



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Finansuojama Europos socialinio fondo lėšomis

Theme 5: Application of Digital Learning Tools

Webinar 5

31st January 2023

14.00 to 18.00

Jane English & Jane Doughty

Webinar 5: Learning Outcomes

- To consider how other countries are introducing digital education
- To understand the Media Literacy Index and its relevance to Fake news
- To consider how Finland is addressing the issue of Fake News and identify any learning for Lithuania

Estonia

Independence in 1991

Vigorous modernisation of education system

Used ICT for benefit of Social Development

Basic ICT courses for teachers of 40 hours in 1997

More advanced courses 1999

Schools receive computers and internet access 2000

2001- all schools connected to internet

IT Academy set up

Skype developed in Tallin

Estonia

In Estonia, a **child's educational success depends less than anywhere else on his or her parents' wealth**. In other words, social background does not affect education

it is the country in the world with the highest growing salaries for teachers (the average salary has grown by 50% in just five years)

Morning Future March 2018

Estonia

Estonia has become a role model for digital education as Estonians have made ICT work for education.

Baltic nation of 1.3 million people

Become a high tech digital society

99% of public services available 24/7

Before Covid 99% of schools using E- Solutions

Estonia

- By 2000 every classroom had a computer and was online
- Free computing to 10% of population
- Estonians using internet in 2000 was 29%
- By 2016 91%

Estonia

Estonia has a life long learning strategy which includes digital transformation.

2015 all educational materials digitised

Major professional development for teachers

Education system used smart digital solutions

Estonia school in the cloud

Estonia school mostly in Cloud

95% use e-school solutions

Parents teachers and children can collaborate and organise

Established start up system for educational companies

Schools supported with eservices from private sector

Estonia- How did they do it?

Clear digital competence model

Digital Competence one of eight key competencies, called Technology & Innovation

Model based on EU DigCompEDU

Clear assessment criteria at end of each school level

Proge Tigers , enthusiastic teachers, exciting opportunities, kindergartens and schools

“What do we teach when we teach a child programming? We teach them to think,” says Kristi Salum, leader of the Estonian [ProgeTiger program](#).

The Estonian recipe: how to bring technology to children

Road signs. Find the first like-minded people fascinated by technology.

Network. Introduce your exciting activities more wildly in the broader school and home community so that you can reach teachers and students in other kindergartens and schools.

System and cooperation. For this to work, a systematic approach is needed. The secret weapon of the ProgeTiger program has been that all our activities are interconnected and support each other

Estonia- How did they do it?

Coding in Kindergarten- Qobo

Primary school- mobile app programming & digital safety- Kodu Game Lab, Scratch

High school- Programming languages- Python, JavaScript , cyber security

High school -ICT diversity to help career choices

Estonia Impact

Roll out of internet access to all Estonian schools

Updated computer labs in schools to PCs

More than 85% of schools use e-Kool (e school)

Students use the e-school platform

Digital days

Teaching and learning resources available online

Online resource called e-Schoolbag

Breakout Session 1

What are your aspirations for the impact of digital education on students and the wider population of Lithuania?

What ideas do you take from the Estonian model?

Defining Digital Media Literacy

Make responsible choices and access information

Analyze messages in a variety of forms by identifying the author, purpose, and point of view, and evaluating the quality and credibility of the content.

Create content in a variety of forms, making use of language, images, sound, and new digital tools and technologies.

Reflect on one's own conduct and communication behaviour by applying social responsibility and ethical principles.

Take social action by working individually and collaboratively to share knowledge and solve problems

Defining Digital Media Literacy

As defined by [Renee Hobbs in Digital and Media Literacy: A Plan of Action](#), digital and media literacy is, “A constellation of life skills that are necessary for full participation in our media-saturated, information-rich society. They include the ability to do the following:

Make responsible choices and access information

Analyze messages in a variety of forms by identifying the author, purpose, and point of view, and evaluating the quality and credibility of the content”

The Media Literacy Index

The Media Literacy Index is produced within the European Policies Initiative (EuPI) of the Open Society Institute – Sofia. The index assesses the resilience potential to fake news in 41 European countries, using indicators for media freedom, education and trust in people.

“education before regulation”

Media Literacy Index reports have been advocating for “education before regulation”

2017 included 35 countries

2022 edition 41 countries

The Indicators

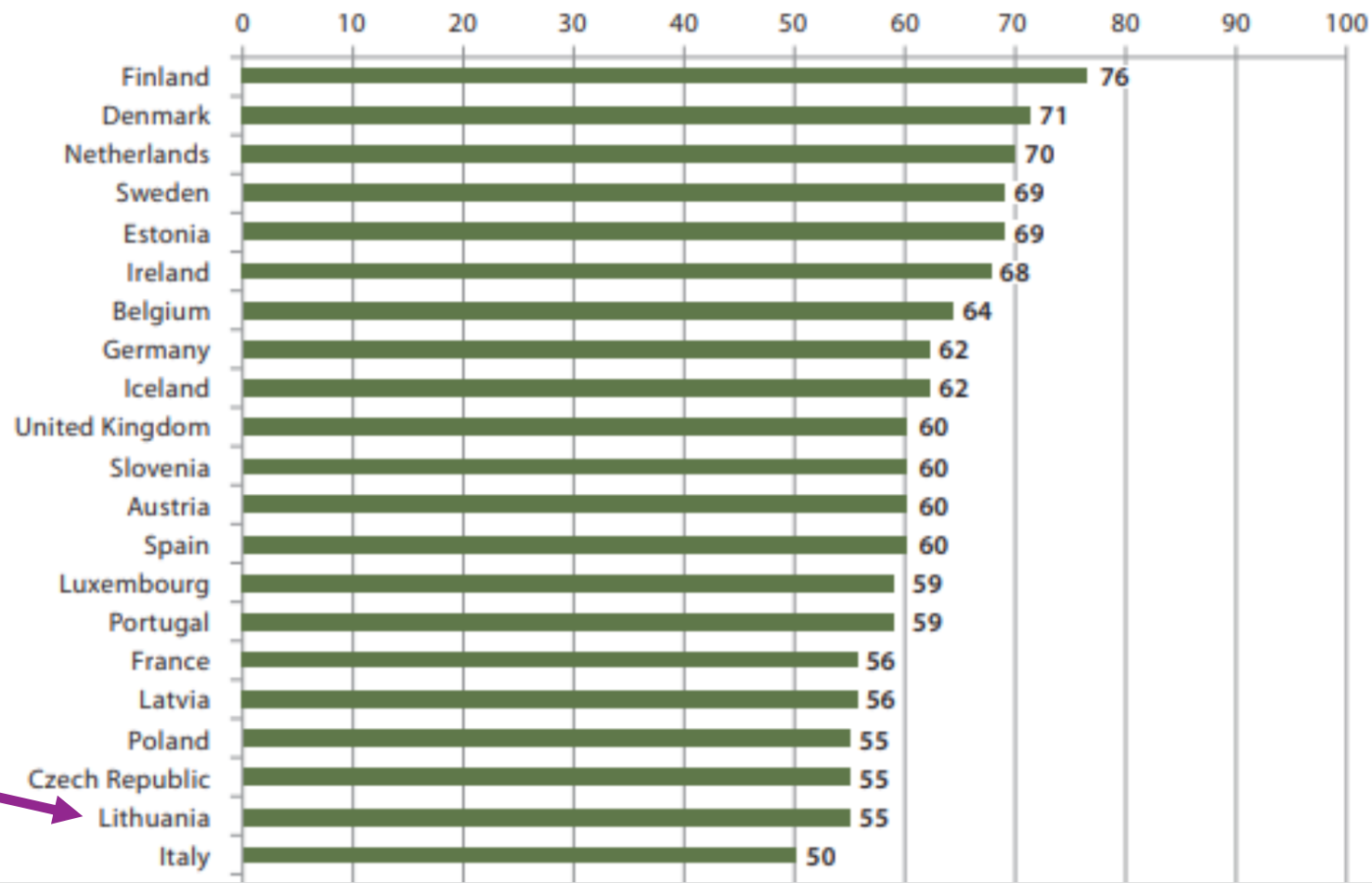
Media Freedom

Pisa reading literacy

E- participation

Trust in people

Media Literacy Index 2018



the [Media Literacy Index](#),
compiled by the
Open Society
Institute in Sofia.

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Open Society
Institute in Sofia.

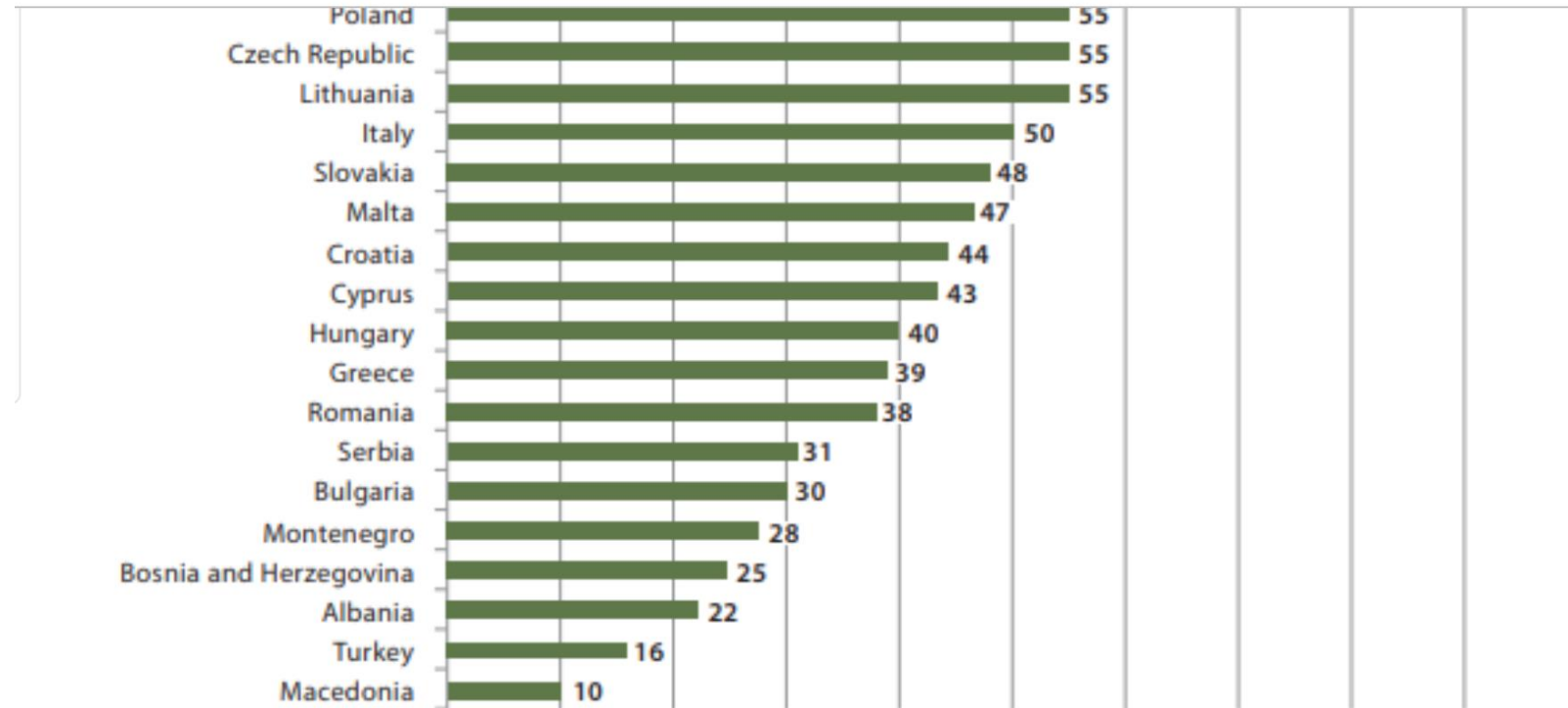


Figure 1. The figure shows the 35 European countries, included in the index, ranked according to their media literacy score. The index uses standardized scores from 100 to 0, highest to lowest.

Education is at the heart of Finland's strategy to combat fake news. Image: Open Society Institute – Sofia

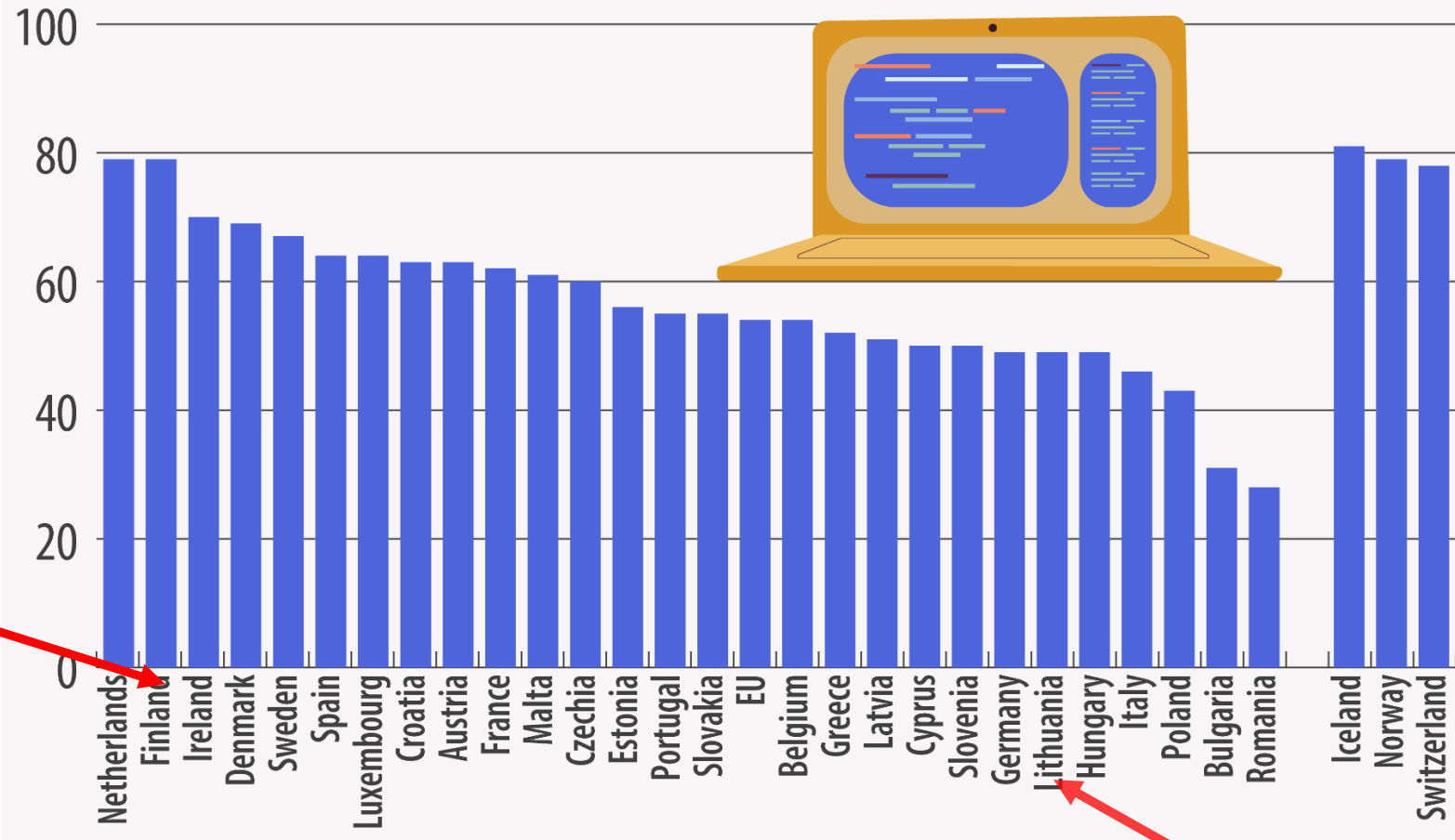
Short Break

First break of 30 minutes before moving to Finland & Fake News

Finland

People with at least basic overall digital skills in 2021

(% of people aged 16-74)



Finland and Fake News

Using Education to Fight Fake News

Most resilient country to disinformation

Concern about Digital wild fires

Studies show a positive relationship between the level of education and resilience to fake news- *The Open Society Institute*

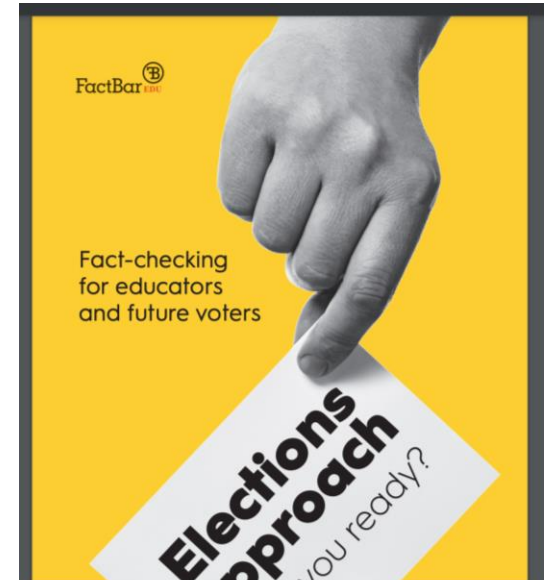
Finish Fact Bar (Faktabaari) for schools

Professional fact –checking methods

Good Research skills

Critical Thinking

Coherent Government response



Three key areas



defective information or 'mistakes'
(misinformation)



deceptive information or 'hoaxes'
(disinformation)



damaging information or 'gossip'
(malinformation).

- Defective Information or Mistakes (**Misinformation**)
- Deceptive information or hoaxes (**Disinformation**)
- Damaging information or gossip (**Malinformation**)

FactBar EDU Fact-checking for educators and future voters

Children and adolescents are exposed to communicational influences from an early age, and hence they require support in order to be able to distinguish reliable from unreliable information as well as between sincere communication and deliberate manipulation. *FactBar EDU Fact-checking for educators and future voters*

Learning of Critical Thinking

1. clarify unclear information and paraphrase arguments (e.g. when evaluating electoral or advertising campaigns or blog entries)
2. recognise and evaluate arguments they come across in communication
3. compare mutually opposing claims about reality and defer to their own judgment when evaluating contradictions (e.g. by referring to facts)
4. practise metacognition; that is, the contemplation of their own way of thinking and the conscious reflection of opinion-forming

Fact Checking in the classroom

Select a claim that you want to check

- Examine the claim using different sources
- Write a fact-checking report based on the discoveries
- Present your findings to the rest of the class for the final verdict
- Publish and share the results, e.g. as a blog text or a presentation paper

Sources can be used for the claims, for instance:

- Newspaper interviews with politicians
- Videos by YouTubers
- Social media, news websites and blogs
 - Rumours and chain letters circulated in social media
- School text books or non-fiction works

Fake News

“We need to train a new generation of critical minds,”

Jean-Pierre Bourguignon, President of the European Research Council told the World Economic Forum’s [Annual Meeting of the New Champions](#) in September.

“We must tackle this issue through improved news literacy, and it is the task of our educators and society at large to teach children how to use doubt intelligently and to understand that uncertainty can be quantified and measured.”

Fake News

A hoax is an example of disinformation. It is where someone deliberately shares false information to trick someone into believing something that isn't true

An online challenge is an online activity that normally involves sharing an image or video of yourself doing a set task

An online scam is where criminals use online platforms to trick someone into sharing personal information like account logins or bank details.

What is real and what is fake online?

False information that is spread online is known as misinformation or disinformation. These are most commonly referred to as 'fake news' or 'hoaxes'.

Misinformation is where false information is shared by accident without the intent to cause harm. For example, sharing inaccurate photos, quotes or dates online because you believe them to be true.

Disinformation is false information shared deliberately to mislead and cause harm. For example, fabricated news stories and political propaganda

Snow on the Pyramids in Egypt

EXAMPLES OF FAKE NEWS RELEVANT FOR YOUNG PEOPLE
FOSTERING INTERNET LITERACY FOR YOUTH WORKERS AND TEACHERS WITH A FOCUS ON FAKE NEWS –

Erasmus +



Kuriame
Lietuvos ateitį
2014–2020 metų
Europos Sąjungos
fondų investicijų
veiksmų programa



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FONDO AGENTŪRA



Michael Jackson still alive

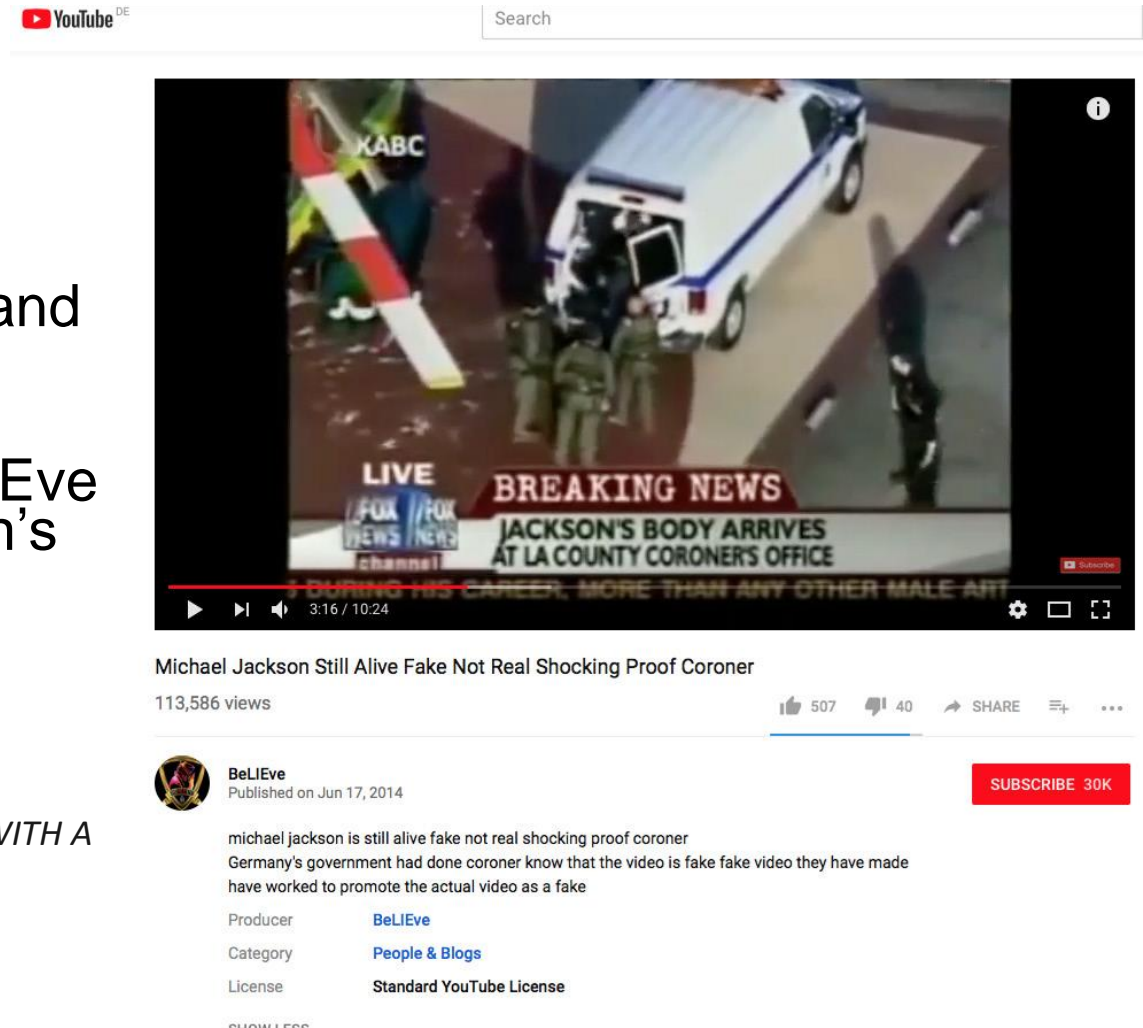
Summary: The video published in 2014 claimed that Michael Jackson is still alive and escaped to LA.

The respectable music magazine New Musical Express claims that it is user BeLiEve who posts regular videos claiming Jackson's death was a hoax, and officially, Michael Jackson is dead and buried

EXAMPLES OF FAKE NEWS RELEVANT FOR YOUNG PEOPLE

FOSTERING INTERNET LITERACY FOR YOUTH WORKERS AND TEACHERS WITH A FOCUS ON FAKE NEWS – Erasmus +

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Breakout Session 2

In what way is fake news an issue for Lithuania?

What is being done to help teachers to deal with fake news?

What is being done to teach students how to deal with fake news?

Short Break

A short break before moving on to look at Scotland

Enhancing learning and teaching through the use of digital technology- Scotland

National strategy to ensure all learners and educators are able to benefit from digital technology in their education.

If used appropriately and effectively, digital technology can **enhance learning and teaching** across all parts of Curriculum for Excellence; equip all of our learners with **vital digital skills**; and lead to **improved educational outcomes**.

Enhancing learning and teaching through the use of digital technology- Scotland

Develop skills of our educators

Improve access

Review curriculum and assessment delivery

Empower leaders

Enhancing learning and teaching through the use of digital technology - Scotland

The Role of Scottish Government and National Bodies

The Role of Local Authorities

The role of education establishments

Breakout Discussion 3

You have been given an executive summary of the Scottish document
“ Enhancing learning and teaching through the use of digital technology”

It identifies four key areas, how do these areas compare to the work being undertaken in Lithuania?

It identifies the roles of three different key stakeholders, how do their roles compare to the same stakeholders in Lithuania?

Thank you

Thank you for all your contributions today – we look forward to seeing you at webinar 6

3rd February 2023

14.00 to 18.00