



**Guidelines for teachers and** educators on tackling disinformation and promoting digital literacy through education and training

## Why is action needed?

According to **Eurobarometer:** 



**70%** of Europeans share that they **often come** across news that they believe misrepresent **reality** or are even false.1



8/10 respondents think that the existence of fake news is a problem in their country (78%) and for democracy in general (81%).2



Meanwhile, the time children spend online almost doubled between 2010 and 2020 in many countries. A majority of children use their smartphones 'daily' or 'almost all the time'.



Little over half of 15-year-olds in the EU reported being taught how to detect whether information is subjective or biased.3



Of young people across Europe think that **critical** thinking, media literacy and democracy are not taught sufficiently at school as shown in Eurobarometer data4.



Of 13-14 year olds were shown to be underperforming in the results from International Computer and Information Literacy Study (ICILS)<sup>5</sup> from 2018.

#### What are the guidelines?

A flagship initiative of the Digital Education Action Plan (2021-2027), the guidelines support teachers and educators in addressing the pressing topics of disinformation and digital literacy in the classroom.

The guidelines will ensure that young people are equipped with the skills and competences to live and thrive in the digital age in four ways:

- Generating broader understanding of digital literacy achieved through education and training.
- Promoting responsible and safe use of digital technologies.
- Fostering better public awareness and knowledge regarding disinformation.
- Providing insights into how students can be assessed regarding their digital literacy competences

<sup>&</sup>lt;sup>2</sup> https://europa.eu/eurobarometer/surveys/detail/2553 <sup>3</sup> OECD (2021), 21st-Century Readers: Developing Literacy Skills in a Digital World, PISA, OECD Publishing, Paris, https://doi.org/ 10.1787/a83d84cb-en. Weighted EU-27 averages

OECD Publishing, Paris, https://doi.org/10.1787/doi.org/10.178

## Who are they for?

in primary and secondary levels of education, with some or no prior experience with digital literacy or disinformation.

## How will they help teachers?

The guidelines support teachers:

- To better understand disinformation and how it can be addressed in the classroom.
- To foster digital literacy in classrooms and schools by supporting learners to become digital citizens.
- To navigate key definitions and concepts in the field of digital literacy and disinformation.
- To get inspiration on how to assess students in the area and evaluate digital literacy initiatives in their school.

## What do they include?

- Practical teaching and learning tips on game-based learning, assessing digital literacy and engaging parents.
- Activity plans, which include how to judge information, trace digital footprints and master fact-checking.
- Boxes with insights on digital pedagogy and emotional dimensions of disinformation.
- Cautionary notes on topics that include discussing conspiracy theories and discussing controversial issues.



## Who developed them?

An expert group made up of experts from academia, teacher training, civil society, social media, telecommunications, broadcasting, international organisations and the European Commission.

For more information, see the full final report.

# What can you do to help us promote digital literacy?

- Use the guidelines with your students in the classroom
- Share them with other teachers
- Encourage your colleagues to use them and spread the word

Check out our quidelines



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