

Detailed course program

Title of the Learning Activity	Avoiding threats resulting from the use of ICT in everyday life
Topic	Information threats (diseases)
Summary of the activity	<p>Introduction and explanation of basic terms related to information threats (diseases) of ICT users.</p> <p>Participants will learn more about the methods of searching, verifying information, disinformation and propaganda campaigns, hate, fake news, information smog.</p>
Duration	240 min (4h)
Age Group	30+
Aims of the Activity	<ul style="list-style-type: none"> - to learn the basic concepts of information threats - to learn about the causes and effects of information threats - to learn about ways of searching for valuable information - to learn about the methods of verifying information, navigating among information smog
Guidance for a proper performance of the activities	
Methodology to implement the Activity	<p>Basic form of classes: stationary classes are conducted in a computer room connected to the Internet with a connected multimedia projector.</p> <p>Other accepted forms of classes: e-learning or blended learning.</p> <p>Learning technique type: peer learning.</p> <p>Learning technique type: action learning.</p> <p>All visual aids (presentations, photos, videos ...) are welcome.</p> <p>A maximum of 12 people should participate in the learning process and all should be supported by a second trainer who will provide individual support to the learners.</p>
Methods	<p>Lecture, exercises, brainstorming, quiz, multimedia show</p> <p>Working in pairs, working in a group, discussion</p> <p>Problem solving method</p>
Tools and materials	<ul style="list-style-type: none"> - training materials prepared by the trainer - computers / tablets / smartphones, internet connections, projector - presentation with key information and graphics - computer applications
Knowledge acquired during the classes	<p>The participant knows:</p> <ul style="list-style-type: none"> - basic concepts related to information threats, including: information frustration, information loneliness, information stress, threats of uncritical message acceptance, fake news, information chaos, information smog, hate, disinformation campaigns,

	<ul style="list-style-type: none"> - ways to verify / search for information.
Skills	<p>The participant is able to:</p> <ul style="list-style-type: none"> - verify the information, - check information sources, - apply the rules of netiquette.
Process	<p>The trainer's task is to highlight the topic and combine it with practical examples of everyday life. Process supported by interactive presentation and encouraging discussion and participation by participants.</p> <p>Where possible, the transfer of knowledge is combined with practical action.</p>
Session 1 Opening session 30 min	<p>The trainer introduces himself and welcomes the participants.</p> <p>Informs participants about the principles, objectives of the training and its relationship to previous and future topics (if applicable). The trainer can set additional goals and the program of the module.</p> <p>Other motivational elements are welcome.</p>
Session 2 Types of information threats 90 min	<p>The main purpose of the session is to indicate, on a simple example, information threats such as fake news, disinformation and propaganda campaigns, hate.</p> <p>Introduction to the subject by presenting a story containing the main threads of the discussed issue, e.g. searching for reliable information, methods of selecting information, verification of messages.</p> <p>A message supported by photos / it can be a presentation / to create an authentic atmosphere.</p> <p><u>Session development</u></p> <p>Questions about information threats faced by the participants.</p> <p>Preparation of a mind map based on the discussion of the participants' experiences, examples that they came across.</p> <p>An interview / survey can be conducted.</p> <p>Introducing the concepts of information threats:</p> <p>fake news,</p> <ul style="list-style-type: none"> - hate, - disinformation and propaganda campaigns, <p>- information frustration, information stress,</p> <p>- information solitude,</p> <p>- information overload,</p> <p>- netiquette,</p> <p>- phonoholism</p> <p>A summary of the most important information at the end of the session.</p>
Session 3 Information threats – causes and effects 60 min	<p>Posing a question introducing the topic of the session:</p> <ul style="list-style-type: none"> - <i>How often do you look for information?</i> - <i>How are you looking for information?</i> - <i>Do you check the credibility of the information?</i>

	<p><i>Bring discussions with / between participants.</i></p> <p><i>Give participants enough space to share their experiences and thoughts. Support the debate in your groups and encourage participants to be active and engaged.</i></p> <p>With the help of training participants and trainers, the question will be answered:</p> <ul style="list-style-type: none"> - <i>How to avoid information chaos?</i> - <i>How can the credibility of the information be checked?</i> <p>Introducing the concepts of reliability of information:</p> <ul style="list-style-type: none"> - source of information, - netography. <p>Causes and consequences of threats:</p> <p>On the part of the sender:</p> <ul style="list-style-type: none"> - no sense of responsibility for the broadcast message (information, content), - insufficient concern about the truthfulness of the message, - transmission of the message in sequences rather than in its entirety, - information delusion, - generating information based on own guesses unsupported by facts (rumors). <p>On the part of the recipient:</p> <ul style="list-style-type: none"> - uncritical reception of information and transmission, often without understanding and internalisation, - wishful collection of information, - selection of information doses, intentionality, - ignoring information in conflict with the recipient's expectations and experiences, etc. <p>On the part of the person seeking information (addressee):</p> <ul style="list-style-type: none"> - information frustration, <p>- information solitude,</p> <p>- information stress,</p> <p>- information overload.</p> <p>Summary of the most important issues regarding the causes and effects of cyberattack threats.</p>
<p>Session 4</p> <p>Information threats – challenges</p> <p>60 min</p>	<p>Posing a question introducing the topic of the session:</p> <ul style="list-style-type: none"> - <i>What ideas do you have on how to prevent information threats?</i> <p><i>Lead to a constructive exchange of views. Write down all participants' statements on the board or on post-it notes.</i></p> <p><i>Give the participants enough space to share their ideas and thoughts. Support the debate in your groups and encourage participants to be active and engaged.</i></p> <p>Main topics of the Challenges - Information threats session:</p> <ul style="list-style-type: none"> - taking responsibility for broadcast messages (information, content), - efforts should be made to reduce the time spent browsing websites with low information value, - behave in accordance with the rules of netiquette, - look for reliable and valuable sources of information, - in case of problems, use the support of a psychologist, specialist.



	<p>These points must be supported by visualization, photos, film, discussion.</p> <p>The trainer at the end of this section summarizes the most important information in the topic Informational threats (diseases).</p>
Evaluation/Assessment	<p>Evaluation of the module in the form of a questionnaire (e.g. paper or electronic version in Kahoot) includes the trainer (questionnaire1) and participants (questionnaire2). The evaluation tools and the evaluation process are prepared and carried out by the training organizer.</p>
Bibliography, links or resources	<p>Links that are associated with the topic being discussed. It must be current for the country and the current time.</p> <ul style="list-style-type: none"> - Assessment of the credibility of information on websites, scientific journals of the University of Szczecin, NR 863 http://www.wneiz.pl/nauka_wneiz/studia_inf/36-2015/si-36-103.pdf - https://ocena-informacji.weebly.com/wiarygodno347263.html - „Information ecology and information resources in libraries and cyberspace”, edited by Katarzyny Materskiej, Beaty Taraszkiewicz, ISBN 978-83-88783-24-1 - "Media diseases" of the 21st century in the Polish media, Dariusz Baran - Information stress - do we see a health risk? Wioletta Jachym, Health Promotion & Physical Activity, 2017, 1 (1), 23-30 - Ledzińska M., - Contemporary man in the face of information stress, Warsaw, 2009
Additional activities	<p>Examples presented in the form of a mini-presentation, conducting a thematic discussion, based on a selected issue, group quiz, joint preparation of a mind map consolidating the issue.</p>
Mentoring for listeners?	<p>Yes; the goal of mentoring is to develop competences and attitudes to sensitivity to information chaos, hate and ways of dealing with information threats.</p>
Validation of teaching process	<p>Validation of the learning process is welcomed as long as it focuses on a few key points. The method of validation should relate to the way classes are conducted and should motivate participants to act.</p>
Special requirements for the trainer	<p>In addition to specific ICT knowledge on the subject of the training, the trainer should have good knowledge of the applications / tools taught / used during the training.</p> <p>The trainer should also have experience working with adults, especially low-skilled adults.</p>
Innovative elements	<p>How the program is documented.</p> <p>Linking theory with practice.</p> <p>Electronic conducted evaluation of activities.</p>

Dictionary of terms:

peer learning - group work of training participants, during which they have the opportunity to exchange information and skills, based on their own analysis, without the textbook form.

action learning - the work of a group of training participants with different competences and experience, who work on solving a real, complex problem and at the same time develop their leadership skills, at the same time becoming a highly effective team.