



NGO-s and research institutions

Fake News among Teenagers

Marko Majce, Srednja šola Domžale

Contents

● Faculty for Social
Sciences,
Ljubljana

● Institute Poklicni center Obala,
Izola

● Institute Časoris,
Ljubljana

● Žiga Turk, PhD

Faculty for Social Sciences, Ljubljana

Institution

1. The Faculty is the leading educational and research institution in the field of social and political sciences, journalism, hr management. It has numerous research institutes and is deeply involved in the online portal safe.si



Tomaž Deželan

2. The department of political sciences has one of the field civic education. Many professors of the political sciences are also involved in politics. The actual minister of education is one of them. One of the lecturers of the faculty is Tomaž Deželan, PhD.

His CV: <https://www.fdv.uni-lj.si/en/news-and-information/contacts/researchers/info/tomaz-dezelan#zivljenjepis>

Faculty for Social Sciences, Ljubljana

Activities

3. The activities of him and his team are pooled in the CivICT.eu homepage. <http://civict.eu/index.php?lang=eng> They also provide seminars for teachers of Civic Education in the Elementary and Upper Secondary schools.



Mitja Sardoč

4. One of the coworkers is also Mitja Sardoč, PhD, employee of the Education Research Institute. His CV: <https://www.pei.si/en/zaposleni/sardoc-mitja/>

Our collaboration

5. Our collaboration will be twofold – the faculty will provide us expertise and tools, on the other hand we will be involved in one of the projects.

Institute Časoris, Ljubljana

INSTITUTE

1.Private institution, mostly known by the homepage casoris.si – They provide simple news for kids, partly also in English.

More about: <https://casoris.si/about-us/>

2.**Sonja Merljak Zdovc**, journalist and author, is the founder and editor of Časoris. She is also involved in fake news, as fake news mostly affect young users of social media and internet.

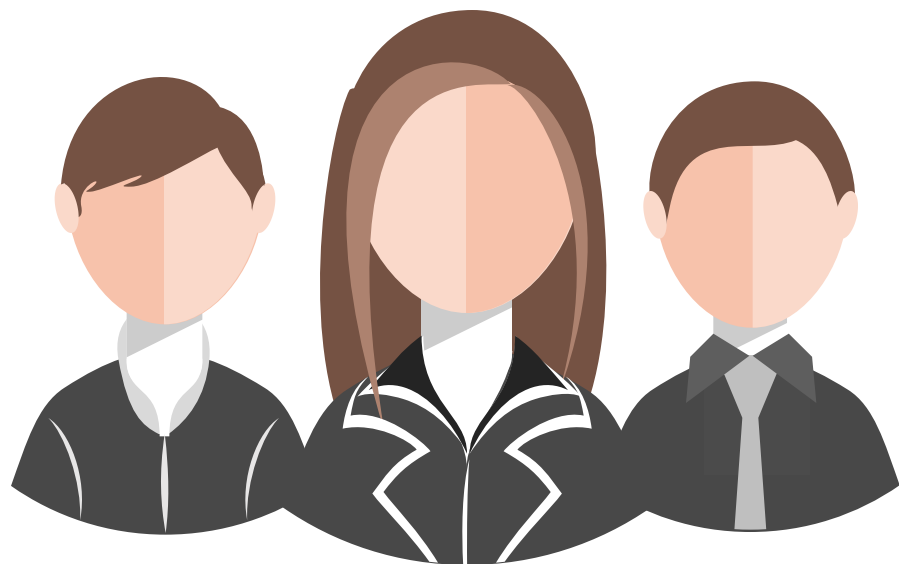
More about:

https://en.wikipedia.org/wiki/Sonja_Merljak_Zdovc

3.Sonja Merljak Zdovc will provide us with seminars/workshops for pupils and teachers. They will also get acquainted with the contents of Časoris.



Institute Poklicni center Obala, Izola



1. Private institution, adult education centre, mostly oriented in providing non-formal education. They run a project, oriented into fake news and they started a national contest about videos on fake news.
2. Our pupils will be part of the contest. The institute will provide us with workshops for the involved pupils.

Žiga Turk



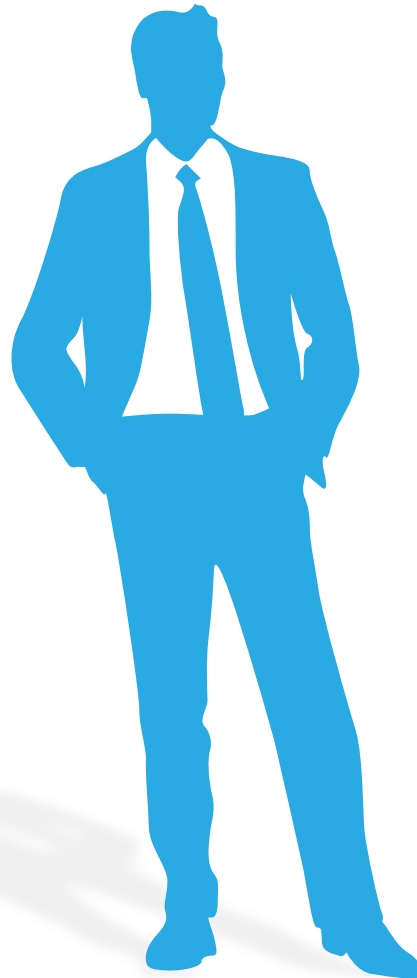
HLEG MEMBER

member of the expert High-Level Group on Fake News, representing University of Ljubljana



OUR AIM

We will ask him for a lecture or will make a video interview with him. This is also good starting point to reflect what European Union can do about – the phenomenon is of course a worldwide one.



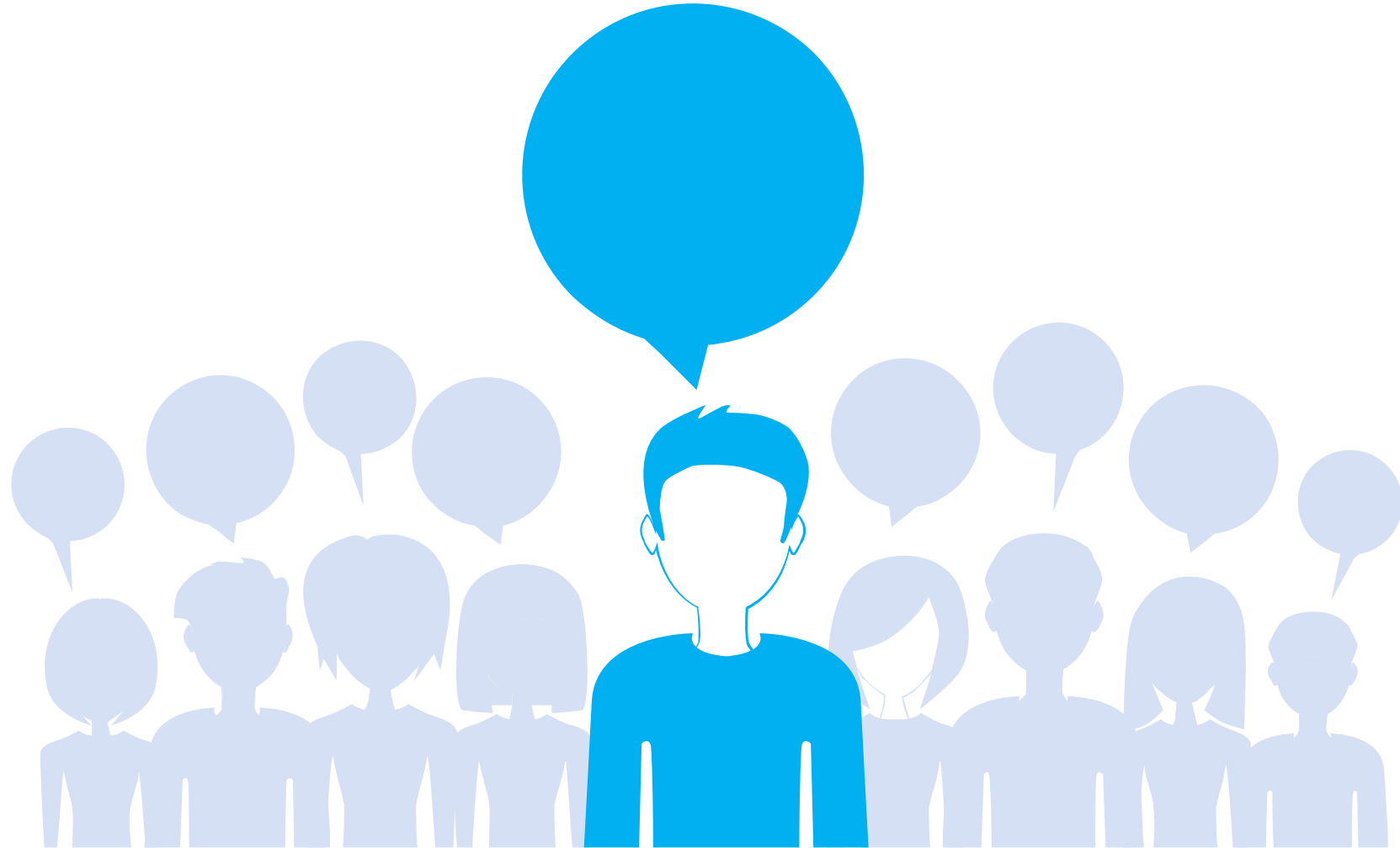
European Commission



formed HLG on Fake News in January 2018. More: <https://ec.europa.eu/digital-single-market/en/news/experts-appointed-high-level-group-fake-news-and-online-disinformation>



Any questions?



Media Education in national curricula

Presentation of the media literacy in the Slovenian
national curricula by Marko Majce



Media Education in national curricula

Slovenian syllabus for gymnasium were renewed few years ago, all the subjects were added Key competences for life long learning. Among them, the digital competence is interesting.





KEY COMPETENCES FOR LIFELONG LEARNING

#EUkeycompetences
#EuropeanEducationArea
#lifelonglearning

Digital competence



Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

Essential knowledge, skills and attitudes related to this competence

Knowledge

Individuals should understand how digital technologies can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks. They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks. Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.

Skill

Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social or commercial goals. Skills include the ability to use, access, filter, evaluate, create, program and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.

Attitudes

Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution. It also requires an ethical, safe and responsible approach to the use of these tools.

Digital competence



It is a very wide description of the competence. It includes Media literacy. This is often described as a way, how people consume, evaluate and produce media. It often includes media with art content.

Media literacy



Media literacy is not about being able to turn on a tablet. We noticed that the children could not use the browser, open web pages in the browser and find something new. We think that they are digital media literate, but actually they are not. They know exactly what they want, and it is hard to compare to the kids who used computers before. Today, they are just clicking and instantly, they play videogames.

Dr. Sonja Merljak Zdovc, journalist and editor of the online newspaper for children Časoris.

Some Slovenian syllabi

**In the Elementary school
(last three years out of 9):**

Education for
media: radio -
optional



Elementary school

Education for
media: TV -
optional



Elementary school

Education for
media: press -
optiona



Elementary school

Film education - optional



**In the Upper Secondary
School (years of schooling
10-13)**

Optional Subject
Film 140 lessons



**Art Gymnasium - Field
Theater and film**

Compulsory
subjects and
oworkshops



VET Computer technician

Multimedia equipment



NGOs and expert institutions

Two problems, unanswered by the school

Internet, social media and the like are often neglected or are used only partially as a learning tool.

The growing problem is addiction to social media and the abuse deriving from social media.

OBLIGATORY ELECTORAL COURSES
depending on the school

Problematic users

We found out that we have 3.8% of problematic Internet users (min. age 15, maximum age: 95 years). This does not mean that we have 3.8% of internet addicts, but that 3.8% of adults have a serious problem with excessive use of the internet which they cannot control and consequently find themselves in conflicts (with their environment, with daily obligations).

Mirna Macur, PhD, National institute for public health



IGRANJE RAČUNALNIŠKIH IGER

RAZISKAVA MED OSNOVNOŠOLCI

UČENCI 8. RAZREDOV

povprečna starost

13,5 let



82%

slavenskih osmošolcev je v zadnjih 12 mesecih igralo računalniške igre.



7,4 let

povprečna starost
začetka igranja
računalniških iger

1,7 ur

povprečno število
preigranih ur med
delovnim tednom

2,5 ur

povprečno število
preigranih ur med
vikendom

2,5%

osmošolcev je zasvojenih z računalniškimi igrami.



Pri teh osebah je:

5,5 let

povprečna starost
začetka igranja
računalniških iger

5,4 ur

povprečno število
preigranih ur med
delovnim tednom

6,9 ur

povprečno število
preigranih ur med
vikendom

Zasvojenost z računalniškimi igrami se bolj pogosto pojavlja pri fantih.



Zaradi resnih posledic, ki jih pritrano igranje računalniških iger ima na zdravje mladosnikov, je potrebno tej temi posvetiti več pozornosti.



Any questions?



Media Literacy in partner schools

What have we done already on Secondary School
Domžale



Sociology



Grade 2

- impact of media on the socialization of teenagers (media propaganda, positive and negative effects of media on young people;
- briefly about media constructed reality, social media;
- pupils notify on week long their activities on the internet and why or for what purposes they use it, then we make an analysis;
- in media representation, primarily look at media propaganda of roles by gender and the construct of the "ideal" body.

Sociology



Grade 4, optional subject for finals

- topic Media:
- a closer look at the historical development of the media, the effect of hyper-reality, the media propaganda of news, events and the media construction of reality, media representation by gender, age and ethnicity;
- a particular event that echoes in society at the time, in what way it is portrayed on national TV, newspapers and some other media;
- look at TV news on central TV stations, and pupils analyze the way they report;
- focus also on media representations;
- pupils write an essay about.

FILM PRI POUKU

TEACHING WITH FILM

Sofija
Baškarad

Abstract

Among children and adolescents are the perception and the experience of the world increasingly marked by the media. It is very important to teach students how to watch films, decode film language and in a flood of films find those with quality content. Due to this reason we at Secondary school Domžale have decided on an innovatory project titled Teaching with Film. The objective of the innovatory project is a stimulation of media literacy, stimulation of tolerance and empathy in students, learning from other people's experience and the way of learning itself with the help of a film.

We also want to encourage students to develop competence, especially active citizenship and critical thinking. We can only achieve this if we include film education in the pedagogical process. The article provides some ideas how to include film education in the curriculum of gymnasium. In general we can claim that teachers use films in lessons as a means and not as an object, or they answer the question how can we with inclusion and application of film contribute to realization of program or subject objectives. Through the activities at Secondary school Domžale another matter appeared as additional value: the application of films strongly encourages intersubject connection and team teaching.