


MLA4MEDLIT CONFERENCE

on Teacher Education in Digital and Media Literacy

M&L ONLINE CONFERENCE || 19 OCTOBER 2022

Description: Teachers play a hugely important role in empowering young citizens to tackle disinformation by promoting digital, media and information literacy in their classrooms. This one day online conference aimed to bring together those concerned with teacher education and training in Europe and elsewhere to identify best-practice in upskilling and equipping teachers with the competencies, attitudes and opportunities to fulfill this role. It also provided an opportunity to share experiences and resources and meet others actively engaged in teacher education and training in digital and media literacy. 183 participants registered for this event from 48 countries.

This event was associated with the [Global Media & Information Literacy Week](#) organised by UNESCO from 24-31 October 2022.

 Announcement **TeaMLit** | Teacher Education in digital and Media Literacy: providing guidance, resources and support for teacher trainers in Europe: <https://media-and-learning.eu/project/teamlit/>

09:30 - 11:00 || The importance of teacher education and training in digital and media literacy

Session moderated by [Sally Reynolds](#), COO, Media & Learning Association, Belgium.

✓ [Cassie Hague](#), Analyst, Center for Educational Research and Innovation, OECD
➔ "*Embedding creativity and critical thinking in Teacher Education: Opportunities and Challenges*"

1. The OECD Fostering and Assessing Creativity and Critical Thinking Project
2. Challenges
3. Opportunities

Links (all the references below are available in English):

OECD Centre for Educational Research and Innovation (CERI): <https://www.oecd.org/education/ceri/>



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Organisation for Economic Co-operation and Development (OECD): <https://www.oecd.org/>

OECD Education: <https://www.oecd.org/education/>

CERI Creativity and Critical Thinking: <https://oecdcericct.com/auth/home>

✓ **Julian McDougall**, Professor of Media and Education, Centre for Excellence in Media Practice, Bournemouth University, UK

➔ *"The Importance of Teacher Education and Training in Digital and Media Literacy"*

1. The Situation in Europe
2. Theory of Change
3. Challenges and Opportunities

Q&A (Zoom Chat):

From Juliane von Reppert-Bismarck (Lie Detectors) *"In various German Länder there is also mandatory MIL teaching, but not across the country. What is the UK's position on the OECD's move to gauge Digital Citizenship more and more concretely within its PISA programme? Is the UK's stance aligned with this?"*

From Onno Hansen-Staszynski (Binckhorst Institute) *"In the presentation Julian mentioned the need to 'unsettle' students. Are teachers willing/ capable to do that?"*

Links (all the references below are available in English):

Centre for Excellence in Media Practice (CEMP): <https://www.bournemouth.ac.uk/research/centres-institutes/centre-excellence-media-practice>

The Algorithm & Data Literacy Project: <https://algorithmliteracy.org>

Teaching Media Literacy in Europe, evidence of effective school practices in Primary and Secondary education ([Publication](#))

Unsettling Literacies, Directions for literacy research in precarious times ([Publication](#))

Media Literacy, Equity and Justice ([Publication](#))

Digital Media, Culture and Education: Theorising Third Space Literacies ([Publication](#))

An article about our theory of change for media lit and its application in three recent projects:

Beyond Solutionism: Differently Motivating Media Literacy ([Publication](#))

Journal of Media Literacy Education: <https://digitalcommons.uri.edu/jmle/>



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Cross-EU review of ML in secondary education: <https://nesetweb.eu/en/resources/library/teaching-media-literacy-in-europe-evidence-of-effective-school-practices-in-primary-and-secondary-education/>

Doctoral programme for media literacy educators:

<https://www.bournemouth.ac.uk/study/courses/doctor-education-creative-media-2>

The Media Education Summit: <https://www.bournemouth.ac.uk/research/centres-institutes/centre-excellence-media-practice/global-media-education-summit-2023>

An article about 'third space' media literacy education ([Publication](#))

✓ **Georgi Dimitrov**, Head of Digital Education Unit, European Commission

➔ *"Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy through Education and Training"*

1. The need for Action: what the numbers tell us
2. The Guidelines
3. Final Report of the Expert Group

Q&A (Zoom Chat):

From Iglia Ivanova (Media Literacy Coalition Bulgaria) *"I would put the proposal for the Media Freedom Act to the list with the legal actions" / "Why digital literacy? media literacy, digital competence (DigComp) and now digital literacy - how much more complicated and disorienting this could become before it makes policy-makers working on the implementation of these new measures (and provisions as in AVMSD art. 33a) contraproductive and their decisions wrong and ineffective?"*

➔ answered by Irene Andriopoulou (EKOME) *"This is a long due issue @Iglia, to make it more clear, Media Literacy tends to be more restrictive applying to media per se and mostly traditional media whereas digital literacy or better digital media literacy is more broad and inclusive of new forms of media content and operation."*

From Iglia Ivanova (Media Literacy Coalition Bulgaria) *"I would dive further - how and on what ground (theoretical, legal frameworks) this decision was taken?"*

➔ answered by Andy Demeulenaere (Mediawijs) *"Indeed, we choose to use Digital and Media Literacy as a compound term, because we don't see any productive result from trying to pull the two apart any more. In an age of converging media, digital and media literacy are two sides of the same coin. Next to that, several definitions of these terms describe them as a whole of knowledge, skills and attitudes to act adequately in specific situations, which coincides with definitions for 'competence'. So, for us, Digital and Media Literacy is a competence."*



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Links (all the references below are available in English):

Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy through education and training ([Publication](#))

Digital Education Action Plan (2021-2027) ([Publication](#))

ERASMUS+ Teacher Academies: <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-2/teacher-academies>

Final report of the Commission expert group on tackling disinformation and promoting digital literacy through education and training ([Publication](#))

✓ **Hans Martens**, Head of Digital Citizenship, European Schoolnet, Belgium
➔ *"The Importance of Teacher Education and Training in Digital and Media Literacy"*

1. Digital Citizenship at European Schoolnet
2. Media Literacy Policies and Practices
3. Mediawijs

Q&A (Zoom Chat):

From Onno Hansen-Staszynski (Binckhorst Institute) *"Hans stresses the difference between consumers and citizens which is great. So how does student participation fit in all this?"*

From Conor Galvin (University College Dublin) *"It would I think be useful to look at the outputs from the EU Working Group DELTA - Digital Education: Learning, Teaching and Assessment for a wider take on the member states practices in this area."*

Links (some references below are available in English, others only in Dutch):

European Schoolnet: <http://www.eun.org/>

Digital Citizenship European Schoolnet: <http://www.eun.org/projects/digitalcitizenship>

A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+): <https://www.betterinternetforkids.eu/policy/newbikstrategy>

Mediawijs (Dutch): <https://www.mediawijs.be/nl>

The research mentioned (Dutch): <http://www.apestaartjaren.be/>

OECD Curriculum Overload, A Way Forward ([Publication](#))



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Approaches to Teacher Professional Development in Digital and Media Literacy Education
([Publication](#))

Social Media Literacy for Change(sml4change): <http://www.eun.org/projects/detail?articleId=3054453>

11:30 – 13:00 || Pre-service teacher education in digital, media and information literacy

Session moderated by **Igor Kanižaj**, Associate Professor, Faculty of Political Science,
University of Zagreb, Croatia.

✓ **Sergej Gil**, Research Assistant on Media Education and Digital Storytelling, Heidelberg
University of Education, Germany

➔ "*Media Literacy in Pre-Service Teacher Education*"

1. Policies, Frameworks and Curriculums
2. Guiding principles on ML
3. Media Education at the Heidelberg University of Education

Q&A (Zoom Chat):

From Agnaldo Arroio (University of São Paulo) "*I'd like to know if the mandatory course is more theoretical or practical. What about the pre-service teachers engagement on this mandatoty course?*"

Links (reference below is available in German, accessible when translating the page):

Heidelberg University of Education: <https://www.ph-heidelberg.de/en/home/>

✓ **Christian Swertz**, Professor of Media Education, University of Vienna, Austria

➔ "*Challenges and Pathways for Pre-service Teacher Education in Critical Media Literacy*"

See [Notes](#).



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Q&A (Zoom Chat):

From Juliane von Reppert-Bismarck (Lie Detectors) *"The points on needing for children to be aware of the workings of the digital media environment (algorithms etc) is spot on. Cognitive psychology suggests also that understanding why content may be reaching us is at least as important in making us resilient as the ability to decipher the actual content."*

From Damir Bucevic (Agency for Electronic Media Croatia) *"Do you think that the specificities of the generations to which the curriculum applies should also be taken into account? Perhaps we approach them completely for their meaning with an outdated concept. Maybe it is good for their engagement to inject creativity through the media and channels that are close to them? eg Young people don't read. perhaps to treat books as podcast genres or audio segments. What are your thoughts on that?"*

Links (reference below is available in English):

University of Vienna: <https://www.univie.ac.at/en/>

✓ **Pieter Demeyer**, Lecturer, Artevelde University of Applied Sciences, Belgium
➔ *"Digital Literacy in our Teacher Training: Bridging the gap between theory and classroom application"*

1. Context
2. Research / Cooperation Mediawijs & Thomas More
3. Challenges

Q&A (Zoom Chat):

From Juliane von Reppert-Bismarck *"Is this also happening in French Pieter, and what plans are there for cross-region work?"*

Links (some references below are available in English, others only in Dutch):

Artevelde Hogeschool, Belgium: <https://www.arteveldehogeschool.be/>

Mediawijs Competentie Model (Dutch): <https://www.mediawijs.be/nl/competentiemodel>



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Mediawijs Competence Model (English):

<https://docs.google.com/document/d/1ioomS1tNOvH4Uvfy2agsLAAGPgVMxPrFyzc8Nu9Uj04/edit?usp=sharing>

Mediawijs Apestaarjaren (Dutch): <https://www.mediawijs.be/nl/onderzoek/apestaartjaren>

Project DigX: <https://www.arteveldehogeschool.be/digx>

EDMO BELUX: <https://belux.edmo.eu/>

AJP, Association des Journalistes en Classe: <https://www.ajp.be/jec/>

✓ **Charo Sábada Chalezquer**, School of Communication, University of Navarra, Spain
➔ *"Spain: A Challenging Challenge: Pre-service teacher education in digital, media and information literacy"*

1. National Context: Media Literacy and Digital Competence
2. State of the Art
3. Up to the next level

Q&A (Zoom Chat):

From Chritian Swertz (University of Vienna) *"Are the programs connected to communication studies or media philosophy?"*

Links (*the reference below is available in English*):

School of Communication, University of Navarra: <https://en.unav.edu/web/school-of-communication>

**13:30 – 15:00 || In-service learning opportunities for teachers
in digital, media and information literacy**

Session moderated by **Andy Demeulenaere**, Coordinator Mediawijs (Flemish Knowledge Centre on Digital and Media Literacy), Flanders/Belgium.



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✓ **Ricardo Castellini da Silva**, Media Literacy Educator, Institute of Future Media, Democracy and Society, Dublin City University (DCU), Ireland
➔ *"Media Literacy and Teacher Training in the Irish Context"*

1. The Irish Context
2. Initial Teacher Education
3. Continuing Professional Development

Q&A (Zoom Chat):

From Tugba Bahcekapili (Trazbon University Turkey) *"Do you think there is need to place a stand alone media literacy course for students and pre service teachers?"*

From Sally Reynolds (Media & Learning Association) *"Do teachers generally have to pay for such training?"*

From Fiona Concannon (University of Galway) *"How does this connect in with DigCompEdu and the work of Selfie in schools? Do you see there may be connections possible?"*

From Agnaldo Arroio (University of São Paulo) *"Some minutes ago we have heard the in Spain there is a "kind of competition" between Schools of Communication and Schools of Education to promote teacher training in Media Literacy. Who are responsible for these trainings in Ireland? Both of them?"*

Links (all the references below are available in English):

Media Literacy Policy by Broadcasting Authority of Ireland ([Publication](#))

Media Lietracy Ireland: <https://www.medialiteracyireland.ie/>

Junior Cycle Short Courses: <https://www.curriculumonline.ie/Junior-Cycle/Short-Courses/Digital-Media-Literacy/>

Scoilnet: <https://www.scoilnet.ie/>

FUSE: Anti-Bullying & Online Safety Programme: <https://antibullyingcentre.ie/fuse/>

Webwise: <https://www.webwise.ie/>

Trinity College Dublin, 21st Century Teaching and Learning:

<https://www.tcd.ie/education/courses/postgraduate/postgraduate-certificate-in-21st-century-teaching-and-learning/>



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JuniorCYCLE for Teachers: <https://www.jct.ie/home/home.php>

SELFIE for TEACHERS: <https://education.ec.europa.eu/selfie-for-teachers>

✓ **Stephanie De Clerc**, Kenniscentrum Digisprong (Knowledge Centre), Ministry of Education and Training Flanders, Belgium

➔ *"Teacher Education and Media Literacy: In-service learning opportunities for teachers in digital, media and information literacy"*

1. Vision statement Digisprong
2. Concrete Actions to increase teachers' ICT competencies
3. In Summary

Q&A (Zoom Chat):

From Fiona Concannon (University of Galway) *"Very interesting to hear about the adaptation of the Selfie tool, in both terms of the questions asked and the courses recommended, and creation of school dashboards, and teacher sharing site. Facinating. Thanks for sharing. Could you speak to the level of teacher engagement in this?"*

From Sally Reynolds (Media & Learning Association) *"Do you certify these courses and if yes, do they count for career progression?"*

From Léa Ichikawa (The Digital Collective) *"We have a similar digital skills self-assessment platform than DigiSnap, but for vulnerable and marginalised groups. It is based on DigComp as well."*
see [Skillify](#).

Links (some references below are available in English, others only in Dutch):

Kenniscentrum Digisprong: <https://www.vlaanderen.be/kenniscentrum-digisprong>

Digital Competences Framework (DigComp 2.2) ([Publication](#))

Database: https://www.klascement.net/digisnap/lesmateriaal/?rfr=mainmenu_all

KlasCement: <https://www.klascement.net/>

Het Archief Onderwijs ([Page](#))

EDUbox: <https://www.vrt.be/nl/edubox/>

Child Focus: <https://childfocus.be/fr-be/>



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Veilig Online: <https://veiligonline.be/>

Internet Safe and Fun: <http://internetsafeandfun.be/nl/home/>

Mediawijs MediaCoach: <https://www.mediawijs.be/nl/mediacoach>

Mediawijs Calendar: <https://www.mediawijs.be/nl/kalender/opleidingsreeks-eerste-hulp-bij-cyberpesten-2022>

✓ **Vitor Tomé**, International MIL Expert and Researcher at Centre for Research Studies in Sociology of ISCTE-University Institute of Lisbon, Portugal

➔ *"Assessing In-service Teacher Training in MIL: a proposal from the field"*

1. In-Service training in MIL
2. Assessment strategy
3. The strategy in Action: through a participatory process

Links (some references below are available in English, others only in Portuguese):

Centre for Research and Studies in Sociology of ISCTE-University Institute of Libon:

<https://www.cies.iscte-iul.pt/np4EN/34/>

Empowering Communities with Media Literacy: The Critical Role of Young Children ([Publication](#))

FAZER O MUNDO INTEIRO ([Publication](#))

✓ **Divina Frau-Meigs**, Professor of Media Sociology, Sorbonne Nouvelle, France & Présidente Savoir*Devenir, Présidente GAPMIL Europe

➔ *"Algo-literacy as next MIL frontier: the Crossover MIL kit"*

1. Assessing the state of MIL & Algo-literacy
2. Project Crossover
3. Towards Transliteracy

Q&A (Zoom Chat):

From Lusine Grigoryan (Media Initiatives Center) *"Are the workshop plans available online? I found the quizzes and the podcast, but not the workshop plans."*

➔ answered by Divina Frau-Meigs (Sorbonne Nouvelle) *"The workshop plans are only launched for podcast 1, on SavoirDevenir.net"*



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Links (all the references below are available in English):

Savoir*Devenir: <https://savoirdevenir.net/>

Project CROSSOVER: <https://crossover.social/>

Policy Responses to false and misleading digital content, Jordan Hill (OECD) (Publication)

Other partners in the project:

DESINFO: <https://www.disinfo.eu>

Apache: <https://apache.be>

Check First: <https://checkfirst.net>

15:30 – 16:30 || Raising standards, opportunities and expectations in digital, media and information literacy amongst teachers

Panel discussion moderated by **Sally Reynolds**, COO, Media & Learning Association, BE.

✓ **Renée Hobbs**, Professor of Communication Studies, Harrington School of Communication and Media, University of Rhode Island, USA

➔ Media Education Lab: <https://mediaeducationlab.com/>

✓ **Matthew Johnson**, Director of Education, MediaSmarts, Canada

➔ MediaSmarts: <https://mediasmarts.ca/>

MediaSmarts Digital Media Literacy Fundamentals: <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals>

✓ **Juliane von Reppert-Bismarck**, Executive Director & Founder of Lie Detectors, Belgium

➔ Lie Detectors: <https://lie-detectors.org/>

✓ **Onno Hansen-Staszynski**, Binckhorst Institute, The Netherlands

➔ Binckhorst Institute: <https://binckhorst.institute/>

Ezzev Foundation: <https://ezzev.wordpress.com/program-adt-edition-2021-2022/>



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Discussion Zoom Chat:

From Renée Hobbs (Media Education Lab) "*The Problem of Scale Why Now? The Power of the Inciting Incident Investing in Inclusive Learning Communities Mobilizing Evidence on the State of ML Implementation at the Hyperlocal Level*" see [Presentation](#).

From Andy Demeulenaere (Mediawijs) "*Just digressing here, but I can't help but share how much I love Mediasmarts' House Hippo's #whishIhadoneathome* <https://youtu.be/yvgky74B>"

From Iglia Ivanova (Media Literacy Coalition Bulgaria) "*From all the uses of digital literacy and digital media literacy not only from presenters today, but observing and reflecting on the question of terms and definitions, I am to some extent struck that we are not talking about communication literacy instead. To me we are already in post-digital age (the digital part is already intrinsic) to be necessary to point it explicitly. But the convergence of prosumption of media content with communication is an aspect of digitization and the transformed media-information-communication environment we inhabit that is worth analyzing and understanding better.*"

From Divina Frau-Meigs (Sorbonne Nouvelle) "*A ressource from our previous research with YouCheck project, of interest for this discussion: Nygren, T., Frau-Meigs, D., Corbu, N. et al. Teachers' views on disinformation and media literacy supported by a tool designed for professional fact-checkers: perspectives from France, Romania, Spain and Sweden. SN Soc Sci 2, 40 (2022). (Publication)*"

From Renée Hobbs (Media Education Lab) "*But it is noteworthy that the "inciting incident" can displace attention to other worthy topics. When did ML educators stop teaching about media violence, for example? With the rise of extremist violence, it is a topic we should pick up again?*"

From Pierre Fastrez (UCLouvain) "*I'll shamelessly plug one of our recent publications: a systematic meta-review on ML, IL and DL that points the proliferation of literacy concepts and the problems that it causes. <https://digitalcommons.uri.edu/jmle/vol14/iss1/12/> (Spoiler alert: it comes with recommendations on how to move past these problems)*"

From Matthew Johnson (MediaSmarts) "*Renee, I think a comprehensive approach is a good way of avoiding that kind of displacement. We do still teach about media violence (including extremism and online hate) because we've identified them as essential topics in our framework, rather than only chasing the latest "inciting incident."*"



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From Juliane von Reppert-Bismarck (Lie Detectors) *"Especially in the digital space which is changing so fast. There is no way official documents/ school text books can keep up with this. An inquiry-led approach, again, is important. But this requires a radical change for many teachers."*

From Renée Hobbs (Media Education Lab) *"Knowledge transmission (banking models of education) vs inquiry learning: are there differences about the use of these models that differ around the world?"*

From Juliane von Reppert-Bismarck (Lie Detectors) *"That's a good approach for sure, and scaffolding is important. What I mean is, how does one facilitate this culture change among the teaching body. What teachers will help with this?"*

From Dr. Belinha De Abreu (IC4ML) *"In some ways this has to do with how we build a class culture so that students can feel safe to engage in these types of conversations."*

➔ answered by Matthew Johnson (MediaSmarts) *"Dr. De Abreu: And teachers as well! We also found that teachers were often reluctant to engage in digital media literacy experiences because they were afraid that controversial topics will come up."*

➔ answered by Dr. Belinha De Abreu (IC4ML) *"@Matthew Yes. This a problem especially if you are trying to run through curriculum without being thoughtful and deeply considering what we are imparting."*

From Renée Hobbs (Media Education Lab) *"When teachers experience learning communities, they can create those cultures with their own students."*

From Divina Frau-Meigs (Sorbonne Nouvelle) *"Same here in France, especially after the case of Samuel Paty's murder."*

From Renée Hobbs (Media Education Lab) *"Helping teachers learn how to "teach the controversies" is a vital component of media literacy."*

➔ answered by Juliane von Reppert-Bismarck (Lie Detectors) *"Yes exactly, Renee, re the multiplier effect of creating learning communities."*

From Igljka Ivanova (Media Literacy Coalition Bulgaria) *"It is important to have in mind the historical, cultural, political context too - in countries (EU member states) without legacy in media literacy education, without the understanding of the dualism of media nature - both industry and culture, and with compromised media freedom and media pluralism, we need a handicap, we cannot start from the same place and move with the same speed."*



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From Jane Prinsley (The Guardian Foundation) *"Speaking as a teacher in the UK - when we have to teach to a knowledge based curriculum with demanding final exams at the end, an enquiry led approach can only go so far - the system here is designed to deposit knowledge into the minds of students."*

From Andy Demeulenaere (Mediawijs) *"For tackling controversies in the class, we developed the EDUbox Us-Them-Thinking introducing respectful debating on polarising topic: <https://www.mediawijs.be/nl/tools/edubox-wij-zij-denken>"*

From Renée Hobbs (Media Education Lab) *"Powerful idea for news literacy: journalists make mistakes but they're not intentionally manipulating public opinion for power/profit."*

From Divina Frau-Meigs (Sorbonne Nouvelle) *"In France, starting 2023, journalists can get a certificate for training in tandem with a teacher/librarian. Training by 8 trusted parties, with an alliance that controls work quality and references.... More as it develops!"*

From Igljka Ivanova (Media Literacy Coalition Bulgaria) *"and just to mention that even the ECHR through case law is broadening and blurring the scope of journalism as an activity and as a profession (but not as a role) reserved for people working in media."*

From Juliane von Reppert-Bismarck (Lie Detectors) *"Our Lie Detectors "Tandem" puts together journalists with groups of teachers for 4-6 months. It's in development and great to see that in France this is actually being supported structurally. Public policy does play an important part here in creating structural opportunities."*

From Dr. Belinha De Abreu (IC4ML) *"Not to throw a wrench in the system, but this conversation is based still on an adult model being imposed on a generation of students who are not getting information in traditional models of news."*

➔ Juliane von Reppert-Bismarck (Lie Detectors) *"Belinha - we work on exactly this and adapt our sessions to the answers we get from kids about the news sources they consult (twitch, rebox, fortnite, etc etc)"*

From Margaret Holborn (The Guardian Foundation) *"News and media literacy journalism are intertwined we teach media literacy through the prism of journalism, media literacy and educational practice: <https://theguardianfoundation.org/programmes/behind-the-headlines>"*



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Other relevant links:

Bad News, a Game on Fake News: <https://www.getbadnews.com/books/english/> (available in multiple languages)

Media & Learning Announcements ↓

TeaMLit | Teacher Education in digital and Media Literacy: providing guidance, resources and support for teacher trainers in Europe. [HERE](#).

MEDEA Awards 2023 | Call for entris NOW OPEN, submission deadline: 17 March 2023. [HERE](#).

Media & Learning News and Articles ↓

News - Launch of the Guidelines for teachers & educators on tackling disinformation by the European Commission. [HERE](#).

Article - Fulbright-NATO Security Studies report "[Media Literacy at the heart of new demands on education](#)" by Tessa Jolls, President, Centre for Media Literacy, USA.

Article - "[Unpacking Algorithm Literacy](#)" by Jordan Hill, OECD.

Article - "[Baltic states use MIL to fight for their democratic future](#)" by Auksė Balčytienė, Vytautas Magnus University, Kaunas, Lithuania.

Article - "[Hopes and hurdles: European teacher's struggle to tackle digital literacy in the classroom](#)" by Julianne von Reppert-Bismarck & Adeline Brion, Lie Detectors, Belgium.

[All the presentations \(PDF\) are available on the event page on the Media & Learning website](#)



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