TEACHER'S GUIDE for

#IWASFAKE

Basic Remote Learning Course on "Dealing with Disinformation Amidst the Infodemic"

Course Design

The course contains **four (4) modules** meant to be covered in four (4) weeks. As prescribed by the Department of Education of the Philippines, each module contains **two (2) lessons** and is aligned with selected MELCs (Most Essential Learning Competencies) for the SHS core subject Media and Information Literacy (MIL) *(see MELC matrix in the next page)*. While the #IWASFAKE resources are especially designed for the MIL subject, teachers from all grade levels and subjects are welcome to adopt and integrate any of our content in their curriculum.

Since the invidual modules are ready-to-use they can simply be adopted by the teacher anytime within the semester. However, we highly recommend the adoption of the entire course in its intended sequence (Module A to D).

This course modules are designed for **self-directed** and **asynchronous** learning that can be accessed by students in both **digital** (web platform) and **non-digital** (printable modules) formats.
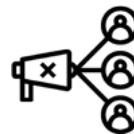
With minimal supervision from their teachers, the students will explore **key questions** in each lesson. It will be done through a brief discussion of **concepts**, real-world examples or **case studies**, and question prompts for s**elf-reflection**. For students accessing the course digitally, pop quizzes, video playlists and links to other supplementary media are also included in each module.

MODULE A
"Fake news" and the Infodemic

LESSON 1. In what ways are "fake news" and the coronavirus similar?
LESSON 2. What is the 'Infodemic' and what makes it a big problem?

MODULE B
Misinformation & Disinformation

LESSON 1. What makes misinformation and dis-information better terms to use than "fake news"?
LESSON 2. What are the seven types of mis-/disinformation?

MODULE C
Practicing Healthy Skepticism

LESSON 1. Why should we keep our emotions in check when we are online?
LESSON 2. How do we find balance between doubting and trusting?

MODULE D
Basic Verification & Reporting

LESSON 1. How can we verify posts and profiles on social media?
LESSON 2. What should we do after verifying mis-/disinformation?

Module Objectives and MIL MELC Matrix

This course is designed not to follow the suggested arrangement of MELCs for the MIL subject. Given that we recommend prioritizing the in-depth discussion of the topic of "fake news" in the MIL subject, we see it fit for teachers to not follow in order the MELCs. Instead we suggest that these MELCs be assigned across several modules/weeks.

Modules	Objectives *By the end of this module, the student will be able to...*	Most Essential Learning Competencies (MELCs) for MIL
A. "Fake news" and the Infodemic	• explain the similarities between "fake news" and the coronavirus • recall local and global events related to the "fake news" phenomenon • discuss the related phenomena of "fake news" and the infodemic • classify different "fake news" about COVID-19 into its four themes	• Discuss the implication of media and information to an individual and the society • Analyze how the different dimensions are formally and informally produced, organized, and disseminated
B. Misinformation & Disinformation	• explain the problem with the use of the term "fake news" • compare and contrast misinformation and disinformation • illustrate how networked disinformation operates in the country • investigate the seven most common types of mis-/disinformation	• Discuss the implication of media and information to an individual and the society • Analyze how the different dimensions are formally and informally produced, organized, and disseminated
C. Practicing Healthy Skepticism	• determine how personal biases influence one's perception of information • identify the tell-tale signs present in most mis-/disinformation • acknowledge one's emotional reactions to given issues • foster healthy skepticism towards the self and the information environment	• Discuss responsible use of media and information • Discuss the implication of media and information to an individual and the society • Analyze how the different dimensions are formally and informally produced, organized, and disseminated
D. Basic Verification & Reporting	• evaluate the accuracy of an image post through Reverse Image Search • verify an information by performing lateral reading • demonstrate the ability to report mis-/disinformation on Facebook • write a fact-check about a piece of mis-/disinformation • appreciate journalists' discipline of verification • commit to empathetic conversation in correcting people's misinformation	• Describe the different dimensions of text and audio-visual information and media • Discuss responsible use of media and information • Cite an example of an issue showing the power of media and information to affect change • Analyze how the different dimensions are formally and informally produced, organized, and disseminated • Present an issue in varied ways to disseminate information using the codes, convention, and language of media

#IWASFAKE Assessments for Remote Learning

Monitoring students' learning is one of the most important tasks of a teacher. This is one of the things that require a major adjustment in the shift to distance learning. Are quizzes and written exams still effective in distance learning? How are we going to check papers and worksheets? How can teachers ensure the integrity of assessments? How are students supposed to be graded?

We have always believed that Media Literacy is at its best when focused on process skills and not on the mastery of content knowledge. Center for Media Literacy notes that *"teaching [Media Literacy] is different from teaching factual knowledge. Media literacy provides a process for learning—the process of inquiry—which can be applied to any content or subject area. It's like learning to tie your shoes or ride a bike—you usually don't "get it" the first time. Becoming media literate takes practice, practice, practice!"* (CML MediaLit Kit, 2008)

This is as good as saying we are not fans of objective type quizzes and written exams when teaching Media Literacy. This, however, does not mean that quizzes are irrelevant and useless in teaching the #IWASFAKE course. Quizzes are best utilized to sharpen students' conceptual knowledge and prepare them for real world application of skills which is the real meat of Media Literacy.

Quizzes

Each module in the #IWASFAKE Basic Course is supplemented with an objective type quiz with answer keys provided at the end. Instruct your students to answer them honestly and check their answers on their own afterwards. The results of these quizzes should not be recorded for student grades because its purpose is just to support your students' learning.

Moreover, for teachers who are doing online learning delivery, we recommend that you use the quizzes for interactive synchronous sessions.

Worksheets

Unlike the quizzes, the worksheets we created require students to use more analytical and evaluative thinking skills. These are designed to better assess the students' media literacy skills in practice as they are tasked to reflect not only on different media content but also their own news consumption. Some worksheets also require data gathering from available media.

These worksheets can be done in one sitting but will take a longer time to accomplish than the quizzes. Make sure to arrange with your students some protocols on how they will submit to you their outputs. Feedback is very important in distance learning. More than the scores you will give their work, prioritize giving your students substantive and personal feedback.

Performance Tasks

Authentic assessment is the gold standard in teaching Media Literacy. As stated above, the most important thing in Media Literacy is the meaningful application of essential skills and knowledge in the real world setting.

While it is important to think about what media tools (e.g. apps, online software) and media forms (e.g. blog, short film, podcast, poster) will be most ideal for the students to use and create, assigning performance tasks must first and foremost consider what specific competencies do you want to see your students perform.

Media Literacy is not the same as teaching Educational Technology nor Multimedia Arts.

The goal of teaching Media Literacy is NOT to train students to produce beautiful media content nor master a media production skill for any given purpose. Rather, the emphasis should be on the "so what": For what purpose and for whom should the media be used and/or created? The performance tasks here focus on the application of the four (4) #IWASFAKE skills and habits. While we identified recommended media tools and media forms to use for these tasks, you may consider others that may be more applicable to your students depending on their contexts. Rubrics are also provided.

The quizzes, worksheets, and performance tasks are all available only to registered teachers of the #IWASFAKE program. This is so that you can manage your students' learning depending on your own context. Once you have downloaded the resources, you may upload them to your respective Learning Management Systems (LMSs) or send them directly to your students.

#IWASFAKE Assessments	Estimated time to accomplish	Requires internet use	Best assigned after module
Quizzes			
1. Classification: COVID-19 "Fake News"	10 mins	No	A
2. Multiple Choice: Misinformation & Disinformation	5 mins	No	B
3. True or False: Practicing Healthy Skepticism	5 mins	No	C
4. Jumbled Letters: Verification & Reporting Vocabs	10 mins	No	D
Worksheets			
1. "Fake News" Free Association	15 mins	No	A
2. "Fake News" Vulnerability Self-Check	15 mins	No	A
3. Deceptive Seven	45 mins	Optional	B
4. Patient Zero Philippines (w/ reading material)	30 mins	Optional	A/B
5. Are You Racist? (w/ reading material)	30 mins	Optional	C
6. Balancing Act	45 mins	No	C
7. Targeted (Fake) Headlines	45 mins	No	C/D
Performance tasks			
1. Kill 'em with Kindness	*	Yes	D
2. Memes4News	*	Yes	D
3. Nose for (Fake) News	*	Yes	D

* Depends on the student