Course title	How to use critical-thinking to enable media literacy
Course code	065
Course category	Global citizenship education
Course purpose and overview	In education, media literacy promotes awareness of the influence media has on all aspects of our lives, from what we buy to how we vote, and how we can take an active stance towards both consuming and creating media. A prerequisite of media literacy is being able to think critically and, thus, recognise and evaluate what you read, see, and hear. Teachers can support students in developing critical-thinking skills that allow them to effectively evaluate content from a variety of media sources.
	The course will have both theoretical units and group activities through which you will build frameworks and tools to support students develop critical-thinking skills and the ability to evaluate the information they are exposed to. Thinking tasks, logical fallacies, and critical-thinking tests can be used to develop the ability to logically analyse assumptions, arguments, deductions, inferences, and interpreting information. Those critical-thinking teaching resources are thus instrumental in checking for facts, bias, and fake news, to recognise how – and why – a media message is constructed, as well as its impact on the world, and to learn how to create media responsibly. Role-playing models for divergent thinking such as "Six Thinking Hats" are great tools to develop creative problem-solving and to make connections between the class materials and media they consume at home, to use their new skills to better understand historical events, and produce media in inventive formats. When students are confident in these abilities, they are better at research, writing, and communicating, all of which are vital skills for students today. Find out more about lesson plans, videos, downloadables and games organised according to a few key topic areas, such as interpreting media, media creation, and media manipulation, and discuss with your colleagues from all over Europe to better understand and practice media literacy by teaching critical-thinking!
Course structure and content	This course focuses on media literacy and critical thinking, providing theoretical units and group activities to build frameworks and tools for supporting students' development in these skills. Participants will learn to logically analyse assumptions, arguments, and inferences, identify media manipulation and bias, and explore creative problem-solving. The course emphasizes the importance of media literacy in understanding sensitive issues and equips teachers to share these competencies with their students.
Duration	One week
Daily programme example	Here is an example of the programme: *Day 0* (usually Sunday) Arrival date *Day 1* Welcome and introduction Ice breakers and team-building exercises Understanding Media Literacy and Critical Thinking Building Frameworks for Critical-Thinking Skills Cultural and social activities Feedback day 1 *Day 2*

	Developing Logical Analysis and Evaluation Abilities
	Exploring Media Manipulation and Bias
	Role-playing Models for Divergent Thinking
	Day 3
	Applying Critical-Thinking Skills in Research and Writing
	Creating Media Responsibly
	Group Activities and Discussions
	Cultural and social activities
	Day 4
	Using Critical-Thinking Tests for Information Evaluation
	Teaching Media Literacy to Students
	Making Connections between Classroom Materials and Media
	Cultural and social activities
	Day 5
	Sharing Best Practices and Lesson Plans
	Discussion of future cooperation and planning follow-up activities / Brainstorming dissemination ideas
	Final feedback
	Validation of learning outcomes and a certification ceremony
	Cultural and social activities
	Day 6
	Full-day trip
	Day 7
	Departure date
	Programme details may be subject to amendment based on trainer, participant needs and other factors such public holidays. Changes might be needed to make up for time lost due to unforeseen or changing circumstances which might be out of the reasonable control of the hosting organisation.
Learning objectives	Understand the concepts of media literacy and critical thinking.
	Acquire methods and tools for evaluating and creating information.
	Enhance critical-thinking skills for logical analysis and evaluation.
	Learn how to effectively teach media literacy and critical thinking to students.
	Recognise the significance of critical-thinking and media literacy in addressing sensitive issues.
Learning outcomes	Gain information on what media literacy and critical thinking are
	Improve understanding and acquire new methods and instruments on how to evaluate and create information
	Learn how to increase critical-thinking skills
	Understand how to share the competencies gained in the course with the students
	Recognise why critical-thinking and media literacy are especially important when it comes to sensitive issues
Assessment and validation of learning outcomes	The learning outcomes will be assessed and validated through various methods during the course: group discussions, lesson plans and teaching demonstrations, group projects, reflective journaling
Target audience	Teachers of any subject, educators, and school administrative staff
Admission requirements for participants	No specific requirements
Language of delivery	English

Language level requirements for participants	B1 or more
Maximum number of participants	20

Please note that the course outlined is intended as an example only and may not necessarily be fully executed in accordance with all its details. Our need analysis is primarily based on enrolment information, information shared at kick-off meetings, and pre-evaluation of competencies. As such, it is possible that the programme may be adjusted to better accommodate the diverse needs of participants.