Final version of Activity 4, Set 3- Ana Isabel García Espina

CONTRA LA DESINFORMACIÓN… EDUCACIÓN

WHEN THERE'S DISINFORMATION… EDUCATION

Ages: 12 - 15 years old

Difficulty: intermediate

2 partners

Duration: 7 sessions

Tags: fake news*,* disinformation, talk/workshop, expert visit

DESCRIPTION OF THE ACTIVITY:

Talk-workshop related to the world of information that is held either onsite at the Spanish school or by videoconference. Regardless of the format, it will be shared with the rest of the project members.

OBJECTIVES:

1. To better understand what disinformation is

2. To learn about ways to fight against disinformation

3. To learn how to participate in a professional talk (note-taking, roundtable discussion, questions…)

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Linguistic communication
- Digital competence
- Social and civic competences
- Media education
- Consumer (and user) education

CURRICULAR CONTENT:
- Written and spoken comprehension
- Summary and synthesis of a conference, talk or workshop

INCLUSIVITY:

The individual characteristics of each student are taken into account when organizing the talk/workshop to guarantee the participation of everyone.

EXPECTED FINAL PRODUCTS / RESULTS:

Poster, triptych/leaflet, mind map, etc. - summary of the talk-workshop with a list of *dos and dont's* to fight against disinformation.

CARRYING OUT THE ACTIVITY

Step 1

The Spanish school contacts Maldita.es or another similar organization to specify the most appropriate talk/workshop for the group. In the case of Maldita.es, contact is made through this questionnaire.

Step 2

Onsite and videoconference formats are both used. This means that in the Spanish school, the talk takes place in person, while the partner school attends via videoconference.

Step 3

Once everything related to the talk/workshop has been finalized, all participating students in the project work on making the most of the lecture (in each classroom-group), and they are provided them with the necessary information.

image 1- working in the classroom

Step 4

Permission is requested to record the onsite talk to share it later with the rest of the partners. If the option of videoconference is used, everyone participates directly.

. image 2- onsite lecture

 image 3- videoconference

REMEMBER: the videoconference should be scheduled in the TwinSpace, but it is also a good idea to have a plan B in case there are any last-minute technical problems. The backup platform should be designated jointly with the other partners (for example, Hangouts, Google meet, Jitsi, etc.).

 Tutorial: How to program a videoconference in the Twinspace

Step 5

Before the onset of this activity, teachers agree on how to group students into international teams. A grid is drawn up that contains the members of each team and is uploaded to the corresponding TwinSpace page created for this purpose.

Teams	Student Country 1	Student Country 2
1	xxxxxxx	yyyyyyyy
2	IIIIIIIIIIIII	mmmm
3		

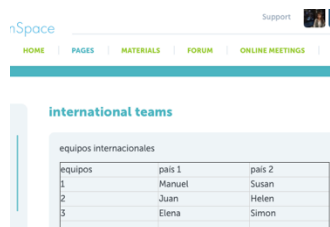 Tutorial: How to create a page in a TwinSpace

image 8 – view of TwinSpace

Step 6

On this same page or on another one that has been made specifically for this activity, a TwinBoard is also created, which will be necessary to finish the activity.
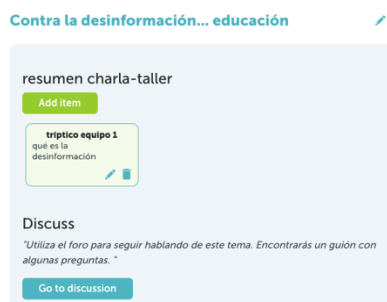
image 4 - TwinBoard

Step 7

Teachers open a Forum that shares the same title as the activity and create a discussion thread for each international team.

 Tutorial: How to create a Forum in the Twinspace

Step 8

Once steps 5, 6 and 7 have been carried out and the talk-workshop has been given, the students, grouped into international teams, comment on what they have seen and learned in the workshop and decide how to present it to their community (poster, diagram, Kahoot-like game with questions and answers, video on Flipgrid...). Everything is shared on the TwinSpace's TwinBoard and on the school bulletin board (printed).

image 5 – working in international teams

Page discussions

A place to discuss pages. Note that a page thread might not be accessible if your view permissions don't match the page view permissions.

Contra la desinformación... educación

Utiliza el foro para seguir hablando de este tema. Encontrarás un guión con algunas preguntas.

Image 6 – debate in the forum

image 7 – example of a mind map
summary

Step 9

Self-assessment and co-assessment: Each student fills out their self-assessment sheet (a model is created that can be used for all project members), as well as the co-assessment sheet, created for collaborative activities.

Example of self-assessment sheet:

activity	tool used	date	I did well, I'm satisfied	I did it. No more, no less.	I did it, but not very well	I haven't finished yet	It's not done

* Throughout the process, the teachers supervise and give advice, but allow the students the creative freedom that the activity requires.

TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS:

Twinspace: TwinBoard, materias, forum, TwinMail

2.0 EXTERNAL TOOLS

- [Sway](#)
- [Adobe spark](#)
- [Crello](#)
- [mindmup](#)
- [popplet](#)
- [mindmeister](#)
- [kahoot](#)
- [quizziz](#)
- [learningapps](#)
- [flipgrid](#)