



*The MELIA Observatory Project*

**Media Literacy Observatory for Active  
Citizenship and Sustainable Democracy**

**T3.2./1 Documented learning interaction  
Learning Interactions for Higher Education Institutions  
and Non-Governmental Organizations**

## Document Reference

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## 1 Introduction

With capacity building toolkit supporting media literacy and active citizenship competencies in Youth as our starting base, the consortium conducted four documented learning interactions.

The first workshop included educators and researchers in the fields of media, civil society, youth issues and democracy from higher education institutions as well as NGOs dealing with media and other related issues.

The second workshop was organized for media practitioners as well as other representatives of media organizations.

The third workshop was organized for policy-makers and public administrators from different levels and sectors of government, as coordination among various sectors is key to sustaining higher levels of media literacy and education.

Finally, the fourth workshop was a cross-sectoral one, gathering a variety of experts and stakeholders from all different relevant sectors.

The learning interactions were supported by a working version of the MELIA Observatory web platform. Each learning interaction was documented. The reports of the workshop include data that is needed for the final evaluation report on the quality of learning interactions. Learning interactions support the process of building firm relationships among stakeholders of the transnational training network, enabling the transnational exchange of experiences and good practices and ways of making use of them.

This output upgrades the expertise of the stakeholders on how to face the main challenges that some negative developments in the media landscape – like ‘fake news’ and ‘hate speech’ – pose for the development of sustainable democracy in the Danube Region. It

raises the awareness of the importance of media literacy and other civil competencies for the active participation of the citizenry.

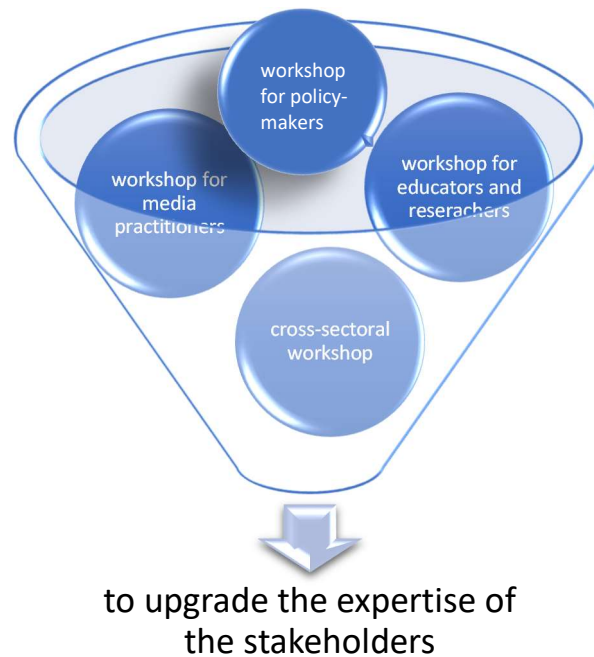


Figure 1: Workshops flow overview

This output directly contributes to PSO1 since it serves as preparation for the establishment of a transnational training network. It also contributes to the improvement of learning and analytical tools (PSO2, PSO3).

## 2 Target groups

### **Higher education and research**

Institutions of higher education and research (universities, independent schools, research institutes) play a key role in the production of knowledge. In the context of our project, they will target particularly higher education institutions in social sciences and humanities, although certain institutions that deal with ICT will also be attracted. They provide knowledge and expertise in the fields of media, civil society, democratization, participation, education and youth issues. They also provide experts in analysis and audit, linguistics, ICT and Artificial Intelligence, pedagogics, teaching and training. Experts from different higher education and research institutions exchange information on trends, developments and good practices. This will lay foundations of future long-term cooperation.

### **Interest groups including NGOs**

There are many NGOs that play a very active role in media audit, non-formal education, promotion of active citizenship and spreading democratic values. Some of them are focused on practical work with the young population. NGOs in the field of media often raise public awareness on the problematic nature of phenomena, produced by the media landscape, like 'hate speech' and 'fake news'. Targeted NGOs are involved in several activities within the project. They provide us valuable feedback on the recent situation and developments in the above-mentioned areas as well as on the usability and applicability of developed training tools.

## 3 Objective

The learning interactions for HEI and NGOs, conducted in the course of this activity included educators and researchers in media studies, civil society, youth issues and democracy from higher education institutions as well as NGOs dealing with media and other related issues. They presented and reflected on the state of media service for youth in the region and discuss trends and tools to develop resilience to negative phenomena, produced by the media landscape.

The following topics for presentations and debates were selected:

- **Curriculum of Training Program on Media Literacy and Active Citizenship**
- **MELIA Observatory Web Platform**
- **Research and Teaching on Media Literacy**

## 4 Materials

Within the MELIA Observatory, a series of materials as capacity-building tools on media for youth and youth educators were prepared. In parallel to those materials, we developed a multi-purpose interface that provides conditions for learning activities, aiming to support media literacy competencies among youth in the Danube region, boosting in the process civil participation. All below-listed materials will be available to the HEI in NGO stakeholders to be used by the end of the project.



*Figure 2: MELIA Observatory interconnected materials for educators*

1. Curriculum of training program on media literacy and active citizenship for:
  - 1.1 elementary school pupils
  - 1.2 high school students
  - 1.3 for educators
2. READING MATERIALS in various languages. The reading list is available here: <https://www.interreg-danube.eu/approved-projects/melia-observatory/section/materials-for-educators>

### 3. MATERIALS FOR ELEMENTARY SCHOOL PUPILS

#### 3.1. HANDBOOKS

- [Manipulation and Propaganda](#)
- [Behavior on Social Networks](#)
- [Marketing and Advertising](#)
- [Critical Thinking Skills](#)
- [News and Hoaxes](#)
- [Politics](#)

#### 3.2. INTERACTIVE PRESENTATIONS

- [Manipulation and Propaganda](#)
- [Behavior on Social Networks](#)
- [Marketing and Advertising](#)
- [Critical Thinking Skills](#)
- [News and Hoaxes](#)
- [Politics](#)

### 4. MATERIALS FOR HIGH SCHOOL STUDENTS

#### 4.1. HANDBOOKS

- [Manipulation and Propaganda](#)
- [Behavior on Social Networks](#)
- [Marketing and Advertising](#)
- [Critical Thinking Skills](#)
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#### 4.2. INTERACTIVE PRESENTATIONS

- [Manipulation and Propaganda](#)
- [Behavior on Social Networks](#)
- [Marketing and Advertising](#)
- [Critical Thinking Skills](#)
- [News and Hoaxes](#)
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### 5. MELIA Observatory Service interface

## 5 Working interactions



On January 26<sup>th</sup>, 2022, FAM Ljubljana together with its Consortium Partners organized the workshop, whereby the learning interactions for HEI and NGOs, carried out in the course of this activity included educators and researchers in media studies, civil society, youth issues and democracy from higher education institutions as well as NGOs dealing with media and other related issues. They presented and reflected on the state of media service for youth in the region and discuss trends and tools to develop resilience to negative phenomena, produced by media landscape. Due to the inconvenient situation around Covid-19 pandemic and all enforced measurements, it was obvious that the event would take place online, namely on the ZOOM platform. As far as the participation, in general, is concerned, the event was completely free to enter with no registration required.

## **6 Lessons learned**

### **Welcoming Speech – Prof. Dr. Matevž Tomšič, School of Advanced Social Studies**

The Project Leader and the Chief Designer of the workshop, Prof. Dr. Matevž Tomšič and assist. Prof. Janez Kolar, School of Advanced Social Studies (FUDŠ/SASS) sincerely welcomed more than 40 participants, members of the Consortium and Policy Impact Committee as well as speakers from whom presentations and lectures are especially expected.

### **Curriculum of Training Program on Media Literacy and Active Citizenship - Radka Michalová, Edhance**

Mrs. Michalová had a presentation through which introduced the participants with the aspects of curriculums, interactive presentations, handbooks and brochures. Additionally, she also presented one handbook dedicated to the participants (the focus was the outlook and the content).

### **MELIA Observatory Web Platform, Aneta Golebiowska, Algebra**

The next presentation aimed to introduce participants with the MELIA Observatory Platform Interface, a special tool dedicated to automatically annotate words in terms of the sentiment (negative, neutral and positive) as well as the topic of a certain text in general. The presentation was held by Mrs. Aneta Golebiowska (representative from Algebra). In the presentation of the Web Platform, besides the descriptive aspects, there were also highlighted some practical examples were shown in order to explain participants how the platform is functioning.

### **Research and Teaching on Media Literacy, Prof. Dr. Mateja Rek, School of Advanced Social Studies**

The presentation of prof. Rek emphasized the need of support people to overcome the barriers hindering their digital media engagement. Additionally, prof. Rek had an introductory explanation of what is media literacy and also has presented the infrastructure program at the Faculty of Media, which has the aim to collect, manage and archive data on media literacy.

### **Discussion, Brainstorming & Conclusion**

After the presentations and the discussions, there was made a summary of the discussed topics. Additionally, there a number of questions from the participants, which were answered by the host and presenters.