RESPONSIBLE YOUTH THROUGH MEDIA LITERACY EDUCATION

YouTHink

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REPORT

Media literacy education insights: key findings from creative workshops and interactive polls

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Work Package 2 Training Combo Development

Deliverable W2/A4 Report

Leader of WP2 Rural Internet Access Points Association

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INTRODUCTION

This report presents the findings of the creative workshops (CWs) and interactive polls conducted in five countries between January 2025 - March 2025 in the framework of the **YouTHink** project (Responsible Youth Through Media Literacy Education), which is funded by Erasmus partnerships for cooperation programme in the field of youth.

CWs aimed to gather insights from interdisciplinary professionals regarding media literacy education for young people. The main aim of the workshops was to map opinions and ideas what those people think about media literacy education and how they imagine involving young people in media literacy education process. In the workshops professionals discussed challenges, shared good practices and explored opportunities in media literacy education, with a specific focus on identifying and evaluating innovative solutions, methods, tools most effective for engaging young people. As a result of CWs, opinions were collected and relevant topics for training materials were defined.

For **YouTHink** project team it was important not only interview professionals working in media literacy-related field but also to discover how young people themselves use various forms of digital media. Therefore, the online survey was made aiming to gather youth thoughts and experiences regarding the challenges they encounter online while browsing the Internet and social media. Their participation was very important as project received up-to-date information on what type of media young people use, the issues they encounter online and social media. It also helped project partners to understand specific needs, expectations for learning experiences that would support in developing relevant media literacy education resources.

The **YouTHink** project is a 26-month project, aiming to develop an innovative educational path in non-formal educational settings, fostering media literacy among young people aged 14-19 to enable them to make critical assessments in the contemporary digital media environment through development of curriculum content that incorporates innovative learning methods, digital technologies and gamified learning elements. The project targets 5 European countries: Lithuania, Italy, Portugal, Slovenia and Switzerland.

IMPLEMENTATION OF CREATIVE WORKSHOPS

There were five Creative workshops organized between January and March 2025 in all project partner countries. Three CWs took place in person and two online. Each CW lasted around 2 hours. In CWs a small group of participants (8-10, depending on the country) discussed their experiences, challenges in the field of media literacy education. The groups were intentionally kept small to provide sufficient space for each participant to express their experiences in-depth and maintain a comfortable space for everyone having in mind an open conversation.

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The discussion was followed by the concrete structure and questions that were categorized in four different thematic areas:

- -Recent trends and challenges in the media literacy education.
- -Needs and expectations of young people in media literacy field.
- -Innovative methods and tools for media literacy education for young people.
- -AI 's impact on critical thinking.

For each CW a moderator was assigned responsible for introducing the topic, ensuring everyone gets a chance to speak, and keep the conversation on track. Each partner followed the prepared guide of how to conduct CWs.

Photos from Creative workshops in Italy and Lithuania

PROFILE OF CWS PARTICIPANTS

When arranging the CWs, for **YouTHink** project was important to invite heterogenous group of people to every CW so that everyone would bring different viewpoints based on their background, experiences in media literacy education field. This diversity in a group also allowed enrich discussions, offer a wider range of ideas and sparked new creative ideas for media literacy education among young people.

In total, there were 40 participants in five organized CWs. All focus groups were composed of both female and male participants. Participants represented various fields of education, business, media, NGOs and youth. Participants' profile split into following categories presented in the chart No.1 Participants' profile.

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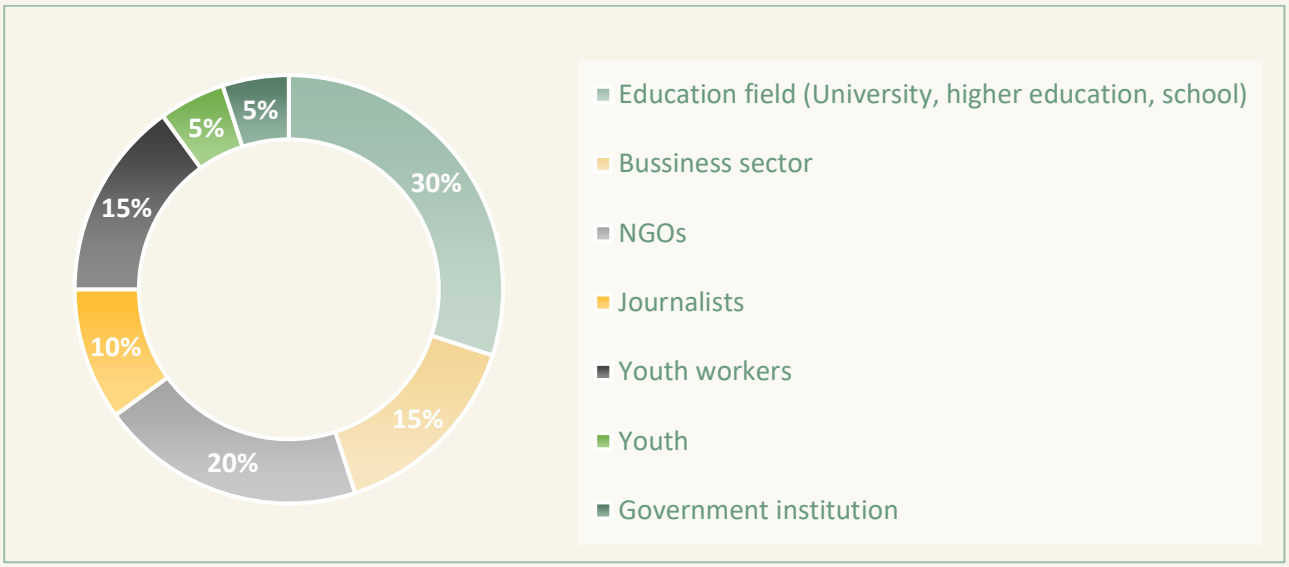

Chart No. 1 Participant's profile

MAIN FINDINGS FROM CWS

After conducting and analysing CWs discussions in 5 European countries with the target group including 40 interdisciplinary professionals, it is evident that the situation in media literacy education field is facing similar experiences and challenges in all the countries with country-specific aspects. This section comprises a summary of main findings in four defined areas including recommendations and conclusions drawn from the cross-country analysis.

Main challenges and problems currently arising in the field of media literacy

The discussion in all CWs began with the participants posing the question: **what are the main challenges and problems currently arising in the field of media literacy?** In all discussions participants acknowledged a significant importance of media literacy topic today and shared their insights from various perspectives.

Most of all participants agreed that media literacy is becoming a key skill for young people in today's digital media-driven world. They also agreed that media literacy face numerous trends and challenges, ranging from fast emerging advanced technologies to the growing flood of disinformation.

The following main challenges were discussed during five CWs:

Undoubtedly, in today's massive information space, it is increasingly difficult to answer the question – **who to trust?** Previously existing authorities, such as scientists, experts, or even presidents, no longer guarantee public trust today. There is an observed levelling of expertise, where it is unclear who is an authority, and people increasingly decide to rely only on their personal opinions or social media content.

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According to **Associate Professor PhD Vincas Grigas from Faculty of Communication in Vilnius University even knowing that algorithm systems (e.g., TikTok or Facebook) manipulate content, and even understanding the risks they pose, people still consciously choose information from these channels because 'it's easier' or it's more enjoyable'.** The advantages people gain outweigh the potential harm.

It is evident that information alone is not enough today – value attitudes are also becoming important. Knowledge does not always lead to responsible behavior if a person values immediate benefits over long-term consequences. This perspective poses a challenge to education: **how to cultivate not only knowledge but also responsible, values-based behavior of young people**.

During discussions, particular in Lithuania, participants put emphases **how significantly people's writing and reading habits, understanding of the author's role, and ethical use of information have changed.** Although it may seem at first glance that everyone can read and write, there is an increasing lack of in-depth reading, the ability to delve into and analyze text and its context. The concept of authorship is also disappearing. In the digital space, people often don't think about who created the information and how to use it ethically. Meanwhile, publishers and information professionals are raising concerns about the superficial consumption culture, which is changing the perception and use of information at all levels – from personal to societal. These changes indicate that media literacy can no longer be limited to the technical ability to use media but a deeper, reflective relationship with information, its origin, form, and impact is also necessary.

Another important challenge mentioned during CWs was related to **media literacy education**, which often focuses on teaching specific skills and neglects the overall understanding of how the entire media ecosystem works. **According to PhD Vincas Grigas, instead of deeper situation analysis and reflection, often only 'tips' are provided, which do not address social practice – i.e., real, recurring patterns of information use in everyday activities, established in the community.** He emphasizes that the foundation of media literacy should not be 'decision making formulas' but the ability to grasp the situation and adapt to the changing media context. This ability requires a holistic understanding – from the message and its source to the social practice, which is often left out, even though it is an integral part of information perception and behavior.

The similar opinion was shared by **Valentina Brilli, a researcher from European Grants International Academy in Italy, saying that the real problem lies in the absence of a method to navigate the vast amount of information available**. An educational approach is needed that not only provides technical skills but also promotes empathy and responsibility. Therefore, teaching only individual tools or skills is insufficient today – a general understanding of how media works is essential. This means that a person must be able to understand the entire information chain: how the message is formed, what its

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source is, what its technical and social environment is, what it serves, and what impact it has.

A lack of critical thinking and source evaluation was identified as one of the most important challenges during all discussions. It was said during discussions that many people accept information based on emotions rather than facts. As a result, false or manipulative information can quickly spread and influence public opinion. There is a lack of attention to encouraging and educating young people not only to receive information but also to analyze it critically, so that in the future they can independently assess the reliability of sources and distinguish facts from opinions. **Media literacy lecturer Paulius Andruskevicius from Lithuania identified one of the fundamental problems of the information society – a lack of personal responsibility.** According to him, people often 'hide behind collective responsibility' and spread messages in the public sphere for which they themselves do not feel responsible. This is particularly evident in social networks, where opinions are expressed quickly, emotionally, and often without arguments. Paulius also notes that society has 'lost the habit of discussing' – discussions have become either superficial or confrontational. Differences of opinion are often perceived as opposition rather than an invitation to dialogue. One of the most important tasks of media literacy is to develop the ability to discuss argumentatively, without succumbing to emotions and manipulation. At the same time, he urges each person to 'take personal responsibility for every message they write and read,' because only then can we talk about true informational awareness. This responsibility is closely related to critical thinking – the ability to resist crowd pressure, not be afraid to have one's own position, and support it with arguments.

The participants of the workshops also drew attention to an important feature of modern society of young people – **the blurring boundary between the virtual and physical worlds**. Recent studies shown that young people no longer distinguish between these spheres as clearly as before. The virtual space is becoming a natural part of everyday life, and this is reflected in both behavior and choices. For example, if someone buys a digital item (clothing in a game like 'Fortnite'), they want to have the same item. Thus, a conscious need arises to connect these two worlds, and the virtual identity begins to shape the real one. This trend shows that media literacy must encompass both spheres simultaneously – not only technological skills but also an understanding of how virtual content affects real values, self-perception, and choices. The boundaries between the virtual and real worlds are decreasing, and this is changing how people communicate, think, and create their identity.

Finally, everyone agreed with even **greater need to raise awareness not only among young people but their parents**, who are the first to set the rules on the use of media consumption as well as those who regularly interact with young people, such as teachers, youth workers, and others.

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Recommendations

Cultivate a holistic understanding of the media landscape and how it functions. Media literacy education should move beyond teaching specific technical skills or providing simple 'tips'. Instead, it needs to foster a deeper, reflective understanding of how the entire information chain functions.

Promote critical thinking and personal responsibility. Education should actively encourage young people to analyze information critically rather than accepting it based on emotions. Furthermore, fostering a sense of personal responsibility for the content they create and share is crucial.

Integrate understanding of the blurring lines between the virtual and physical worlds.

Needs and expectations of young people in media literacy education

Today, the lives of **most young people are significantly intertwined with the digital world**. They spend a large portion of their day online, engaging with social networks, media channels, and various online platforms. This reality was constantly reflected in the discussions with participants. As a result of this deep integration, digital technologies shape how youth communicate, learn, have fun, and interact socially, also impacting their thinking, information evaluation, and value formation. Many participants agreed, while digital connectivity offers considerable opportunities, it also exposes young people to a major risk **where young people are overwhelmed by the vast amount of information available yet lack the methodology to process and analyze it critically**. They often settle for the most accessible or popular content without questioning its accuracy or credibility.

Overall, participants also made a few very important observations. One key takeaway was the concerning notion that **young people frequently underestimate the value of media literacy**. This is often because they mistakenly believe their familiarity with technology equates to media savviness. Therefore, participants agreed that media literacy education should not be limited to providing quick tips or basic instructions on how to use different technology or tools. Instead, **it must foster a thorough understanding of the media landscape and the reasons why accurate evaluation is essential**.

Another interesting thought was shared by the **youth worker Laura Vecerkauskaite from Druskininkai Youth Employment Center in Lithuania, which is typical for young people now. She said that today, young people often hide behind the screen, and important topics such as media literacy, responsibility, value-based behavior seems strange or irrelevant topics to them**. In the virtual space, young people express themselves quickly, fragmentarily, often anonymously, and therefore often avoid

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responsibility for their words or actions online. This is not solely their fault – as Laura emphasized, often these young people are simply not heard enough, and the form or content of the topics is not adapted to their worldview. t's observed that media literacy topics often seem 'boring' or 'too far from youth reality,' so it's essential to find forms that are relevant, understandable, and engaging for young people.

The discussion highlighted the **challenge of reaching young people with quality information in an environment where they are mostly informed through social networks, where algorithms prioritise sensationalist and often unverified content**. A key dilemma emerged, should educational content be adapted to this style – i.e., presented in a way that resembles, for example, the discourse of influencers – to engage young audiences? While this approach could make educational content more accessible, it also carries the risk of reinforcing existing trends rather than promoting critical thinking. The crucial question remains how to balance high-quality content with an engaging presentation.

When we talk about young people we must always bear in mind that the term youth cover a large heterogeneous group, said Katja Kolenc from Celje Youth Center in Slovenia. In other countries the participants also stressed the need to clearly differentiate between different groups of young people (children, pupils, university students, young people in employment, etc.), as they have different, distinct needs and challenges, requiring tailored approaches – one method cannot work the same for all. They also pointed to the issue of education that often does not encourage critical thinking. If young people are not allowed to question, explore and authority is imposed on them without explanation, then they cannot be expected to be able to verify information and think for themselves later. Curiosity is inherent in children yet is often suppressed. However, curiosity could be the key to developing media literacy, and young people need to be given the opportunities to, explore and to question.

Recommendations

Promote critical thinking by moving beyond basic technical instructions of technology or tools and strengthen an understanding of how digital media world works, how navigate the overwhelming amount of online information.

Foster critical thinking, curiosity and responsibility by encouraging questioning, exploration and discussions.

Educators need to find innovative ways to present training content in an engaging manner that encourages questioning and deeper reflection.

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Innovative methods and tools for media literacy education for young people

During discussion participants shared their opinions about **innovative methods and tools for media literacy education for young people.** Participants agreed that today there are many ways to educate young people but as per latest trends media literacy education should focus on dynamic and practical teaching strategies. This includes several important recommendations mentioned during CWs:

Recommendations

There is an emerging need and shift from traditional teaching methods to interactive strategies, from direct teaching of technological skills (e.g., how to use specific software or a platform) to a general understanding of the impact of media and their role in modern society. Instead of traditional lectures, interactive methods are increasingly used – simulations, games, and real-life case analysis. This includes not only the technology itself but also its social, cultural, and ethical aspects.

Emphasis is placed on information analysis and the development of critical thinking. A lot of attention should be paid to teaching young people not only 'how' but also 'why'.

Integrating discussions on the mental health implications of digital media, such as screen time, cyberbullying, and social comparison.

Partnering with trusted social media influencers to promote media literacy can be an effective way to engage younger audiences.

Peer-to-Peer Learning or youth ambassadors. Young people tend to connect more with their peers than with adults. By creating a space where older students or trained peers can guide younger ones.

The role of confidence in AI and critical thinking

The role of artificial intelligence (AI) in content creation is becoming increasingly significant. As AI systems become more sophisticated in content creation, they challenge young people's ability to critically evaluate, analyze information and perform essential tasks as translating, writing texts, doing calculations, etc. On this issue, the discussion participants acknowledged that **artificial intelligence (AI) can quickly generate information and tailor it to the user's needs, but at the same time, it can also pose a danger by spreading disinformation, fake news, deep fakes as well as be a reason for loosing essential skills**.

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Young people are not sufficiently aware of the dangers of AI – not just in terms of fake news they encounter on social media, but also that **the results generated by AI are not always correct, and that they themselves are creating fake content and spreading it**. Critical thinking education remains a key challenge – young people (and all other generations) need to be taught to question every piece of information they receive and to use different methods to check the information. Therefore, **as Catherine Equey, Professor at the University of Applied Science and Arts Western Switzerland said it is necessary to teach students and professionals how to critically engage with AI, not just use it as an answer machine.**

In relation to the implementation of **AI tools in educational content, a thoughtful, cautious, and ethically aware approach was highlighted during discussions, along with skepticism towards the uncritical adoption of AI, pointing out the inherent limitations of generative AI, which operates on the principle of predicting the most likely answer, which can lead to serious risks**.

Despite these concerns, the participants acknowledged the reality that young people are already using AI tools and will continue. Therefore, most of participants advocated a pragmatic approach – instead of avoiding or rejecting AI**, it is necessary to find the right ways to integrate it, e.g. teaching the critical use of AI tools, raising awareness of the limitations of these technologies, and developing ethical guidelines for the use of AI in the educational process**. **Madalena Nunes Diogo, from Portugal highlighted, that AI is changing the way we create, consume information and we need to ensure that human creativity is not replaced.**

Instead of an excessive focus on technology, the participants therefore suggested a **greater emphasis on developing critical thinking skill - as the best safeguard against the risks associated with AI**. They also highlighted the need to raise awareness about fundamental rights and responsibilities of individuals and to understand how these intersect with digital technologies and (including AI) in modern society.

Recommendations

To support young people to trust their own judgment when using AI.

Think for ourselves, not just blindly follow AI answers.

Make sure using AI for evaluations follows the rules about privacy and data.

Make aware of all the possible dangers AI can create (disinformation, fake news, videos, audio recording, algorithms on social media, user bubbles, bots, etc.)

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IMPLEMENTATION OF INTERACTIVE POLLS

There were also interactive polls organized between January and March 2025 in all **YouTHink** project partner countries to find out how young people use different forms of digital media. It was important to hear thoughts and experiences about the challenges young people face online while browsing on the Internet and social media.

During implementation of interactive polls process online anonymous survey was created by using tool 'Microsoft Office Form'. A questionnaire was prepared and distributed electronically to various schools, universities through the partner organisations of the **YouTHink** project.

The online questionnaire consisted of 18 closed and open questions, which were formulated and presented in accordance with the aims and objectives set out in the research. All the questions were divided into separate parts. First two sections were focused on gathering demographic information (age, country) as well as exploring participants' online behavior and usage of online platforms. The third section focused on the challenges and dangers participants faced online as well as ways how they verify and check online information. The fourth section was focused on investigating the topics young people were interested about media literacy and the most interesting learning formats.

The "Microsoft Office Excel" data processing software programme was used to summarize the research results, which allowed for reliable statistical analyses and graphical representation of the obtained data.

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KEY FINDINGS FROM INTERACTIVE POLLS

Profile of respondents

A total 207 respondents of age 14-19 years old replied to the survey in all five countries: Lithuania, Portugal, Slovenia, Italy and Switzerland. The chart No 2. shows the distribution of respondents by age, with 19-year-old representing the largest group at 31%. The age groups 15 and 18 have the lowest representation among the respondents, with 9 % and 10 % respectively.

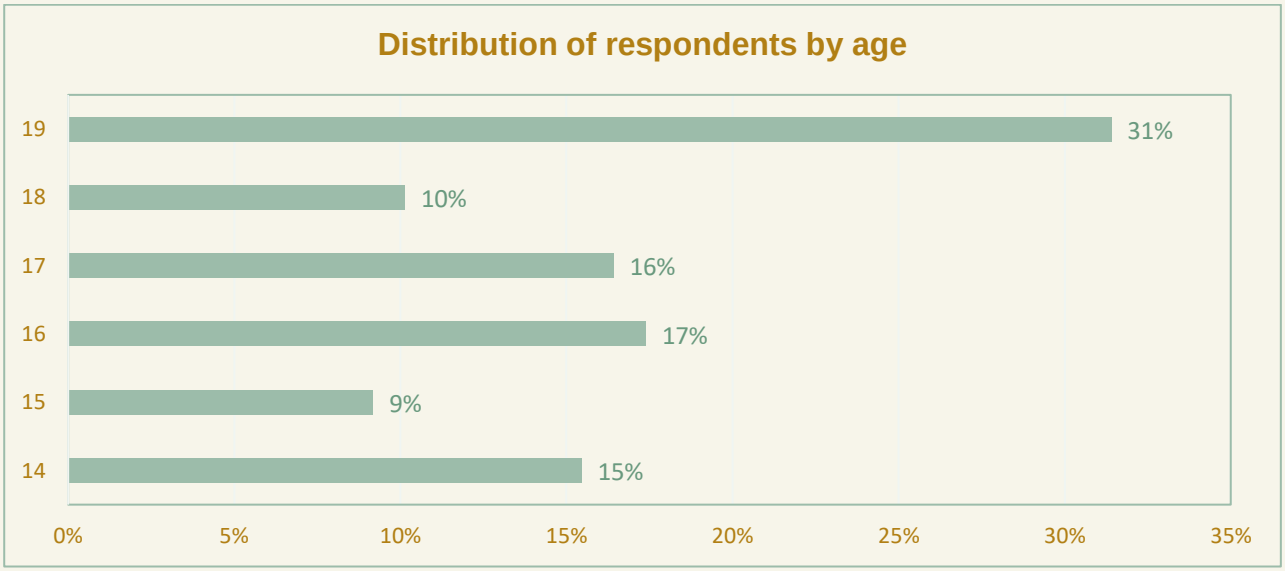

Chart No 2. Distribution of respondents by age

Usage of the Internet

As per survey results in the chart No. 3 most of respondents (58%) spend more than 3 hours a day online. This reveals a significant dependence on the digital space and helps to understand that the internet is an essential part of young people daily lives – both for learning and entertainment. A very small proportion (just 3%) limit their time online to one hour, which may be related to strict parental control, personal discipline, or simply less motivation to use the internet. Looking at the data by the age group, the situation is similar across all respondent countries, except for Switzerland (Chart No. 4). This difference could be related to the fact that most respondents from Switzerland were 19 years who are no longer dependant of parenting control applications, they widely use Internet for entertainment and education purpose.

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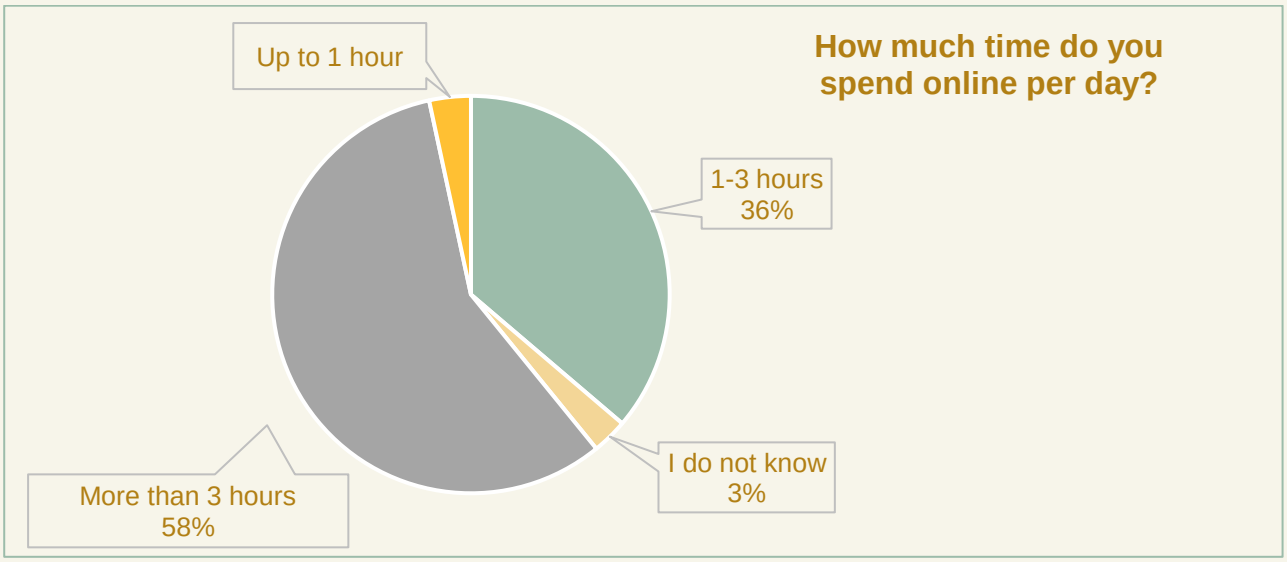

Chart No 3. Time spent online

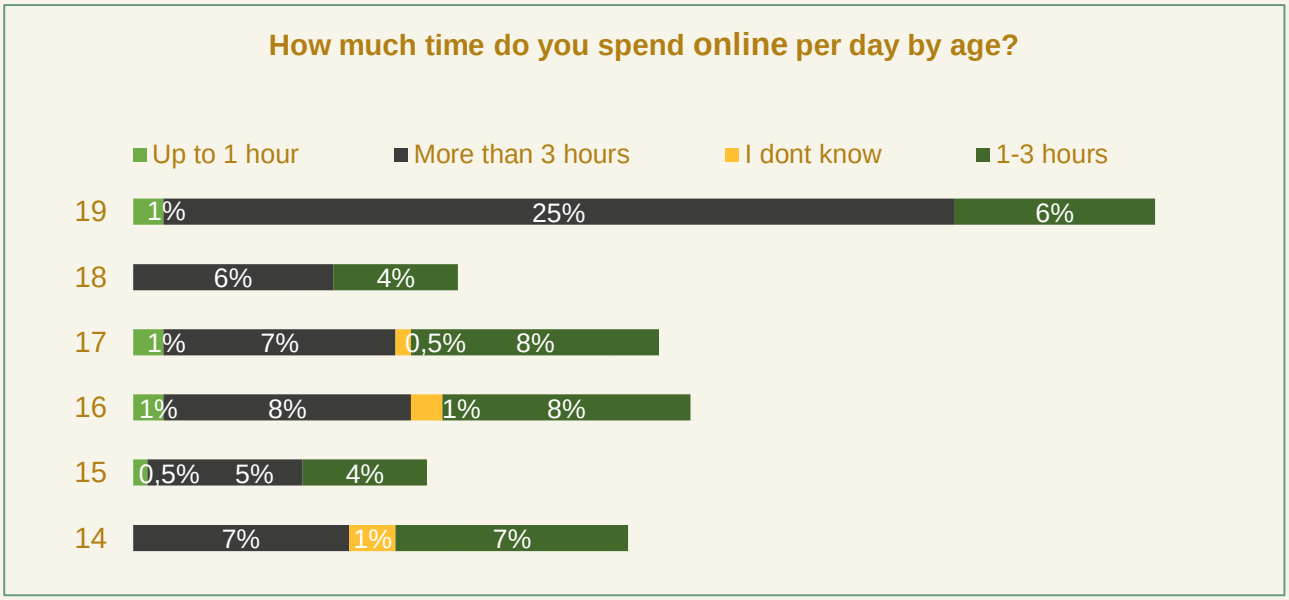

Chart No 4. How much time do you spend online per day by age?

Recommendation

It is important to encourage a balance between time spent online and other activities, as well as to discuss well-being aspects and the psychological impact of digital media with young people.

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Online behavior and usage of online platforms

It is evident that visual content and social network platforms – YouTube (21%), Instagram (20%), TikTok (18%), Snapchat (14%) – dominate. This indicates young people's tendency to choose visual, easily accessible, and personalized information. These platforms encourage rapid, emotional consumption of content, which hinders in-depth information processing. This reflects a culture of consumption rather than critical content creation. The use of news portals is extremely low (only 3%). This may be related to the age and topics which are not relevant yet for young people aged 14 - 19. Interesting finding is related to Discord usage. 11% of respondents do use it. Discord is a platform for deeper communication or discussions – this could be a positive niche for reaching young audiences.

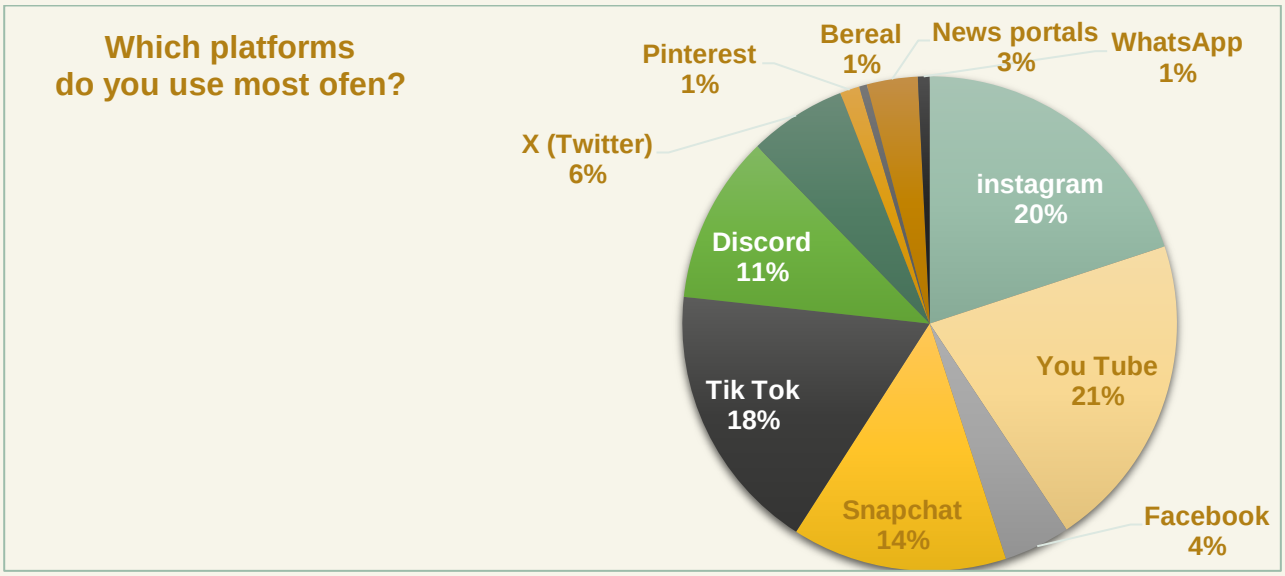

Chart No 5. Which platforms do you use most often?

Upon analysing the chart No. 6, one potential concern is related to a quite low engagement in expressing oneself through writing across all age groups compared to visual methods (images, videos) which is a very visible trend across almost all age groups. Meanwhile visual communication is a powerful tool for youth to receive information, create content, however, writing in many cases strengthens critical thinking as it requires to think, analyse and put it into a logical structure.

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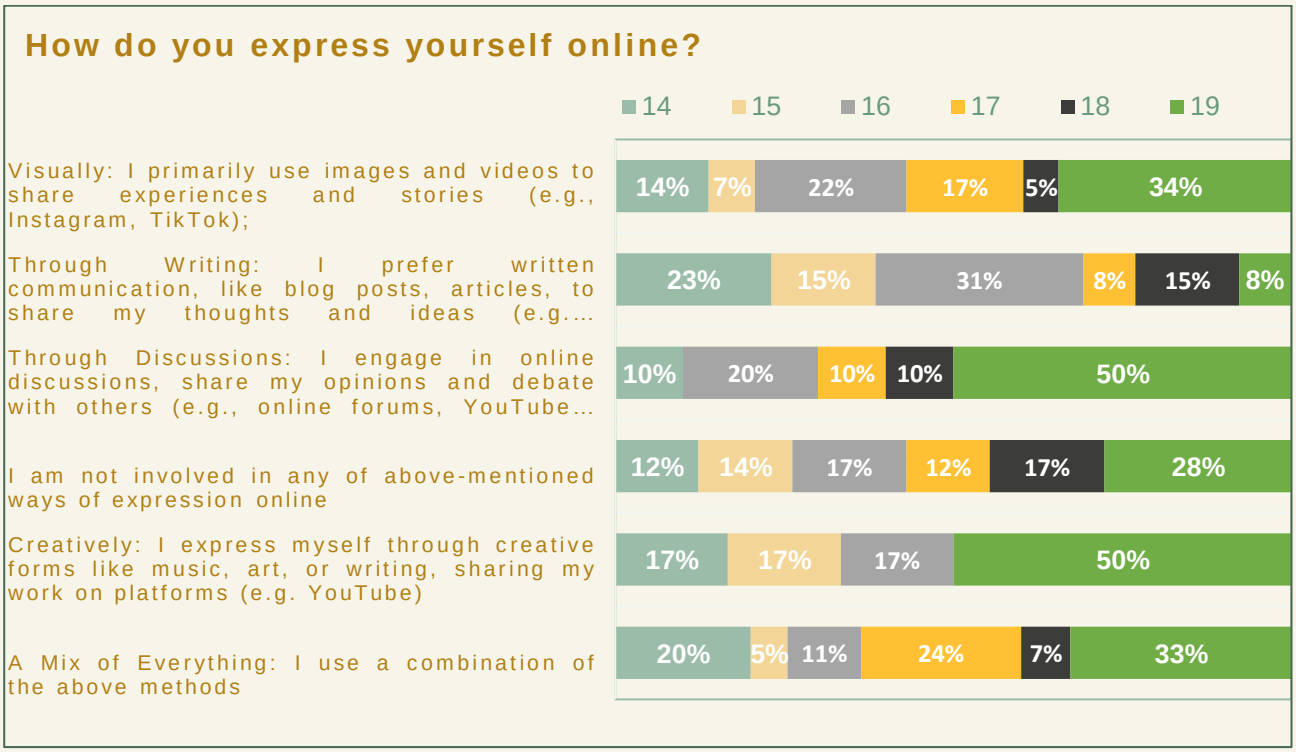

Chart No 6. How do you express yourself online?

Recommendation

The synthesis between visuals and written text in educational materials is important element that allows self-expression, critical skills development for young people.

The ways young people receive, evaluate and verify information online

While analysing the ways how young people receive information about world events social networks dominate and is the primary source of information for young people (35%). This is not surprising, considering the habits of young people and their activity on platforms like Instagram, TikTok, or YouTube. Nevertheless, social media platforms are one of the most dangerous from the point of view of disinformation, spreading fakes news, creating bubbles, etc. The personal networks such as family (22%), friends (21%) have also a strong influence on worldviews.

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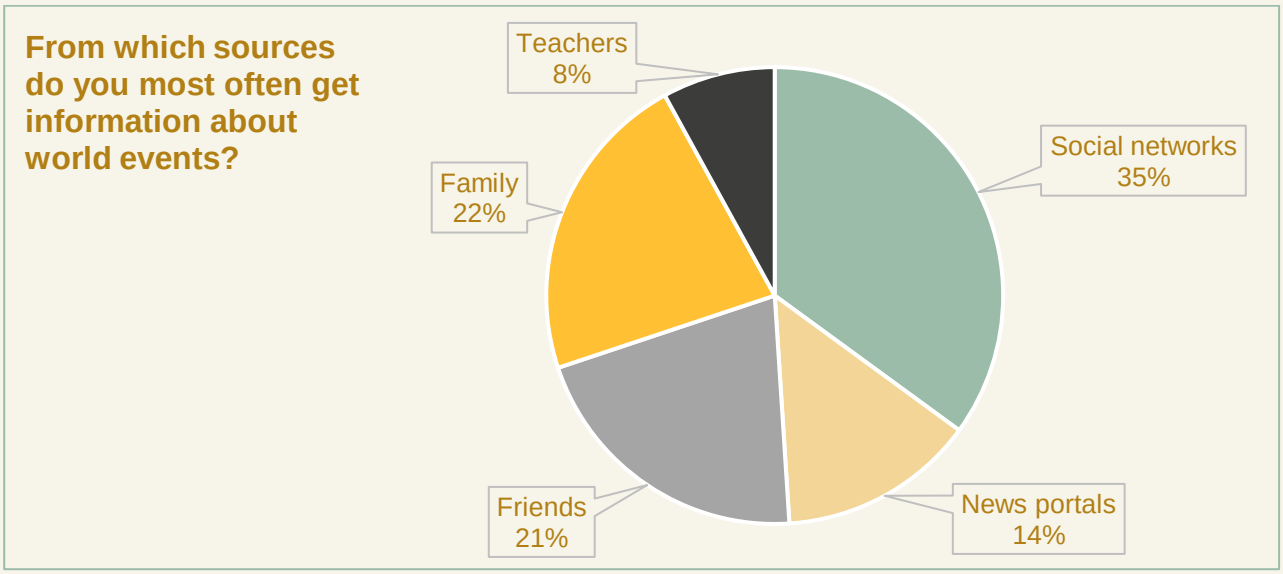

Chart No 7. Information about world events

According to the survey results most of respondents (91%) are cautious and they say that critically evaluate information online ("sometimes" or "rarely" believe in everything). This is a positive sign, indicating a critical thinking skill. However, the fact that more than half (53%) believe what they see "sometimes" shows a certain uncertainty and possibly a risk of easily falling for misleading or false information.

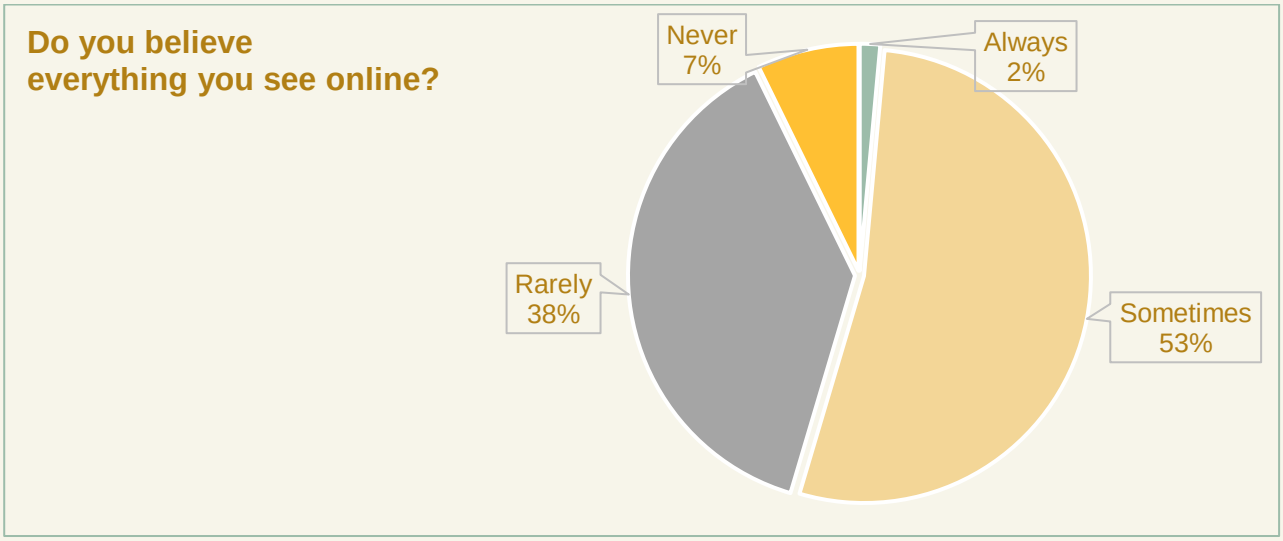

Chart No 8. Do you believe everything you see online?

Survey results show that most young people actively try to verify information through multiple sources (31%) or source analysis (23%) which demonstrates a positive sign and certain level of media literacy skills. However, many respondents (29%) rely on 'common sense' answer, which isn't always objective and correct. Using fact checking (8%) and parents' advice (7%) seem to be not popular choice for verifying information.

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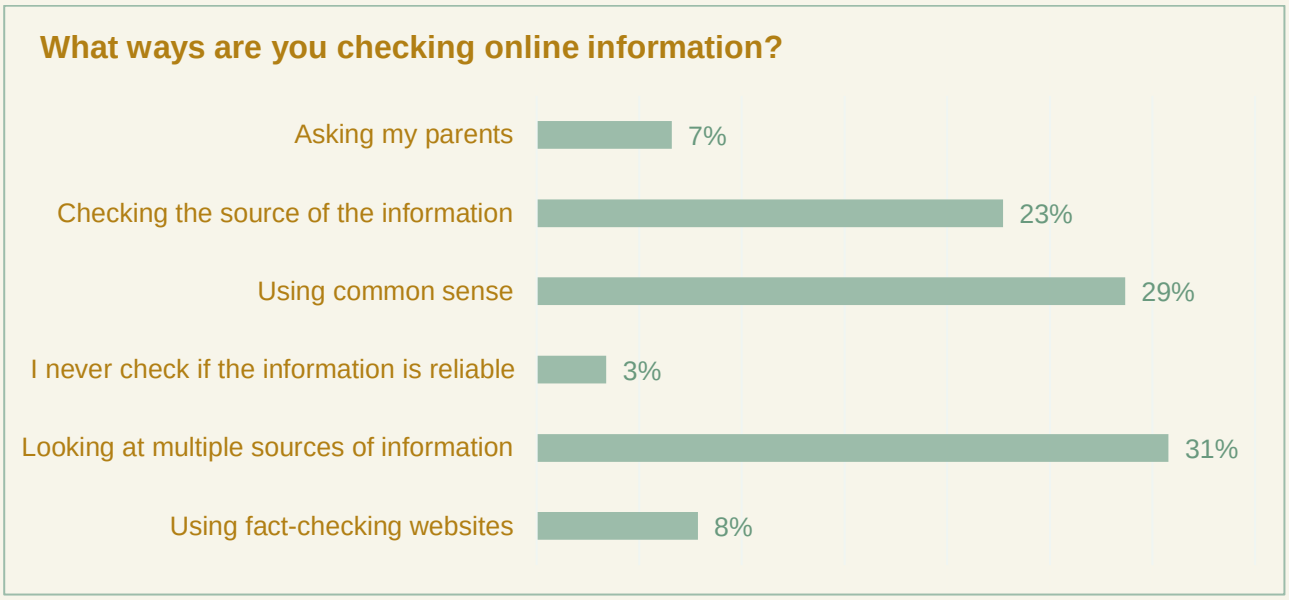

Chart No 9. What ways are you checking online information?

When asking to choose the biggest challenges in evaluating the reliability of sources young people indicate they still face significant difficulties in understanding if source is reliable (41%), distinguishing between opinion and facts (28%). It is also important to note that 13% of respondents indicated an answer 'I don't know' which could mean that they have not yet reflected on their information consumption habits or do not have sufficient knowledge in media literacy.

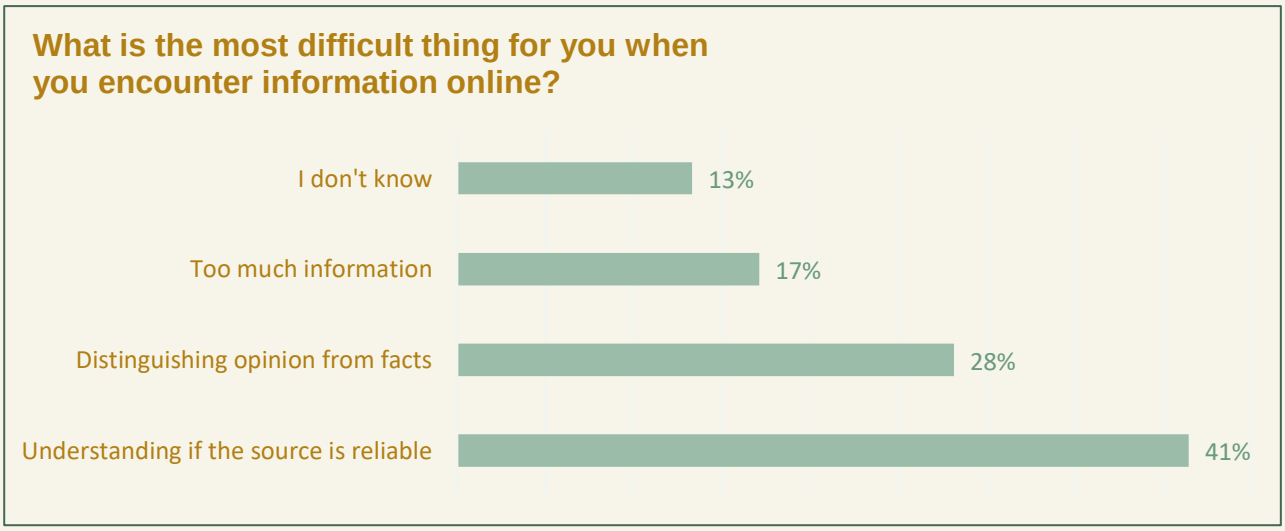

Chart No 10. Difficulties online

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Recommendation

Since social networks dominate and it is the primary source of information for many young people it is important to make them understand how this type of media works, what potential dangers it can create and how to critically evaluate content they find online.

Also it is important to emphasize that media literacy isn't just about consumption but also about creation of content. By understanding how media works and its potential impact, young people can become more responsible and ethical creators of their own online content, whether it's a short video, an image post, or even text-based communication.

Topics of interest in media literacy and ways to learn new things

According to the survey results most young people would like to learn through games and quizzes (24%). This encourages to think about the creation of educational content based on interactive methods – games, tests, simulations. Also, other means and forms like using technology, practical tasks, situations from youth life should not be underestimated and taken into consideration.

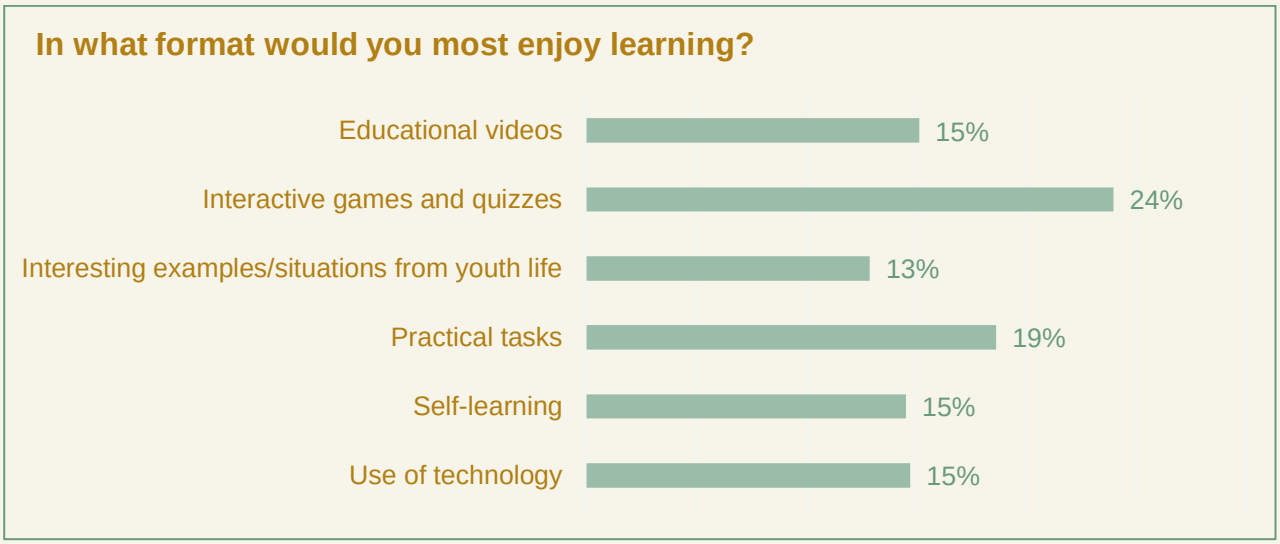

Chart No 11. Ways of learning

Chart No.12 illustrates the topics young people are most interested in learning about. 15% of respondents are interest in online safety and protection of personal data, 12% of respondents want to know how social media algorithms work, how to recognize various scammers online and recognize false and fake information. Interest in practical AI skills is also notable at 11% and in the latest technologies at 10%.

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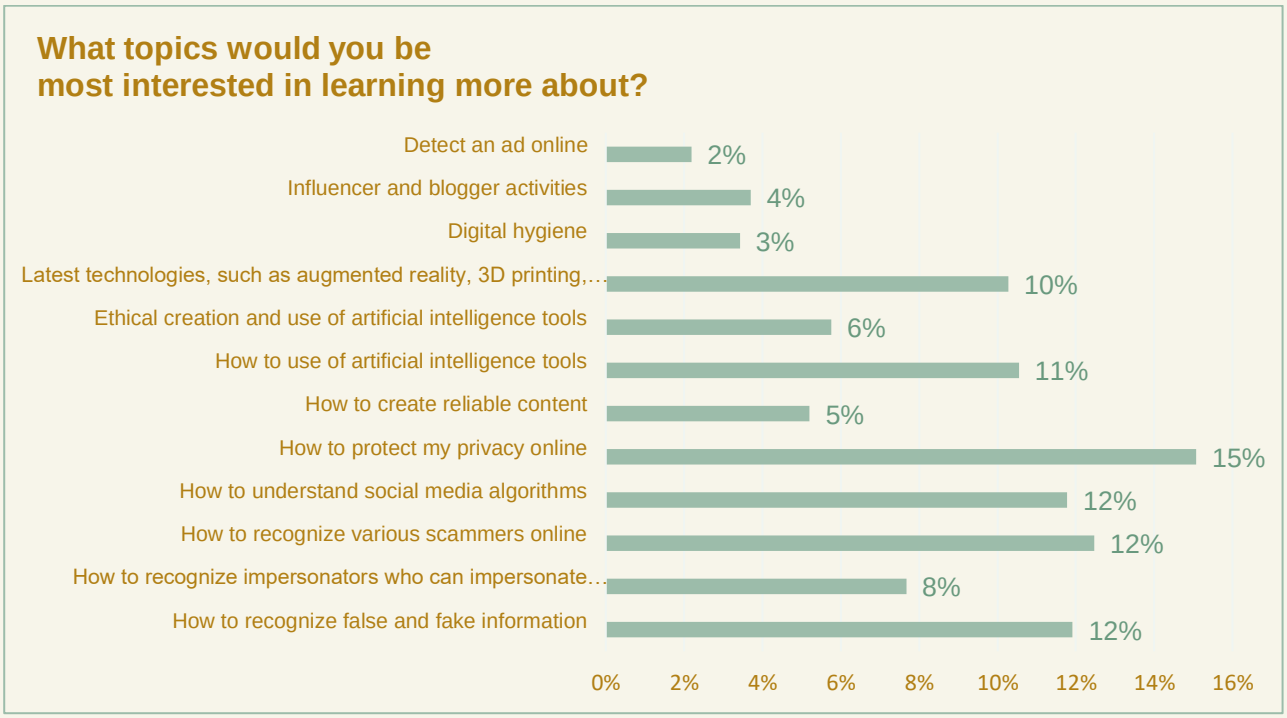

Chart No 12. Learning topics

Recommendation

A blended learning approach with combining video materials, games, discussions, real-life scenarios would be attractive and meaningful way of involving young people in media literacy training.

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THE KEY CONCLUSIONS AND RECCOMENDATIONS

- Educate young people to understand the **role of digital media and its impact on modern society.** This is important because young people can grasp how media functions, adapt to changing contexts, and be able to evaluate information based on facts, not emotions. It's recommended to avoid teaching that focuses on demonstrating instructions for using specific programs or platforms.
- **Promote personal responsibility among young people in the digital space** and foster an understanding that their online actions can have consequences. This includes recognizing that every word written, or opinion expressed can impact their reputation or public opinion.
- **Teach young people to critically evaluate communication with AI** and to use it ethically and consciously. This technology inevitably covers and will continue to cover all areas of human life. Therefore, in education, it's recommended to **adopt a pragmatic approach to AI,** which involves integrating this technology into various educational programs by presenting both the capabilities and threats of AI.
- **Today, media and information literacy education is more relevant than ever, even though research data shows that young people themselves tend to underestimate the importance of media literacy education,** identifying it with technological proficiency. Therefore, **it's recommended to adapt media literacy education programs to the worldview of young people and consider their expectations and needs.** This can be done by using engaging learning methods with gamified elements, utilizing digital technologies, and solving real-life situations that encourage curiosity, asking questions, and exploration. Additionally, MIL education should involve not only young people but also their parents, teachers, non-formal education specialists, and youth workers.

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SUGGESTED TOPICS FOR MEDIA LITERACY EDUCATION

Based on what has been learned during Creative workshops and interactive polls some important topics were defined where young people need support to understand digital media landscape and acquire skills to critically navigate through the massiveness of information online. All ideas were categorized in two main groups: cross-cutting topics and specific media literacy topics.

Cross-cutting topics:

1. How to use AI tools (text, images, audio, video, translation, etc.);
2. AI literacy (make own judgment and not follow blind fully AI given answers, ethical use of AI, disinformation created by AI (deepfakes, audio, etc.));
3. How to recognize false and fake information (to learn how to find, evaluate and verify found information based on facts not emotions);
4. How to promote well-being among young people (less screen time, more human, social interaction, personal discipline).

Specific topics of media literacy:

1. Online scamming (phishing, impersonation, social engineering, etc.);
2. Social media algorithms, bots and eco chambers (bubbles);
3. Online safety and privacy protection (social media, online gaming, and various digital platforms, digital footprint where personal information is often involved);
4. Digital hygiene (meaningful engagement with technology rather than scrolling online, self-care and breaks from screens, psychological impact of screens, virtual-real life balance, etc.);
5. Influencers (what does it mean to be influencer, reality of influencers work, impact);
6. Social media – the world without facts?
7. Entire information chain: how the message is formed, what its source is, what it serves, and what impact it has.

INTEGRATION OF TECHNOLOGICAL INTERACTIVE TOOLS

Considering that the results of the creative workshops and polls revealed that young people often find media literacy topics "boring" or "detached from their reality" , and that the most engaging way for them to learn is through games and quizzes, the plan is to incorporate technological and interactive tools into the upcoming training program to engage young people in learning. During a study visit in Portugal, partners exchanged experiences, discussed, and proposed which tools could be included in the training course designed to enhance media literacy among youth.

- Below are several tools that can be used in the **media literacy learning process**. These tools aim to empower youth to explore, understand, and retain information more effectively. For each tool, a concrete, practical sample illustrates how it can be used.

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- **Quizizz** (https://quizizz.com/?lng=en) is an interactive online platform that allows educators to create and administer engaging quizzes. It's designed to help teachers to provide personalized question sets that adapt to everyone's learning progress. For example, a youth worker can use Quizizz to review key terms and concepts of the topic, crossword puzzles.
- **Kahoot** (https://kahoot.com) - is a dynamic and gamified learning platform that fosters engagement and makes learning fun. It aims to unleash the full learning potential of individuals of all ages, from children to adults, through interactive quizzes and challenges. For example, a quiz can be organized to check what learners have learned during the workshop.
- **Wordwall** (https://wordwall.net) - tool that empowers educators to quickly generate both interactive online games and printable learning materials. Users simply input their desired content, and Wordwall transforms it into engaging activities. For example, a crossword puzzle can be generated.
- **Infogram** (https://infogram.com) - an online platform specializing in creating visually appealing data visualizations and infographics. It enables users to easily design and share digital charts, informational graphics, and maps to present complex data in an understandable way. For example a youth worker after some workshop can share achievements in visual way.
- **Mentimeter** (www.mentimeter.com) - is an online tool that empowers presenters to create interactive and engaging sessions by allowing audience members to respond to questions, polls, quizzes, and other prompts in real-time using their own devices (phones, tablets, or computers). Educator can use it for polls, word clouds, Q&A, surveys.
- **H5P** - is an open-source framework and set of tools that allows anyone to create, share, and reuse interactive HTML5 content directly within their web browser. Essentially, it makes it easy to build dynamic and engaging learning experiences without needing to know any programming. For example, make interactive videos, quizzes, presentations, flashcards, drag and drop activities, virtual tours, etc.

Generative AI tools offer hands-on opportunities for educators to teach media literacy. By actively using these tools, young people can understand how AI creates content, identify potential biases, understand deepfakes, and learn to critically evaluate information in the digital age.

Generative AI tools

Text - AI Assistants
These tools are excellent for exploring how AI can generate text, summarize information, generate graphic content.

- **Gemini** https://gemini.google.com
- **Copilot** https://copilot.microsoft.com
- **Chat GPT** https://chatgpt.com
- **Claude** https://claude.ai

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- **X**.ai https://x.ai

- **Visual - AI Assistants**
- These tools allow youth to directly experience how AI can create images, illustrations, and designs, which is crucial for understanding visual manipulation and authenticity.

- **Ideogram** https://ideogram.ai
- **Leonardo** https://leonardo.ai
- **Artguru** https://www.artguru.ai
- **ComfyUI** https://openart.ai
- **Tengr.ai** https://tengr.ai/en
- **Microsoft Designer** https://designer.microsoft.com

Video and audio - AI Assistants
These tools are crucial for demonstrating how AI can create and manipulate audio, including music and speech, leading to discussions about audio deepfakes and intellectual property.

- **Hailuoai** https://hailuoai.video
- **Invideo** https://ai.invideo.io
- **Sora** http://sora.ai
- **Suno** https://suno.com/home
- **Udio** https://www.udio.com

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