

French comments for final report:

Introduction

Since 2019 we have been participating with pleasure to the project Media literacy among teenagers where we had an opportunity to use pedagogy to teach the dangers of fake news and the means to remediate. We will present here our workshops and outputs made for and with several classes and levels. The issue is studied with young and older learners from 14 to 20 years old.

Teachers and learners had to think about how to be responsible citizens searching for reliable and credible information. In this connected world the challenge is to check information by looking for sources and to take a distance to criticise current issues.

The school community has been very productive thanks to local and international workshops. They included 5 school partners from five European countries.

This document presents several works and types of documents (articles, PowerPoints, posters and videos). It will help other teachers to organise or illustrate the next lessons on the subject.

It was realised during covid lockdowns and we regret we had to replace mobilities abroad by Visio conferences. Nevertheless, the learners managed to share points of view and good motivation with involved partners.

The project involved 6 countries who tried to do their best to bring the project to the end despite covid. The progression was clear at the end of the project thanks to a good distribution of activities during the transnational meetings.

C1 meeting gathered the group in Sweden and allowed the partners to see the knowledge gap about Fake news between countries and in schools. The question was how to tackle the subject with teens.

The key phrase was 'consensus on project policy and sources of information'.

C2 meeting aimed at showing how to deal with the fake news problem with teenagers through.

1. Work from teens' experience of social networks
2. Work from eastern partners' experience of social networks
3. Share practice in class
4. Disseminate in the whole school
5. Practice speech influenced by different points of view

The key phrase was 'to detect biased points of view'.

C3 meeting dealt with cyber security and how to surf on the internet safely, to secure the environment of the user.

The keywords were 'safety and confidence'.

C4 meeting made students aware of the dangers of social networks and how they can be used to manipulate users and make pressure in every field of social life. They came to terms with 'Bashing'.

The keywords were 'cybercrime and bashing'.

C5 meeting trained students to make videos to convey information. They learned to use tricks to make fake news in order to be able to debunk real fake news on social networks.

The key phrase was 'to convince on social media'.

C6 meeting summed up how to teach media literacy in the curriculum and the classroom in each partner country.

The keyword was 'harmonisation'.

C7 meeting taught the learners how to make a video following Ted Talk rules.

The keywords were 'dissemination of media literacy'.

Etwinings has also become very important in the project to store outputs with the project internet site (or webpage).

Etwinings makes even more sense to develop or reuse the project to teach media literacy in the next few years.

The project showed a great adaptability of the majority of the partners and a good participation of the learners and the teachers. It summed up the work of the last ten years about the subject and produced good elements of pedagogy to teach media literacy in the school curriculums. It is a step forward to more European consciousness and citizenship in a crisis situation.

The partners also learned how to manage a crisis situation. Unexpected events (covid, Ukraine war and timetable changes due to internal organisation) changed the perspective of the project management.

The partners managed to handle the situation. They organised a crisis Visio conference meeting to make the right decisions and carry on the project, they took care of its internal communication, and re-mobilise the teams. They kept show transparency and determination turning crisis into opportunity to develop other means of communication. A crisis situation exists during an alteration of meaning, loss of control and/or disintegration of the organization. The partners defined and implemented secure processes and mechanisms to communicate with all partners.

In times of crisis, communication is essential in many ways. This makes it possible to avoid doubt and speculation on the part of the various partners. It is also important to be proactive in order to show that the situation is taken seriously and is under control.

This was respected by the majority of the partners and the project coordinator to the end of the project.

The project will continue under the form of a students' newspaper. It has also brought to the fore the necessity to teach Europe to young learners and Jeanne Antide High school hope to offer next year the European option for the baccalaureat. Jeanne Antide Vocational school already send learners abroad for work placements. All partners have been informed of the possibility to cooperate in the future.

Conclusion

This project allowed us to meet a friendly staff and learners able to share practices and cultural values. They conveyed a real sense of European citizenship and partnership. Learners developed skills on team work, social networks and media literacy.

They overcame European and human limits to socialise and get confidence when they met other countries. The transnational meetings permitted learners to appreciate the importance of fake news on different levels in Europe. Eastern European countries were more concerned on fake news influence regarding politics whereas European westerners were more attracted by the funny and recreational aspect of fake news. The workshops have balanced the gap of the points of view between east and west.

The French meeting happened before covid 19 and permitted to receive about 40 Europeans, teachers and pupils included. The meeting managed to entertain good motivation for the Visio and create links between participants. It enabled the countries to overcome the covid crisis and foster friendship between the partners.

Absent from the school programmes in the previous years, Fake news, social networks and media literacy are now an important part of school life. It has been brought to the fore by the Ministry of Education and Agriculture.

At the age of a numeric and bio citizen world reliable information is fundamental to educate the generations.

Didier Simonot – French partner coordinator