



The MELIA Observatory Project

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

T4.1 Pilot 1 – Elementary school pupils

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1. Introduction

The goal of the present output report is to summarize the achievements and lessons learned of Pilot 1, which was completed in Hungary and Germany.

The output report includes assessments of the Pilot's contents, managements, and actions. The assessments rely on the results of the feedback surveys providing information about the pupils' media skills. The goals are defined in the Framework Methodology for pilot implementation tool to monitor gained skills on topic of medial literacy.

The Pilot 1 in Hungary totally had 5 workshop sessions involving 2 schools, meanwhile in Germany the pilot had two sessions and three preparatory sessions which involved the participating school as well as the officer for civic education of the county of Regensburg.

The organization and the preparation of the events were carried out by the responsible project partners, experts locally in each country. The deliverables are prepared and were forwarded to the respective WP Leader. (D.T4.1.3 Initial capacity building actions in Pilot 1, D.T4.1.4 Follow up capacity building actions in Pilot 1, D.T4.1.5 End piloting report in Pilot 1)

The activities were carried out in the autumn of 2022.

The target group of Pilot 1 is identified as pupils, which means the age group of 13-15 years. In Hungary, it means class 6., class 7., class 8. in elementary schools. PBN, in Hungary could successfully involve around 100 pupils in the 2 schools. In Hungary the training materials were represented by a well acknowledged external expert, Tibor Lovass and we also involved qualified colleagues from PBN.

In Germany the piloting involved 17 pupils of 7th class, as well as the officer for civic education of the county of Regensburg, Mrs. Theresa Eberlein.

The Evaluation Framework document contains instructions and tools for collecting data and recording relevant aspects of the Pilots. The participants had to provide feedback about the curricula of the Pilot Sessions, the quality of the teaching materials and the quality of the organization and implementation of the sessions. The primary information for the evaluation was collected by semi-structured Questionnaire and by discussions with the participants in the pilots.

All training materials (including the handbooks and interactive presentations) were translated to the national languages, Hungarian and German.

2. Planning and Implementation of the Piloting activities in Hungary

The organizers of Pilot 1 in Hungary hired an external expert in order to provide high quality training and to reach out local schools. In order to reach as many schools as possible, PBN initiated an open-call, where 3 schools applied.

2 schools attended the training successfully, meanwhile with the 3. school we are currently in negotiating phase. The reason behind this, is that the school would like to attend the training in the spring period of 2023, which could be in the sustainability period of the Melia project. A key point in the planning and implementation phase was to translate all the materials (including each handbook, prepare each interactive presentations and the questionnaire) in local language, so the pupils can understand more and be more involved in the topics.

We contacted the teachers and arranged them about the order and the interest of the pupils in each topic, so we could prepare a methodology about the order of the interactive presentations. We included local, Hungarian examples specially for the social media and for the fake news part, so the pupils didn't have to google the persons, but they could meet with their favourite international or national celebrities. It was a very helpful idea from the external expert.

2.1 Evaluation of pilot 1 activities management process and main actions undertaken in Hungary

For the purpose of the efficient knowledge transmission and practical training the following preparation of the Pilot's Sessions has been carried out:

- Short introductory lectures were prepared for the main topics;
- The interactive presentations have been translated and examples are linked to the pupils age (relevant influencers, celebrities and actual and punctual news);
- All teaching materials prepared in WPT.3 were translated into Hungarian language.

The links to the MELIA webpage are provided for the pupils and for their respective teachers, so they will be able to download the handbooks and the presentations for further learning.

The following activities were undertaken for the preparation of the evaluation procedures:

A detailed Questionnaire was elaborated to identify of the participants' evaluation of the sessions with the special focus of each question on a central topic as follows (selection):

- Quality of defining the target groups;
- Quality of the selection of youth educators;
- Quality of the organization of the pilot testing;
- Quality of the collaboration between the partners responsible for the implementation of the Pilots and benchmarking activities, etc.
- In methodological terms the Questionnaire was organized according the model "Question and answers in 5-point scale from" Very low" (1) to "Very high" (5).

The aims of the interviews were the following:

- General assessment of the initiative to carry out a regional Projects like MELIA;
- The practical relevance of Projects like MELIA.

2.2 Evaluation of the contents of the pilot 1 in Hungary

2.2.1 The first session of Pilot 1

Description of the interactive event (1):

After consulting with the teachers, we chose 2 training materials for the 2 classes of the 8th grade:

- Behaviour on social media

- Critical Thinking

We also created interactive workshops and tasks for the education based on the handbook and on the experience of the hired external expert Tibor Lovass. The children were actively involved and were happy to share their thoughts and experiences on the topics.

The rest of the material was also presented to them by the class masters. Based on feedback from the principal and teachers, children and educators have found the interactive day in this school useful. The feedback of the school was very positive, and they already expressed their interest in projects like Melia Observatory.

The second session of Pilot 1.

2.2.2 Description of the interactive event (2):

After consulting with the teachers, we chose 3 training materials for the 3 classes of the 6.th, 7th and 8th grade:

- Behaviour on social media
- Critical Thinking
- Marketing and Media

In this case, we also created interactive workshops and tasks for the education based on the handbook and on the experience of the hired external expert Tibor Lovass. For this school, we also consulted with the teachers about the children with special needs about how we could successfully involve these kids. Thanks to the successful consultations, we could actively involve each child and they seemed happy to share their thoughts and experiences on the 3 crucial topics.

The rest of the material was also presented to them by the class masters. Based on feedback from the principal and teachers, children and educators have found the interactive day in this school useful. The feedback of the school was very positive, and they already expressed their interest in projects like Melia Observatory.

2.3 Tools for collecting data for evaluation of the pilot 1 in Hungary

The partners, led by REGLO, developed and applied a Feedback Questionnaire responsible for recording pilots and benchmarking activities.

The structure of the Questionnaire follows the pattern introduced by the Framework Methodology for pilot implementation (deliverables DT.4.1.1, DT.4.2.1, DT.4.3.1). This allowed all learning tools to be tested with the aim to receive feedback about their usability and applicability. The goal was to get feedback from the pupils and the teachers as well on the quality and applicability of educational materials in order to strengthen the capacity of media literacy and prepare proposals for improvement.

The questionnaire was designed in the form of assessment of the usability and applicability of educational material, as well as the quality of training held. In addition, it provides self- assessment of media literacy skills acquired through training. Finally, it measures a degree of satisfaction/dissatisfaction with the learning materials, trainings held and media literacy skills gained.

2.4 Perception of the personal and social relevance of the issues dealt with in the Pilot study 1 in Hungary

The Questionnaire prepared for the study of participants' evaluations of the quality of the preparation, organization and implementation of Pilot 1 in Hungary.

The questions in the Questionnaire, and respectively the answers of the participants were focused on the concept of Media literacy. The respondents could answer the questionnaire anonymously.

According to the feedback from the teachers, the pupils were very happy to receive such a training, and they admitted that it should be implemented somehow to the national curricula, or similar trainings should be held in schools to help them to develop important skills about using the media sources and social media skills.

2.5 Conclusions for Hungary

All in all, we can confirm that education for the responsible use of the media and internet in Hungary is very necessary and demanded. The children learned a lot of new things, watched the interactive materials with interest, and asked several questions. Based on their feedback, they will try to use their knowledge later. The most popular topics were the use of social media and the critical thinking skills.

The success of the first pilot activity of the Melia project in Hungary is confirmed by the fact that PBN was able to involve more than 100 interested and active students in Szombathely. Among the schools the news of the MELIA OBSERVATORY activity has spread, and many have indicated that they would take part in similar interactive trainings in the spring. PBN is committed to follow-up activities and remains in contact with external experts and local schools for future cooperation.

3. Evaluation of piloting 1 activities in Germany

3.1. Introduction

The organisers of pilot 1 in Germany worked closely with the officer for civic education of the county/district of Regensburg, a territorial unit responsible for schools in an area around the city of Regensburg which includes more than 100.000 inhabitants.

Mrs. Eberlein works in a 5 person unit in this field and is closely connected to various youth organisations and specialist services like digital street work, media consultancy for youth and schools and other, which were also involved through our public events and preparatory discussions.

We invited all schools in the area through an open call on our website and directly contacted 5 schools which are well known for related activities.

We prepared the piloting with our chosen school.

Within the WPT.4 – MELIA Observatory Pilot Testing, activity Pilot 1 has been implemented with secondary school pupils in the 8th grade of “middle school”, the basic tier of the three tier (middle school, realschule, Gymnasium) of the Bavarian School system.

Capacity building tools on media literacy and active citizenship for secondary school students developed in WPT.3 have been tested with the aim to receive feedback on their usability and applicability from pupils, teachers and supporting educators.

The Pilot 1 actions have been implemented according to the Framework methodology for pilot 1 implementation with the tool to monitor the gained media literacy skills (D.T4.1.1).

In order to be tested in Germany, the capacity building tools for secondary school students have been translated into the national language.

It was agreed that the concept will be rolled out to the other schools in cooperation with the department of civic education after the testing has proved its value and schools are more available, presumably in the week before the summer holiday 2023.

During the implementation, based on the general concepts and materials in the MELIA handbooks and presentations we used examples from Germany and chose a slower pace of delivery and more interactivity to adapt to the interaction habits of the pupils.

The report at hand documents the implementation of piloting in Germany.

The piloting consisted on an adaptation and translation of the training tools and evaluation instruments.

SASS from Slovenia and WPT4 leader, REGLO from Bulgaria were responsible for preparing framework methodology for implementing the piloting activities.

This document is the report on pilot 1 as implemented in Germany.

3.2 Implementation of the piloting activities in Germany

The paragraphs to follow are a shortened version of document D.T4.1.5 End Piloting Report P 1, Germany, which includes additional information and evidence, including extended data analytics and charts on the

quantitative results of the piloting activities, documents used for delivery and evaluation as well as other information.

3.2.1 Preparation of the piloting and main actions undertaken in Germany

The discussions regarding the implementation of the piloting activities started in December 2021 and more frequent during the online meetings organized by the responsible of WPT.4, REGLO from Bulgaria starting with January 2022.

Experts from SoWiBeFo e.V. participated at the online and face-to face meetings and sent observations, comments, suggestions regarding the proposed framework methodology for implementing the piloting activities, namely on the participant piloting evaluation questionnaire.

The piloting activity organized by SoWiBeFo e.V. was set for 27. September 2022 and 27. October 2022. The location of the activity was the Placidius Heinrich middle school in Schierling/County of Regensburg.

Before the event took place, the SoWiBeFo e.V. team undertook the following actions: ·Several schools in the Regensburg region have been contacted along recommendations by the officer for civic education of the county of Regensburg, Teresa Eberlein. All schools were informed about the approach and results of the project along with the planning for the piloting.

The Placidius Heinrich middle school in Schierling/County of Regensburg was chosen for the representative sample of pupils and the high level of engagement of the teacher Ulrich Bauer, which makes a sustainability of the activities in the school highly probable.

Promotional material and networking building: Promotional material have been prepared for the participants at the piloting activities.

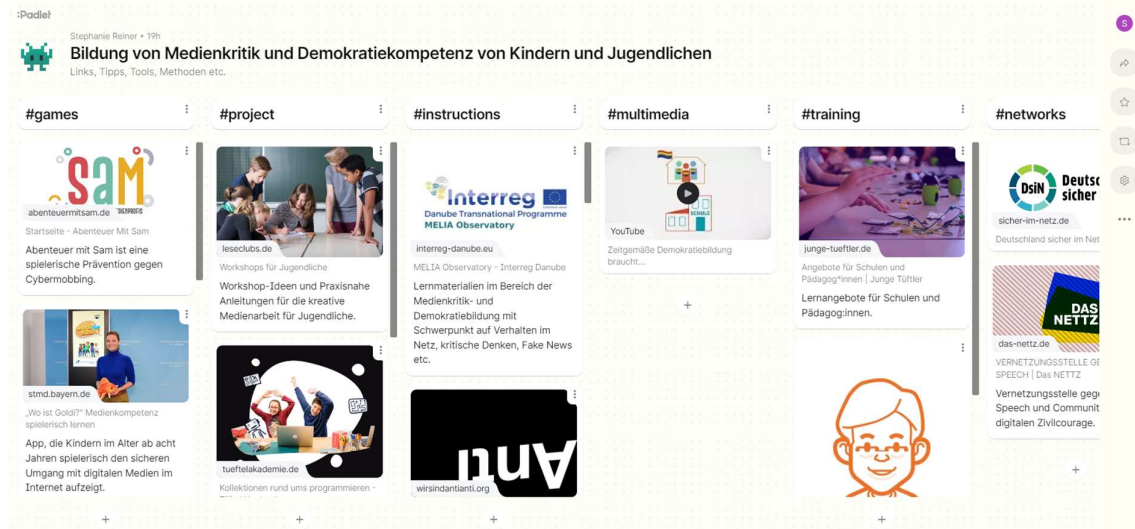


SoWiBeFo worked with a number of stakeholders who accompanied the preparation and implementation of the event and have been contacted individually and through participation in the final event for the general audiences.

- Member of the German Bundestag (national parliament), Marlene Schönberger (M.A. Political Science, researcher about media criticism and political education, PD cand on the topic; Bundestag committee on education and research, committee on culture and media) <https://www.marlene-schoenberger.de/>

- Stadt Regensburg, Esther Christmann (youth protection unit and media projects)
<https://www.regensburg.de/leben/jugend/jugendschutz/angebote-der-jugendschutzstelle/medienprojekte>
- Stadt Regensburg, Vera Spanner (office for equal opportunities)
<https://www.regensburg.de/rathaus/aemteruebersicht/direktorium-1/direktorialbereich-1-db-1/buero-fuer-chancengleichheit>
- Landkreis Regensburg, Theresa Eberlein (educational child and youth protection and political education)
<https://www.landkreis-regensburg.de/buergerservice/kinder-jugend-familie/jugendamt/?erzieherischer-kinder-und-jugendschutz-politische-bildung&orga=149342>
- Medienfachberatung Oberpfalz, Volker Dietl (media consultant)
<https://www.medienfachberatung.de/oberpfalz/>
- Bezirksjugendring Oberpfalz, Katha Röhl und Nando Petri (digital streetworking)
<https://www.bezirksjugendring-oberpfalz.de/was-wir-tun/digital-streetwork/>
- MINT-Labs Regensburg, Dr. Fabian Queck (educational opportunities for children and young people in stem subjects)
<https://www.mint-labs-regensburg.de/>
- Institut für Medienpädagogik in Forschung und Praxis, Maximilian Winter (consultant for media education)
<https://www.jff.de/>
- HSD Hochschule Döpfer, Prof. Dr. Amelie Altenbuchner (researcher for media criticism)
<https://www.hs-doepfer.de/hochschule/team/amelie-altenbuchner>
- University of Applied Sciences (OTH) Regensburg, Prof. Dr. Katherine Gürtler (researcher media literacy)
<https://www.oth-regensburg.de/professoren-profilseiten/professoren-ank/prof-dr-katherine-guertler.html>
- Learning Game „Abenteuer mit Sam“, Cäcilia Präckel (founder of the project)
<https://abenteuermitsam.de/>
- Hatefree, Dr. Sara Siakala (NGO for legal questions on the internet)
<https://hatefree.de/>

Helpful learning materials: To support the network we collected and shared helpful learning materials with regards to media literacy and media criticism with our network and asked them to share their resources with us. The collection will be maintained and expanded also after the project duration and the network has also agreed on follow up activities.



<https://padlet.com/reiner8/a433bhcrip498tg9>

The German partner SoWiBeFo worked closely with the officer for civic education of the county of Regensburg in the implementation of the testing. The testing workshops were co-facilitated by Mrs Eberlein and SoWiBeFo expert Stephanie Reiner.

3.2. Evaluation of the piloting activity (handbooks and presentations)

3.2.1 Overview of setting

17 high school students from 07th grade participated at the activity on both occasions. The sample remained stable. The sample class consists of students with diverse background, most with migration background and native languages other than German.

The aim was to discuss the principles of social media, fake news, cyber bullying and related issues.

During the event was a moderate interest of the students in the issues of everyday life, drawing on their own experience and trying on this basis to explain their own way of acting, by strengthening their critical thinking and empowering them to participate in political life in the face of the often deeply negative phenomena promoted by the media.

The presentation of the project and the dissemination of the educational materials by a flyer which linked per QR code to the handbooks and presentations equipped the students with all materials of the project.

The students participated actively, although it was noted that the material had to be delivered in very small steps and the original text was too academic.

The “moving” presentations increased the interest slightly. We observed that very interactive work in very small steps and considering a very short attention span of the students worked best. We worked with the class teacher to pace the delivery.

3.2.2 Tools for collecting data for evaluation piloting activities

We used the common questionnaire DT 4.1.1 in German translation and adaptation, which included an explanation of each more abstract concept within the questions, for evaluating the student perceived learning and experience.

After the first testing workshop the teacher took another 90min to go through the questionnaire and explain it to the students.

After the second workshop the questionnaires were filled in and collected directly.

3.3. Survey Feedback Results

For detailed quantitative results and the charts discussed, please refer to document D.T4.1.5 End Piloting Report P 1 Germany. We discuss the general results in the following paragraphs.

As part of our piloting, we surveyed the participating students about their media literacy and gathered feedback on how helpful they found the training, including the learning materials developed in the Interreg project MELIA.

The evaluation took place at two points in time: After the first training and the second training.

The result shows that the students assess their media skills as average after the first training.

After the second day of training, the picture was as follows: There is a slight deterioration in the assessment of media competence. Thus, more students think that they have rather poor media skills and fewer students say that they have rather good or very good media skills.

This deterioration at first sight seems disappointing. However, the more sceptical self-assessment indicates a more realistic assessment of the students competence in media literacy. The training might have raised the awareness for the problem and needed competence and indicated that the short intervention was not enough to substantially raise the competence level and more learning is required.

This was followed by an assessment of the quality of the preparation of today's workshop and the teaching materials: Do you think this training was well prepared? Do they like the material that was handed out and shown? The students had the possibility to choose between "very bad (1)" and "very good (5)".

The students find the training materials mediocre. After the second training unit, there is a slight deterioration. More students are of the opinion that the training was poorly or rather badly prepared.

As all training facilitators are experienced experts in the field the mediocre level of satisfaction may rather indicate an comfortability with the uncommon topic rather than a objectively bad performance. The slight decrease may indicate rising expectations and awareness for the complexity of the topic.

It is important to mention that the students had a "reading night" the night before the second training with an overnight stay in the classroom. On the training day, the students were perceived to be a little overtired, rather unfocused, and not very accessible in the participatory observation.

In addition, the students were asked how they rated the organisation and implementation of the workshop: Was the room good? Were you informed enough? The students had the possibility to choose between "very bad (1)" and "very good (5)".

The organisation is also rated mediocre. The training took place in the students' classroom. The organisation tended to be rated better by the students on the second day of training.

This was followed by a question about the importance of the topics covered in the workshop: Was it interesting? Do you think these things are important? The students had the possibility to choose between "very important (1)" and "not at all important (5)".

Some students express themselves negatively here, but the majority rate the importance as very important or rather important. With regard to the importance of the topics dealt with in the training, nothing changes on the second training day.

In addition, students were asked whether they had received valuable information about media literacy: Did you learn something new and important about it? The students had the possibility to choose between "not at all (1)" and "very (5)".

After the first day of training, the evaluation is balanced. Some students think they have learned something. Others think that they have learned less. On the second day of training, the tendency is more towards average and good.

Students were also asked if they felt they were better prepared to counter fake news and hate speech after the training: Do you think they can now see if a piece of information is false, fake or incites hatred towards people? The students had the possibility to choose between "not at all (1)" and "very (5)".

After the first training session, many students answered very poor or rather poor.

In comparison, on the second day of training, their assessment is more positive.

The majority of the students think that they can distinguish between hate speech and fake news better than before.

In this context, the students were also asked whether they would advise a close friend to also participate in the workshop: Will you tell a friend to attend the same workshop if it is offered again? The students had the possibility to choose between "not at all (1)" and "definitely (5)".

Initially, some students are cautious about recommending the training to others. Some express themselves rather negatively. Others, however, were more likely to recommend the training.

In comparison, on the second day of the training, more students were of the opinion that they would recommend the training to others, but also the amount of pupils who are not willing to recommend the training increased.

In this context, it was exciting to find out how the students rated the applicability of the media literacy training materials presented: Was the training specifically important for yourself? The students had the possibility to choose between "not applicable at all (1)" and "fully applicable (5)".

The result shows that the majority of the students rate the applicability as medium to rather not applicable. On the second day of training, the distribution is more differentiated. On the one hand, the proportion of those who find the training offer rather or fully applicable increases. At the same time, however, there are also more students who say that the applicability is rather or not at all given.

The students were then asked if the media literacy training materials presented were easy for you to use: How did you like the worksheets, slides and examples? The students had the possibility to choose between "not at all useful (1)" and "fully useful (5)".

Interestingly, some of the students did not respond (no answer). After the first day of training, the majority of the students also felt that the learning materials were not useful at all or not at all.

On day two, however, more students felt that the learning materials were useful. The majority of the students said that the learning materials were rather or very useful.

This was followed by an assessment of the concrete media competences. The following aspects were taken into account: Safe use of social networks, behaviour that can signal cyberbullying and identification of inappropriate content on social networks. Moreover, the pupils were asked to assess their media-critical competences, including truthfulness and manipulative communication in mass media, distinguishing fact from fiction, spreading negative prejudices. The students had the possibility to choose between "not at all (1)" and "very (5)".

Looking at the pupils' assessment of their media skills, the it shows that the following aspects are rated most positively: "Behaviour that can signal cyberbullying" and "ability not to confuse what users reveal about themselves on the internet with the truth".

This is followed by the aspects "identification of inappropriate content on social networks" and "safe use of social networks" as well as the "ability to critically evaluate media information" and "ability to recognise that not all information on the internet is true".

The pupils rate the following competency characteristics worst: "Ability to distinguish individual media messages according to their character of fact or fiction", "ability to recognise media messages that reinforce negative prejudices and ideas in society und "ability to recognise manipulative communication in the mass media". No answers are relatively evenly distributed across the competence characteristics.

On the second day of training, the picture was as follows. It is interesting to note that the proportion of "no answer" has fallen sharply. There is only one person who did not give an answer for the competence characteristic "identification of inappropriate content on social networks".

Even after the second day of training, the students continue to rate the aspect "ability to recognize manipulative communication in the mass media" poorly.

It is interesting that some students rate the aspects "safe use of social networks" and "identification of inappropriate content on social networks" worse and others rate them better.

The aspect "ability not to confuse what users reveal about themselves on the internet with the truth" worsens on the second day of training.

3.4 Interviews and Feedback of Educators

We have gathered feedback from the responsible teacher Ulrich Bauer, school social worker Carola Hanusch as well as from Mrs. Theresa Eberlein, co-facilitator, expert in computer science and social work graduate and officer for civil education of youth of the county of Regensburg in conversation with Stephanie Reiner, SoWiBeFo.

The conversation took place after the second workshop, on 27th October 2022 on site.

The information to follow synthesizes information obtained through semi-structured interviews in preparation of the intervention and after the second workshop.

The description of the discussion represents the consensus that emerged throughout the conversation. There was little disagreement between the teacher and the youth educator.

We covered their views on the following topics:

- Various aspects of the curriculum;
- the design and quality of the training provided under the pilot project;
- the quality, usability and applicability of the training materials (interactive presentations and manuals);
- **What is your opinion on the topics selected for teaching and strengthening media literacy in the curriculum of the Media Literacy and Active Citizenship Training Program for Secondary School Students?**

Currently, media literacy is not a big part of the learning curriculum at secondary schools in Germany. Rather, the extent to which teachers include media literacy in their curriculum depends on their commitment.

The teacher in our intervention has included aspects of media literacy in his German lessons.

He addresses the following questions with the students: How do I write with Word? How does PowerPoint work? What is my media consumption like? How do I use social networks like TikTok and what are the dangers?

Especially the aspect of media consumption is considered important.

Here, the teacher observes a conspicuously high level of media consumption, which in part affects everyday school life, but especially the performance of the students. The teacher also emphasizes the way social media is handled: for example, there have already been cases of cyber grooming in his class, cyberbullying through exposed photos or self-created collages of people.

The teacher also points out that the students are not aware of the legal situation - however, there is also little response when the subject is raised, as the Internet tends to be perceived as a legal vacuum.

Both point out that teachers and educators are rarely aware or fluent in this Social Medium and therefore much of the media consumption “world” of the students is unknown to them.

As these Social media algorithms also customise the content to the user profile it is almost impossible for the educator to have common ground with the student on the media content consumed, which is a big difference to the traditional media, of which most teachers are unaware.

- Is there enough time in the curriculum (of the piloting) for each topic?

Teacher feels there is not enough time to address media literacy and time to develop media skills, especially media criticism.

The selection of topics is particularly relevant, he said. For example, he feels that in media criticism, critical thinking needs to be encouraged, ideally by provoking the students to make them concerned. It needs an emotionalization of the topic, i.e. students are sensitized for the topics, in which case studies are selected, which also concern them: For example, the percentage of migrants in his class is very high.

Successful sensitization can be achieved, for example, by presenting case studies in which fake news about foreigners is distributed (e.g. all foreigners are stupid) or attacked by hate speech.

Another example, would be raising awareness by addressing girls and sexting or eating disorders promoted by social media because each of the students is either a girl herself or has a sister or a good friend, etc.

Ideally, theming creates a shared flipchart with guiding principles on which to commit as a class. This is then hung up in the classroom so that the topics and agreements can be taken up again and again in everyday school life.

One good practice approach that was mentioned in this context is the "Pack Ma's"(let's get it done!) initiative. It is a prevention concept that interactively addresses crisis situations with students to develop solution strategies in a protected setting.

With "pack ma's" more security and sovereignty should come in the schools! It is about promoting self-assertion and civil courage, but also about training teachers

Students of this relative young age, relatively basic level of education and educational and limited lingual competences need a very slow learning pace, simple, but nevertheless complex didactical arrangement and flexibility in delivery.

A compact teaching/presentation format is unsuitable. Animated presentations meet some of the consumption habits of the students, but a sustainable learning requires a sufficient initial coverage of each topic along with a awareness and preparedness of each teacher to embed the topics and learnings to the regular teaching.

The topic selection was relevant and correct. Critical thinking can be regarded as the core competency for all other topics. It is important to provoke and make people concerned.

It was important to create a common flipchart of topics and questions, which can be used flexibly in the regular classes.

- What do you think about the teaching methods defined in the curriculum? Are they clearly and precisely defined?

It is criticized that the school curriculum in Germany is between 8 and 10 years old.

If you look at 2012, you can see that the digital world is different today: In 2012, Facebook was the most popular social network among young people.

Today, TikTok or Instagram, which didn't even exist at the time (as the social media report by Nielsen and NM Incite shows), are the main social media.

The three platforms differ significantly from each other. Facebook mainly used text and images, which Instagram perfected, whereas TikTok is a stand-alone app that shows short videos and lip sync videos.

TikTok uses AI to suggest interesting content for the user, while Facebook and Instagram rely on user engagement. It is also important that TikTok is used as a medium by Generation Z, whereas Instagram is used more by young adults.

Teachers must be up-to-date on the technical aspects and media. Also, foundational knowledge and attitudes about democracy must be reminded, as democracy has been taken for granted, but is now under attack. This is a topic for teacher education.

Regular programmes of youth education must be complemented with specific media literacy training.

In this regard the MELIA curriculum makes a valuable contribution and the topics are well chosen.

Social Media must be more deeply covered and a continuing and localised monitoring of most recent popular social media content would be very valuable.

It is recommendable to regularly expand and revise the content to make it more localised and to adapt it to the feedback from the practical application. In particular questions asked by the students and identified gaps must be more deeply covered. It is recommendable to involve specialists in the didactics of each age, background and educational level.

This is a very specialist task, that must come in addition to the quite solid academic content. The medial presentation, while partly attractive, animated and colourful, should be complemented by more suggestions for interactive classroom activities.

- What do you think of the specific didactic recommendations for the use of digital materials?

The didactic recommendations were useful and a good starter. Experienced teachers and educators, particularly those who have covered the topic with similar groups before get valuable additional material.

Newer and less expert educators might profit from a broader and more in depth coverage of aspects like engaging students, sequencing, pacing and thought provocation.

Pointers to where finding examples (most non specialist teachers and educators do NOT use the most popular social media themselves!) may help.

Key is encouraging self-activity of the students and a presentation style may even discourage such self-activity. Teachers and educators need to know when “Silence is golden”, as we find that students have a very short attention span and switch off easily.

- Are the specific objectives of the training, the competences to be acquired and the intended learning outcomes adequately defined for each subject?

The teachers and educators need pointers on Fake news, hate speech, cyber grooming, as rules of thumb in every area (easy to listen to, mature in class, follow-up) rather than precise objectives, as the target group is such, that utmost flexibility is required and good didactics need to take the students from where they are rather than imposing specific objectives that can be failed.

The content of the training is considered appropriate. Fake news and hate speech are particularly important aspects in everyday school life and in the everyday life of the students.

However, one important aspect of media competence is missing from the training: cyber grooming, cyberbullying and sexting, i.e. online harassment through dick picks, victim blaming, up skirting, down blousing, sextortion, etc. This type of sexual and psychological violence has a direct impact on the children and young people and their future life.

With regard to the goals of the training, there has been too much focus on the learning outcome and less on the learning experience in order to achieve sustainable learning success. Ideally, there should be rules of thumb or guiding principles in each area - such exercises are rarely found in the training documents. These must be easy to understand and followed up in class so that lasting success is achieved.

Media skills are not formed within 6 hours but need constant repetition and integration in everyday life.

The documentation for teachers is also insufficient. Only the interactive slides are described there, and no comprehensive view of the topic is given. The teacher also needs the background knowledge to work with it. This is flawed and absent from the training objectives.

- What is your opinion on the curriculum of the Media Literacy and Active Citizenship Training Programme for secondary school students in general?

Topics are important and good, also the content is basically correct if a bit blended by the country of the authors.

The specifics of the target group of the German Middle School, a version of secondary school that is more for practically gifted students, need to be considered more closely.

The topics of the training are important and good, especially about democratic competence, although here too the practical everyday relevance is missing.

The fact is, in Germany you can only vote at the age of 18 and it is not clear in the documents how children and young people can participate as democratic citizens - so they are excluded in many places.

Another important factor is that parents largely help to shape democratic competence. However, this target group was not considered at all in the training. Here, too, information and training materials are useful.

- Would you change anything in the curriculum or define something differently? Is there anything that needs to be supplemented or improved?

See above: slower pace, more suggestions for classroom activities.

A complementary training for teachers, specifically on Social Media and a monitoring channel for the most relevant social media in multiple countries (many students consume media in their parents language primarily!) would be helpful.

In addition to the aspects already mentioned, in which the lack of target group justice and the lack of practical orientation due to being affected were noted, the training content should be expanded to include cyber grooming and cyberbullying.

On the other hand, with a view to the sustainability of learning success and learning experiences, other target groups should be considered in the intervention, in particular the systematic and comprehensive qualification of teachers, but also the involvement of parents or civil society organizations such as sports clubs or church organizations.

- What special features do your students have that should receive more attention?

We work with students with many language barriers (many migrants), technical language is a huge problem for these. Reading a moderately complex piece of text can require hours, as many words need to be explained.

Only then the complexity of the content can be tackled. It needs correct sequencing and pacing and a patient embedding and revisiting of the content on every occasion, without being moralistic about media usage. Pupils need a trusted partner for openly discussing their experiences in social media, which is discouraged if these are generally frowned on.

In the piloting Secondary school; three children in the class are without a visible migration background (children and parents born in Germany).

Of course, this aspect must also be taken into account when expanding the target group. The children and young people usually have better German language skills than their parents.

- What recommendations would you give for implementation and mainstreaming?

The programme, despite its shortcomings, is a progress vs the currently available materials.

Therefore, the approach is promising, however it will take substantial and patient efforts for implementing the material with networks of supporters.

We will aim to do this in the Regensburg region with our network of experts. It will require close cooperation between teachers, youth workers and NGO.

It must be considered that all of these are currently in emergency mode due to the challenge to meet even the most basic educational requirements of Russian state aggression victims, as refugees from Ukraine and Syria, which have to be coped with under the conditions of a financially quite drained school system with relatively large classes and an overaged body of teachers.

- Would you recommend the program to colleagues?

The support by the officer for civic education was particularly useful, but we must be aware that this can be only the exception due to a very limited capacity and pre-occupation with emergency cases.

We have to aim at a more uncomplicated organizing through personal acquaintance within a (to be built) community of practice of teachers and educators working in this field. We need to create a folder with useful material to shape dedicated, compact events, such as project weeks.

However, we have to mind that often teachers are discouraged by a dense web of well-intended regulations concerning data protection, parent's rights.

Implementing the topic is important, but the training documents are too far away from the target group for me. Therefore, personal initiative and commitment of individual teachers is also required here, i.e. to deal with the topic independently in depth, because the documents provide too little background knowledge. I also miss the community approach, i.e. I would be interested to know what other teachers are already doing in this area or what experiences they have in addressing this problem with students.

The implementation needs to focus on key matters of democracy, dialogue and critical thinking and personal trust building and should not shortcut to technical solutions.

It has also to be considered that even many professionals struggle to keep pace with technological developments, e.g. most do not use TikTok. Also for this reason building an encouraging regional network and building a social media monitoring channel are key to the sustainable implementation of the programme (and its iterations).

Teachers need materials and tips to include aspects of media competence in lesson planning - this is also particularly important for older colleagues, because they live in a different digital everyday world than children and young people.

As a teacher, I would then continue the discussion after the training, for example with the guiding principles on a flipchart, and anchor the topics in my lessons. A handout or folder of materials would be good not only for teachers, but also for students and parents.

Then, of course, in simple and easily understandable language, so that the topic can also be addressed at a parents' evening and to raise parents' awareness, for example media consumption or the use of mobile phones as well as age-appropriate parenting rules.

You have to start a conversation. It's not just about the technical solution and smartly prepared sets of slides, but about creating a dialogue, because conflicts with the parents are inevitable on this subject due to religious, political, or cultural values.

A prerequisite for the training to work is that teachers are open, also to external people, because teachers alone can no longer keep up with the speed of technical developments.

Specialists and initiatives are needed here to support the school facilities here. It needs a clear reference to their curriculum to get school approval. Ideally, the school board or at least the school management would organize such an intervention for the whole school. I could also imagine including these topics in the project weeks or at events.

3.5 Conclusion and Recommendations for Germany

It can be concluded that the piloting has been implemented with success.

The following aspects can be mentioned:

- Wide network building in preparation of the pilot, including numerous schools and impactful stakeholders, as a specialist committee member of the national parliament
- Cooperation with the responsible authority for civic education of youth is promising for future sustainability
- Approval and support of piloting by policy impact committee (see extra report)
- Piloting workshops fully implemented in spite of limited adaptation of material and evaluation tools to the specific needs of the target group
- Evaluative feedback by students is limited in validity due to observed lack of comprehensibility, however even if interpreted with caution, it is probable that the workshops have raised the awareness for the needed competences and made the students look with more caution at their own competence.
- There is a tendency to recommend the workshop to other students.
- The supportive network that has been initiated through the piloting is expected to continue the activities and further iterate the development of the material.

Recommendations include:

- Continue working on the topic. Assistance and support of teachers and educators is very much needed.
- Continue working on the didactics of the material. The current content is good, but students in more basic tiers of education and lower secondary school pupils, particularly non-native speakers need slower pacing and a continuous embedding of the content in the regular activities.
- Develop a corresponding training programme for teachers and youth workers
- Develop a social media monitoring system and newsletter/portal. Information on current trends in social media is badly needed, in particular on developments in Russia, and south east Europe, as teachers and educators are not aware of the media consumption of pupils with migrant background from these counties.
- Support and fund communities of practice on the topic in the regions and network these.
- Connect University media research and practitioners in Civil Society, Youth work and social work
- Support and expand digital street work to intervene not only in the classroom, but also in the

media themselves