

# MEDIA LITERACY COURSE CURRICULUM

December 2020



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## Introduction to the course

This Media Literacy course has been developed during the Media Literacy for Sustainable Society project implemented in Palestine through the project consortium.

Main goals of the project were:

1. To promote democratic structures of the Palestinian society by supporting media literacy among young adults, access to information and freedom of speech.
2. To support local media education institutions and actors, helping them in their work in educating a new, more responsible and media literate generation of journalists, citizen journalists and media users for the region.
3. To promote active citizenship of the Palestinians by empowering Palestinian young adults to actively, constructively and peacefully participate in the society through different media channels.
4. To strengthen the Palestinians ability to recognize and resist counter media and propaganda to prevent radicalisation.
5. To prevent social exclusion of vulnerable young adults, such as women, by offering them low-threshold education and strengthening their career prospects, means to participate in the society and have their voice heard.

During the project the know-how of the local media educators was updated, and a group of new media educators was trained and equipped with the latest teaching methods and materials. The study materials are made open-access and marketed for further use. Therefore, indirect beneficiaries are all people interested in the fields of media or communication as a career or a hobby. These indirect beneficiaries will also benefit through the increased and updated skills of the local media educators, trained by the help of this curriculum.

The overall aim of the course is to support local media education institutions and actors, helping them in their work in educating a new, more responsible and media literate generation of journalists, citizen journalists and media users for the region. The course and independent parts of it can equally be used to increase the media literacy of any target audience.

**DISCLAIMER:** The views and opinions expressed in this guide are those of the authors of the Media literacy course outline and contents. Their views and opinions do not necessarily reflect the official policy or position of any agency of the Ministry of foreign affairs for Finland who financed the initial project this guide is an outcome of.

## Course summary

### What is the aim of the course?

The overall aim of the course is to support local media education institutions and actors, helping them in their work in educating a new, more responsible and media literate generation of journalists, citizen journalists and media users

### What are the proposed objectives for the course?

- Basic understanding of the profession journalism
- Basic awareness about different article types
- Becoming a critical reader of media
- Understand how media constructs its texts (meaning not only written texts, but also photos, pictures, videos, audio)
- Recognize the various purposes of media texts
- Assess critically media texts both received and produced by participants themselves
- Being able to use several tools to verify information
- Learning the basic tools for security on the web
- Become aware of basics of human rights in everyday life
- Naming and/ or defining personal human rights and also violations against participants human rights
- Increased knowledge about institutions who assist in cases of humans right abuse or violation
- Understand what responsibilities are linked to the universal human rights
- Digital security and daily habits
- Secure passwords
- Digital security tools for social media
- Power of the photo
- Photographer/photojournalist & ethics
- Shot, frame, image size, angle
- Storytelling for video
- Storyboarding / different camera shots / editing
- Video Ethics

### Who is the course aimed at?

This course is aimed at educators training media professionals as well as educators interested in spreading basic knowledge of media literacy to any target audience.

### Who should participate?

For training of professionals, people creating and publishing any type of media content. For other target audiences, any person interested in increasing their media literacy skills and beginning to create any type of media.

## Number of days

This is an online course, based on trainer-led online sessions that last 5 hours each. It is recommended to either organise the training as a full day intensive course where the students spend 2-3 hours after each session working on individual tasks. Alternatively the course can be organised at a pace of 1-2 sessions per week (i.e. 4 weekends).

Due to the duration of the session and the high number of individual work carried out by participants during and between the training sessions, this course is not suited as a part-time course (i.e. evening course taken after work).

It is not recommended to pre-record the sessions or transfer the materials to an self-paced online course, since the collaborative elements of the course (peer sharing, peer commenting, joining knowledge building by participants) is a key element of the course.

## Who will lead the course?

The trainer of this course should be a media expert with long-term expertise on the course substance topics. In addition the trainer should have previous experience in adult education and online training, to ensure a smooth progression of the course.

## Venue

This plan is intended for an online implementation of the course. The online environment is not specified, leaving the trainer free to use a platform of his/her own choosing. An online webinar / meeting tool (such as i.e., Microsoft teams, Zoom, Google meets) contain most if not all elements needed to successfully run the programme.

The course can also be alternatively organised as contact training, following the same structure and tasks. As a key difference, in contact training the students should carry out all of the independent work parts of the programme in small groups, preferably changing the composition of groups each day. A classroom setting of small group tables of 4-6 people in each is strongly advised to ease group work and encourage active conversation and participation between participants.

In contact training, the Zine the participants work on does not have to be an online Spark page but rather take more form of a traditional magazine publication. The requirement of materials needed for contact training include:

- Video projector
- Computer for presenting
- Paper
- Printers
- Markers of varying colors

## Zine explained

The overall purpose of the Zine (short for Magazine) created by each course participant is to create a sample publication and a course learning portfolio. Possible platforms where to realise the zine include Spark Pages, Padlet, Google online tools (gDocs, gSlides etc), Blogging



platforms such as Blogger or Wordpress. When choosing a platform for the individual publication work special attention should be put in the familiarity of participants in using the platform, it's usability to host all the types of contents worked on during the course and possible affiliated costs.

## Course Materials and Copyright

The course materials (lessons) linked to this guide are example lessons created by teachers that have delivered the course previously. Trainers can make use of the existing materials when available or create their own.

This guide and the linked course materials can be used freely, through Creative Commons (CC BY-NC-SA 4.0) Attribution-NonCommercial-ShareAlike 4.0 International license. The license requires that reusers give credit to the creators, in this case Kvs Foundation and Media Development Center of Birzeit University. This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, for non-commercial purposes. If others remix, adapt, or build upon the material, they must license the modified material under identical terms.

## Accreditation / Certification

The participants get a certificate of attendance after successfully completing the course and all related tasks on the online Spark Page.

The trainer can create his/her own certificate template. Attribution to Kvs Foundation is not recommended. If the course organizer wishes to gain attribution permission, they should submit a request through the association website.

# Structure of each training session

## SESSION 1: How does media work?

### Duration

Online training: 5 hours ( including 30 minutes break)

### Materials needed

**Trainer:** computer with Internet access, camera and microphone. Access to an online learning environment of choice.

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

### Objectives of the session

Getting to know each other  
Understanding of the course aims  
Basic understanding of the profession journalism  
Basic awareness about different article types

### Lessons of the day

How does media work (in Palestine and elsewhere)  
News criteria, editorial process and roles; code of conduct (main points)  
Presentation about different article types: news story, point-of-view, interview, feature

## Structure of the day Schedule (Times, activities, examples, links to supporting materials)

Schedule	Content	Mode of delivery
30 minutes	Checking connections Welcoming participants Practical arrangements of the course Introduction of the trainer(s) Introduction to the course (objectives, duration, meeting times & places)	Lesson by trainer
20 minutes	Breaking the ice, introduction of the participants	Activity Each participant introduces him/herself and expectations for the course
10 minutes	Introduction to the course correspondents model during the course, selection of the first 2-3 course correspondents.	During each session, 2-3 course correspondents are selected. The work of the course correspondents is to prepare summaries of the main things they learned during the session and report their summaries at the beginning of the following day. All participants take turns in acting as course correspondents.
30 minutes	How does the media work?	Lesson by the trainer
30 minutes	How does the international media cover Palestine? & Presenting the news story (news values etc.)	Lesson by the trainer
15 minutes	Instructions for the independent work	Introduction + Q&A by trainer Explaining objectives of the exercise + expected outcome at the end of the independent work part. Answering questions of participants
1H 45 minutes (including 30 minutes lunch break)	Coming up with a story idea (is it a video, photograph etc.)	Independent work by participants  During the independent work the trainer remains available in the online learning environment in order to answer potential questions by participants and give further instructions. Participants are encouraged working while logged in



		to enhance building a learning community between participants)
5 minutes	Task evaluation	Activating questions to participants by trainer: how did you find the task? What were your main challenges? What were your main findings?
40 minutes	Idea Collection	Each participant presents their story idea shortly, trainer and participants comment and ask questions
5 minutes	Introduction to homework: Read a chapter on critical media reading on Media Guide	Trainer points participants towards the Media Guide and highlights parts they need to study for next time.
5 minutes	Summary of the day	Trainer summarises the day with participants: what were the key learning objectives and homework. Reminding students of time of next session
5 minutes	Closing the session	Thanking the participants, answering potential final questions

## SESSION 2: Critical reading for media and fact checking

### Duration

Online training: 5 hours ( including 30 minutes break)

### Materials needed

**Trainer: computer with Internet access, camera and microphone. Access to an online learning environment of choice.**

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

### Objectives of the session

- Becoming a critical reader of media
  - Understanding that all articles are produced by humans and they may be biased
  - Understanding that even news stories have an angle
  - Becoming aware of own prejudices and “angles”
  - Being able to recognise reliable sources
  - Learning a set of questions that can be asked each time when consuming media
- Understand how media constructs its texts (meaning not only written texts, but also photos, pictures, videos, audio)
- Recognize the various purposes of media texts
- Assess critically media texts both received and produced by participants themselves

### Lessons of the day

- Media critical reading and analysis
- Fake news and fact checking

### Schedule (Times, activities, examples, links to supporting materials)

5 minutes	Opening of the day: Checking connections Welcoming participants Practical arrangements of the day Introduction to the day (objectives, duration)	Lesson by trainer
30 minutes	First course correspondents reporting their findings, short discussion Selection of second course correspondents (2-3 people)	

30 minutes	Media critical reading and analysis	<a href="#">Lesson</a>
40 minutes	Fake news and fact checking	<a href="#">Lesson</a>
15 minutes	Introduction to independent work	Introduction + Q&A by trainer Explaining objectives of the exercise + expected outcome at the end of the independent work part. Answering questions of participants
2 hours (includes 30 minutes break)	Independent work: Critical reading and fact checking:	Scope of work: Participants should examine how one selected topic is covered in different media and evaluate how the topic is covered through critical reading principles.  Be ready to present news agencies which are accurate and unbiased, explain your evaluation
45 minutes	Discussion: Independent work findings + your news agency	
5 minutes	Introduction to homework: Write a news piece with the idea you had on day 1	
5 minutes	Summary of the day	Trainer summarises the day with participants: what were the key learning objectives and homework. Reminding students of time of next session
5 minutes	Closing the session	Thanking the participants, answering potential final questions

## SESSION 3: Citizen journalism VS professional Journalism

### Duration

Online training: 5 hours (including 30 minutes break)

### Materials needed

**Trainer:** computer with Internet access, camera and microphone. Access to an online learning environment of choice.

NB! Before the session the trainer should work to create a sample Spark page that contains an example of a similar story the participants are asked to prepare during the course of the session.

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

## Objectives of the session

Being able to use several tools to verify information  
Learning the basic tools for security on the web

## Lessons of the day

- What is citizen journalism and how its different from professional journalism
- Content of citizen journalism
- Spark page: creating content for citizen journalism

## Schedule (Times, activities, examples, links to supporting materials)

5 minutes	Opening of the day: <ul style="list-style-type: none"> <li>• Checking connections</li> <li>• Welcoming participants</li> <li>• Practical arrangements of the day</li> <li>• Introduction to the day (objectives, duration)</li> </ul>	Introductions led by trainer (trainer can optionally create support materials for them opening session, though free conversation is recommended)
15 minutes	Second course correspondents reporting their findings, short discussion Selection of third course correspondents (2-3 people)	
30 minutes	What is citizen journalism and how its different from professional journalism	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
30 minutes	Content of citizen journalism	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
30 minutes	Creating content to the online platform (Padlet, Adobe Spark etc): creating content for citizen journalism	<a href="#">Lesson</a>

10 minutes	Introduction to independent work	Introduction + Q&A by trainer Explaining objectives of the exercise + expected outcome at the end of the independent work part. Answering questions of participants
2 hours (includes 30 minutes break)	Independent work: Create your own news story with on the platform of choice	Scope of work: Start of the Zine production (described above). Participants start creating their content to the selected online platform. The first task is to create their own news story and publish it on the platform. Links to the individual platforms are shared among participants so they can view and comment on the work done by their peers.
45 minutes	Discussion: Presentation of Spark pages stories by participants	Each participant presents their news story to the group, others have the option to comment / ask questions.
5 minutes	Introduction to homework: Read the declaration of human rights	<a href="#">Link</a>
5 minutes	Summary of the day	Trainer summarises the day with participants: what were the key learning objectives and homework. Reminding students of time of next session
5 minutes	Closing the session	Thanking the participants, answering potential final questions

## SESSION 4: Human rights and responsibility

### Duration

Online training: 5 hours (including 30 minutes break)

### Materials needed

**Trainer:** computer with Internet access, camera and microphone. Access to an online learning environment of choice.

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

### Objectives of the session

Become aware of basics of human rights in everyday life

Naming and/ or defining personal human rights and also violations against participants human rights

Increased knowledge about institutions who assist in cases of humans right abuse or violation

Understand what responsibilities are linked to the universal human rights

### Lessons of the day

Geneva convention and human rights

Human responsibilities.

### Schedule (Times, activities, examples, links to supporting materials)

5 minutes	Opening of the day: <ul style="list-style-type: none"> <li>• Checking connections</li> <li>• Welcoming participants</li> <li>• Practical arrangements of the day</li> <li>• Introduction to the day (objectives, duration)</li> </ul>	Introductions led by trainer (trainer can optionally create support materials for them opening session, though free conversation is recommended)
15 minutes	Third course correspondents reporting their findings, short discussion Selection of fourth course correspondents (2-3 people)	
45 minutes	Genève conventions and human rights	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)

45 minutes	Journalistic rights and responsibilities	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
10 minutes	Introduction to independent work	<a href="#">Universal Declaration of Human Rights</a> + <a href="#">The Geneva Convention</a> read
2 hours (includes 30 minutes break)	Independent work: Study Universal Declaration of Human Rights and The Geneva Conventions read.	Scope of work: Select the rights and principles that you find most important and the rights that are least expressed in your life.
30 minutes	Discussion: Discussion about the independent work guiding questions, finding common ground between participants	
5 minutes	<a href="#">Introduction to homework:</a> A Gallup poll	Make a 1 person Gallup with one photo. Participants post the answer and photos on their selected online platform page.
5 minutes	Summary of the day	Trainer summarises the day with participants: what were the key learning objectives and homework. Reminding students of time of next session
5 minutes	Closing the session	Thanking the participants, answering potential final questions

## SESSION 5: Digital security

### Duration

Online training: 5 hours (including 30 minutes break)

### Materials needed

**Trainer:** computer with Internet access, camera and microphone. Access to an online learning environment of choice.

The participants need environments where to do groupwork during the interactive part of the programme. The trainer needs to setup individual meeting rooms for participants before the session (i.e. individual google meet rooms or by using the breakout room feature on Zoom)

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

### Objectives of the session

Knowing popular social media channels and how they work

Understanding the commercial logic of the social media channels

Understanding that in social media the customer is the advertiser

Knowing the basics about protecting yourself and your personal data in social media

### Lessons of the day

Digital security and daily habits

Secure passwords

Digital security tools for social media

### Schedule (Times, activities, examples, links to supporting materials)

5 minutes	<p>Opening of the day:</p> <ul style="list-style-type: none"> <li>• Checking connections</li> <li>• Welcoming participants</li> <li>• Practical arrangements of the day</li> <li>• Introduction to the day (objectives, duration)</li> </ul>	<p>Introductions led by trainer (trainer can optionally create support materials for them opening session, though free conversation is recommended)</p>
15 minutes	<p>Fourth course correspondents reporting their findings, short discussion</p> <p>Selection of fifth course correspondents (2-3 people)</p>	



10 minutes	Conversation about previous homework (preparing a gallup)	
30 minutes	Digital security and daily habits	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
20 minutes	Secure passwords	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
45 minutes	Digital security tools for social media	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
15 minutes	Introduction to independent work  Detective game: What can you find out about the trainers in the group? Select one of your trainers and find out whatever you can about that person from all existing online sources.	Introduction Explaining objectives of the exercise + expected outcome at the end of the independent work part.
2 hours (includes 30 minutes break)	Group work by participants in online meeting rooms.	
30 minutes	Discussion: Where does the data go?	Conversation facilitated by the trainer.
5 minutes	Introduction to homework: Personal Social Media	Choose a powerful photo from your own social media, prepare to explain why you chose it, what makes it powerful?
5 minutes	Summary of the day	Trainer summarises the day with participants: what were the key learning objectives and homework. Reminding students of time of next session
5 minutes	Closing the session	Thanking the participants, answering potential final questions

## SESSION 6: Photojournalism and ethics

### Duration

Online training: 5 hours (including 30 minutes break)

### Materials needed

**Trainer:** computer with Internet access, camera and microphone. Access to an online learning environment of choice.

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

### Objectives of the session

Read photos analytically and critically

Be able to talk about photos professionally

Understand the meaning of the power of photography

Know examples of code of conduct of photography (from outside Palestine)

use light, framing, movement and directing in order to take better photos.

### Lessons of the day

Power of the photo

Photographer/photojournalist & ethics

Shot, frame, image size, angle

### Schedule (Times, activities, examples, links to supporting materials)

5 minutes	Opening of the day: <ul style="list-style-type: none"> <li>• Checking connections</li> <li>• Welcoming participants</li> <li>• Practical arrangements of the day</li> <li>• Introduction to the day (objectives, duration)</li> </ul>	Introductions led by trainer (trainer can optionally create support materials for the opening session, though free conversation is recommended)
15 minutes	Fifth course correspondents reporting their findings, short discussion Selection of sixth course correspondents (2-3 people)	
10 minutes	Conversation about previous homework	Participants can share powerful images they chose for themselves and

		argue what makes them powerful. Other participants and trainer can ask questions and comment.
30 minutes	Power of the photo	Lesson (leave 5-10 minutes at the end for participant questions)
25 minutes	Photographer/photojournalist & ethics	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
20 minutes	Shot, frame, image size, angle	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
15 minutes	Introduction to independent work Familiarise yourself with different shot types and tips from the Mediaguide. What kind of pictures do you need to tell your story without words? Present the photostory ideas after break. You can start your photowork already if you want.	Introduction Explaining objectives of the exercise + expected outcome at the end of the independent work part.
2 hours (includes 30 minutes break)	Independent work	Individual work by participants.
15 minutes	Sharing outcomes of individual work.	Participants share the picture ideas they have worked on during the independent study part
30 minutes	Photographic storytelling - photography stories - single images	<a href="#">Lesson</a> (leave 5-10 minutes at the end for participant questions)
5 minutes	Introduction to homework: Photostory	Participants create a documentary photostory. They choose 3-5 photographs that tell a story without words - no staging Ideally this is connected to the chosen written story.
5 minutes	Summary of the day	Trainer summarises the day with participants: what were the key learning objectives and homework.



		Reminding students of time of next session
5 minutes	Closing the session	Thanking the participants, answering potential final questions

## SESSION 7: Video production and ethics

### Duration

Online training: 5 hours (including 30 minutes break)

### Materials needed

**Trainer:** computer with Internet access, camera and microphone. Access to an online learning environment of choice.

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

### Objectives of the session

Being able to take better video with one's mobile

Being able to read video critically

Knowing the basics of code of conduct in video production

Has a basic understanding on one video editing tool

Has the basic understanding of specifics of social media video

### Lessons of the day

Storytelling for video

Storyboarding / different camera shots / editing

Video Ethics

### Schedule (Times, activities, examples, links to supporting materials)

5 minutes	Opening of the day: <ul style="list-style-type: none"> <li>● Checking connections</li> <li>● Welcoming participants</li> <li>● Practical arrangements of the day</li> <li>● Introduction to the day (objectives, duration)</li> </ul>	Introductions led by trainer (trainer can optionally create support materials for the opening session, though free conversation is recommended)
15 minutes	Sixth course correspondents reporting their findings, short discussion Selection of seventh course correspondents (2-3 people)	
10 minutes	Conversation about previous homework	Participants share the photo stories they have created. Other participants

		and trainer can ask questions and comment.
40 minutes	Storytelling for video	Lesson to be created by trainer (leave 5-10 minutes at the end for participant questions)
40 minutes	Storyboarding / different camera shots / editing	Lesson (leave 5-10 minutes at the end for participant questions) NO PRESENTATION! Trainer shows participants how to.... Creates his own presentation etc QUIK AS SOFTWARE
10 minutes	Introduction to independent work	Introduction, videostory part 1 Explaining objectives of the exercise + expected outcome at the end of the independent work part. Testin making videos individually or small groups when possible
2 hours (includes 30 minutes break)	<a href="#">Independent work</a>	Individual work by participants.
25 minutes	Choosing your video story / brainstorming	
20 minutes	Video Ethics	Lesson to be created by trainer. (leave 5-10 minutes at the end for participant questions)
5 minutes	Introduction to homework: Photostory	Making a video part 2 Participants choose their video story, shoot it and add on the selected online platform. The films need to be edited down to MAX 1-2min. Participants can also do short interviews as stories.
5 minutes	Summary of the day	Trainer summarises the day with participants: what were the key learning objectives and homework. Reminding students of time of next session



5 minutes	Closing the session	Thanking the participants, answering potential final questions
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## SESSION 8: The Web zine production

### Duration

Online training: 5 hours (including 30 minutes break)

### Materials needed

**Trainer:** computer with Internet access, camera and microphone. Access to an online learning environment of choice.

**Participants:** computer or tablet with Internet access, camera and microphone. Note taking equipment.

### Objectives of the session

Participants know the basics of putting up a publication  
Summarizing the course

### Lessons of the day

Social Media

### Schedule (Times, activities, examples, links to supporting materials)

5 minutes	Opening of the day: <ul style="list-style-type: none"> <li>• Checking connections</li> <li>• Welcoming participants</li> <li>• Practical arrangements of the day</li> <li>• Introduction to the day (objectives, duration)</li> </ul>	Introductions led by trainer (trainer can optionally create support materials for the opening session, though free conversation is recommended)
15 minutes	Seventh course correspondents reporting their findings, short discussion,	
10 minutes	Conversation about previous homework	Participants share the video stories they have created. Other participants and trainer can ask questions and comment.
45 minutes	Magazine exercise	Brainstorming exercise on producing a magazine.  Let us imagine that we are under "normal conditions" with not



		<p>pandemics or conflicts and are tasked to produce real magazine</p> <p>Brainstorming (can be done i.e. on mentimeter.com where ideas can be quickly collected and visualised)</p> <p>Question 1: what kind of magazine exists in the world, what should ours be like?</p> <p>Question 2: What topics would you like to cover?</p>
15 minutes	Introduction to independent work	<p>Introduction</p> <p>Explaining objectives of the exercise + expected outcome at the end of the independent work part.</p>
2 hours (includes 30 minutes break)	<p>Independent work Finalising course work</p> <p>In case students have already finished all their course work, they are invited to participate in a lecture about social media.</p>	<p>Individual work by participants.</p> <p><a href="#">Lesson</a> (English)</p> <p><a href="#">Lesson</a> (Arabic)</p> <p>NB! The trainer has the option also to give the final lesson to all participants and have the students return their final course work at a later time.</p>
30 minutes	<p>Discussion: Simple exercise what new things have you learned on</p> <p>-1 pictures</p> <p>2- citizen journalism</p> <p>3- videos</p> <p>4-media ethics</p> <p>5 fake news</p>	<p>Each participant in turn shares one comment on each of the topics. The trainer can predetermine the order in which participants share their insights of taking turns can be free.</p>
30 minutes	Presentations of participants Zines	<p>Participants show their finished online platforms and comment on the course and things they have learned.</p>
10 minutes	Graduation	<p>The trainer summarises the course key points of learning.</p> <p>Trainer displays the course certificate to participants and shares names of all graduating learners</p> <p>Congratulating of participants by all learners</p>
5 minutes	Closing	<p>Optional words of appreciation by the participants after which trainer thanks the participants and ends the session.</p>





## Contact information

For all further information related to this course, study materials etc, we kindly request you to submit all information requests to the Kvs Foundation via email at [info@kvs.fi](mailto:info@kvs.fi)

## Credits

We wish to thank the following people for their active work and collaboration in creating the course materials presented here as examples.

Hayat Hamdan

Riham Jafari

Ghayyath Jazi

Elisa Kannasto

Karoliina Knuuti

Mohammed Masalmah

Veera Pennanen

Mikko Toiviainen