.org) websites. They explore examples such as Ministries of Health, national libraries, and university research portals.

**Activity:** “*Trusted or Not?*” – participants compare two websites (an official health site vs. a social media post) and discuss which is more reliable and why.

### Learning Objective:

- Participants will be able to recognize reliable digital sources and explain why they are trustworthy.

## 2. Reading and Understanding Scientific Information

Participants practice how to read a scientific or news article effectively. They learn to focus on the title, abstract, and conclusion, and to interpret basic charts and graphs.

**Example:** Reading a short World Health Organization (WHO) article and identifying its main message.

**Activity:** “*Reading Between the Lines*” – participants scan a short text and identify its key evidence and conclusion.

### Learning Objective:

- Participants will be able to identify the main idea and supporting evidence in short scientific texts.

## 3. Avoiding Disinformation in Sensitive Topics

Participants examine common false claims in areas such as vaccines, food safety, and climate change. They discuss how to verify this information using official sources like WHO, WWF, or national ministries.

**Example:** Comparing a social media post about a “miracle diet” with verified information from a national health agency.

**Activity:** “*Solving Current Disinformation*” – groups analyze and debunk examples of fake environmental or health news.

### Learning Objective:

- Participants will be able to identify false or misleading content in socially sensitive topics using reliable references.

## Lesson 4.2: Social Participation and Digital Activism (2 Hours)

### 1. Participating in Digital Campaigns

Participants explore how people can support social causes—such as environmental protection, elderly rights, or equality—through online petitions, hashtags, and awareness campaigns.

**Example:** Reviewing how global campaigns like **#SaveThePlanet** create awareness and change.

**Activity:** “*Creating Impact as a Digital Citizen*” – participants design a simple awareness campaign for a social cause they care about.

### Learning Objective:

- Participants will be able to describe ways to participate responsibly in online social movements.

## 2. Responsible Information Sharing During Crises

Participants learn how to share information responsibly during emergencies such as earthquakes, floods, or pandemics. They discuss the importance of following official updates from AFAD, Turkish Red Crescent, or other national authorities.

**Activity:** “*Crisis Communication Roleplay*” – small groups analyze a crisis scenario and decide which information is safe to share.

### Learning Objective:

- Participants will be able to identify reliable sources and share information responsibly during social or natural crises.

## 3. Using E-Government Services Safely

Participants are introduced to the e-Government portal (e-Devlet) and learn how to access digital public services like health records, tax inquiries, and appointment systems.

**Activity:** “*Digital Access to Services*” – participants explore the e-government portal or a local public service website step by step.

### Learning Objective:

- Participants will be able to use e-government platforms safely to access personal and public services online.

## Lesson 4.3: Lifelong Learning and Digital Development (2 Hours)

### 1. Following Digital Trends

Participants learn how to stay up to date with new technologies and platforms. They explore trusted technology news sources, blogs, podcasts, and webinars to understand developments such as artificial intelligence, the metaverse, and new social media tools.

**Activity:** “*Preparing for the Future*” – brainstorming on how technology may affect daily life in the next five years.

### Learning Objective:

- Participants will be able to identify at least two reliable sources for following digital trends.

### 2. Exploring Free Online Learning Platforms

Participants are introduced to Coursera, edX, Khan Academy, and EBA (Turkey’s Education Informatics Network). They learn how to register for courses and find training programs that match their interests.

**Activity:** “*Find Your Course*” – participants choose an online course and explain why they want to take it.

**Learning Objective:**

- Participants will be able to enroll in an online learning platform and describe how it supports their personal development.

**3. Creating a Personal Digital Literacy Plan**

Participants create their own digital learning roadmap to continue developing after the course. The plan includes personal goals such as:

- “I will read one verified article every week.”
- “I will learn a new digital tool each month.”
- “I will join a community group online.”

**Activity:** “*My Digital Journey*” – participants write and present their personal learning goals.

**Learning Objective:**

- Participants **will be able to design** and follow a simple plan for lifelong digital learning.

**Key Takeaways**

At the end of this module, participants:

- ✓ understand how to find accurate, official, and scientific information online;
- ✓ participate safely and responsibly in digital communities;
- ✓ use e-government and online services confidently;
- ✓ and continue learning and developing their digital skills independently.

**Overall Result:**

Participants become active, informed, and responsible digital citizens who contribute positively to their communities and the online world.

## Methods and Evaluation

Throughout the program, participants’ active participation, experience sharing, and self-directed learning are strongly encouraged. In line with adult learning principles, the program focuses not only on transferring knowledge but also on developing practical skills that participants can apply in daily life.

Learning takes place through hands-on workshops, simulations, and interactive exercises, rather than traditional lectures. These active learning methods make knowledge more lasting, engaging, and enjoyable.

#### **a) Pre-Test / Post-Test: Measuring Knowledge Progress**

At the beginning and end of the program, participants take a short standardized test to measure their knowledge of digital media literacy and disinformation awareness.

- The comparison of pre- and post-test scores shows how much participants have improved.
- The results help evaluate the effectiveness of the program and identify areas for future improvement.

#### **b) Interactive Group Activities and Workshops: Building Skills**

At the end of each module, participants take part in scenario-based exercises, case analyses, or role-playing sessions.

- These activities help apply theoretical knowledge in real-life contexts.
- They strengthen critical thinking, problem-solving, teamwork, and communication skills.
- Group presentations and discussions encourage participants to learn from different perspectives.

#### **c) Observation and Self-Assessment: Focusing on the Learning Process**

Trainers use observation forms to record participants' engagement, questions, collaboration, and performance during workshops.

Participants also complete self-assessment forms to reflect on:

- what they have learned,
- where they have struggled, and
- how they plan to apply new skills.

This reflection helps participants take responsibility for their own learning and recognize their personal progress.