



## **Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism**

### **WP 6 Outreach «Media Literacy» Courses Pilot project. Feedback**

One of the tasks of the international grant program DESTIN "Journalistic Education for Democracy in Ukraine: Developing Standards Integrity and Professionalism" (Erasmus+ KA2 – Cooperation for Innovation and the Exchange of Good Practices – Capacity Building in the field of Higher Education) is the preparation of outreach courses on media literacy. This will be 20 small media literacy thematic courses developed by DESTIN teams from 10 universities of Ukraine: ZNU, SSU, Y. Fedkovych ChNU, T. Shevchenko KNU, Demyanchuk MEGU, Khmelnytskyi ChNU, I. Franko LNU, MSU, UCU, UzhNU.

Outreach media literacy courses aim to develop skills to critically perceive information from the media; determine its truthfulness and reliability; protect oneself from hidden media influences.

Media literacy courses are outreach. They are designed for a wide audience without relying on the level and type of education, occupation, etc. Therefore, the target audience is secondary school students and their teachers; students who do not study journalism, and lecturers; the general public. It is assumed that after processing the content, a person will be able to: analyze and critically comprehend media information; determine the truthfulness, and reliability of the information in the media; determine the sources of information, its political, social, commercial, and cultural context; interpret media texts and values disseminated by the media; protect oneself from the influence of inaccurate information.

5 courses were prepared for the pilot project:

- 1) Media and manipulations: regional context (Academician Stepan Demianchuk International University of Economics and Humanities)
- 2) Information security of the individual in conditions of pandemics, crises, and other social upheavals (Sumy State University)
- 3) Disinfection of information: how to do it correctly in the era of the pandemic (Zaporizhzhia National University)
- 4) Gender stereotypes and how to fight them (Yuriy Fedkovych Chernivtsi National University)
- 5) Media dependence of youth audience (Taras Shevchenko National University of Kyiv).



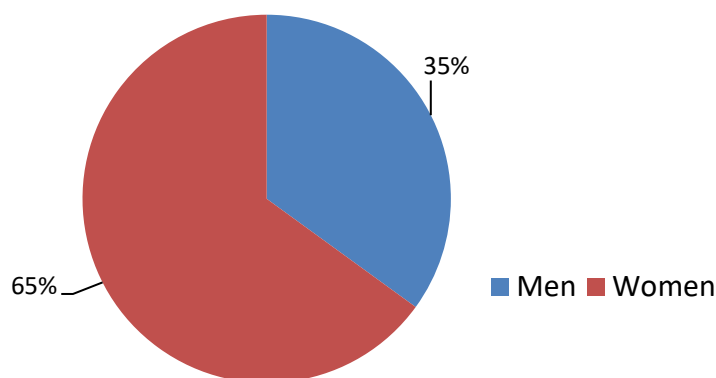
The pilot project is posted on the platform "Examinarium. Education in one click" <https://examenarium.sumdu.edu.ua/> of Sumy State University. If you click on the attachment "Outreach media literacy courses", you can go to the start page of the pilot project <https://examenarium.sumdu.edu.ua/promo/program/79>. The start page contains information about the content and purpose of the training, the tasks of the pilot project, the annotation of courses, as well as step-by-step instructions for registration and processing of the content of courses [https://elearning.sumdu.edu.ua/free\\_content/lectured:c4f72f80febfd0492aa059fd68cfb9d5de454903/latest//2582444/index.html](https://elearning.sumdu.edu.ua/free_content/lectured:c4f72f80febfd0492aa059fd68cfb9d5de454903/latest//2582444/index.html).

In addition, participants of the pilot project are invited to leave feedback on the courses in the form of answers to the questionnaire <https://docs.google.com/forms/d/e/1FAIpQLSfy6KC2Za8FBvpUtl4oSaU92fFAgTa8Ychlto3-gfYJZJ-GbQ/viewform>.

Testing of the Outreach "Media Literacy" Courses pilot project took place within 1 month – May 2022. 96 people took part in this project. 46 participants from such regions of Ukraine agreed to give feedback:

- Sumy and other settlements of Sumy region
- Mariupol and other settlements of Donetsk region
- Zaporizhzhya and other settlements of Zaporizhzhya region
- Cherkasy and other settlements of Cherkasy region
- Lviv and other settlements of Lviv region
- Chernivtsi and other settlements of Chernivtsi region
- Kyiv
- Nikopol, Dnipropetrovsk region.

According to gender, we have 62 (65%) women and 34 (35%) men, respectively.

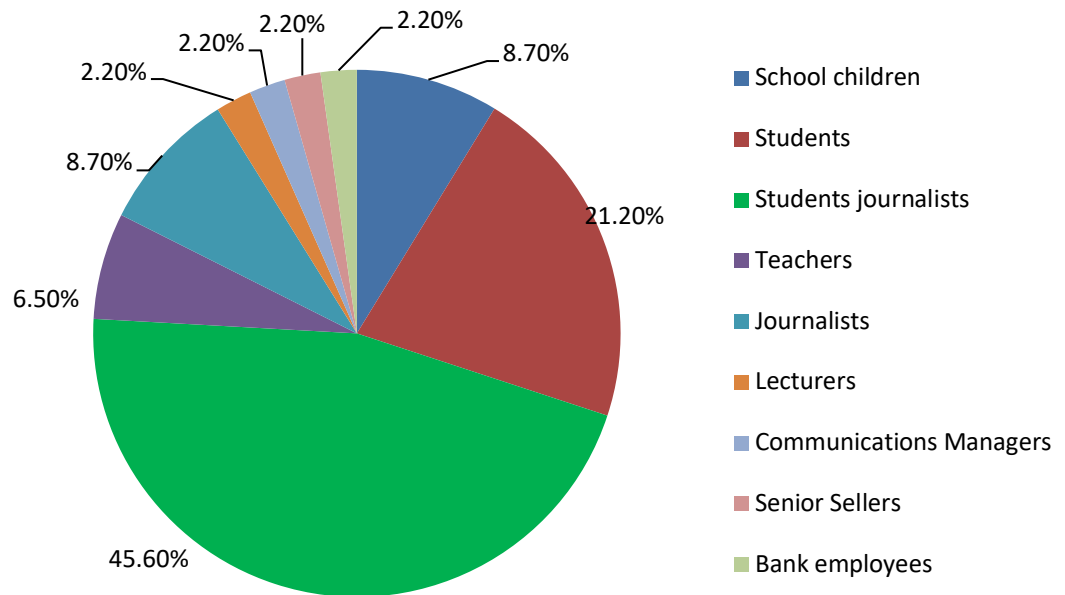


**Pic.1. Demographics: gender**



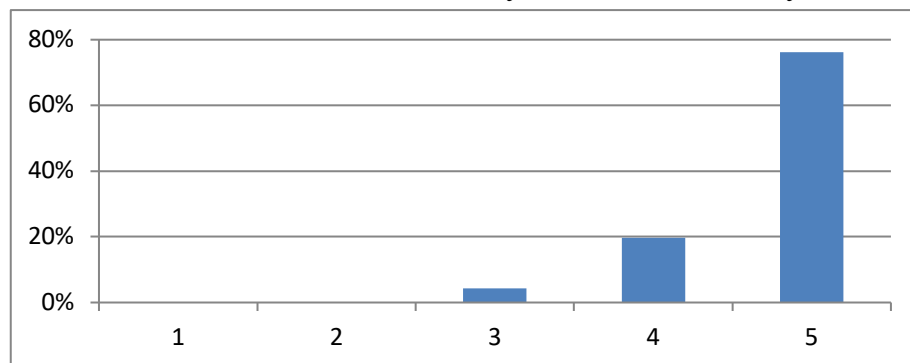
The social roles of piloting participants were distributed as follows:

- 1) School children - 8.7%
- 2) Students – 21.7%
- 3) Students journalists – 45.6%
- 4) Teachers – 6.5%
- 5) Journalists – 8.7%
- 6) Lecturers – 2.2%
- 7) Communications Managers – 2.2%
- 8) Senior Sellers – 2.2%
- 9) Bank employees – 2,2%



**Pic. 2. Demographics: social roles**

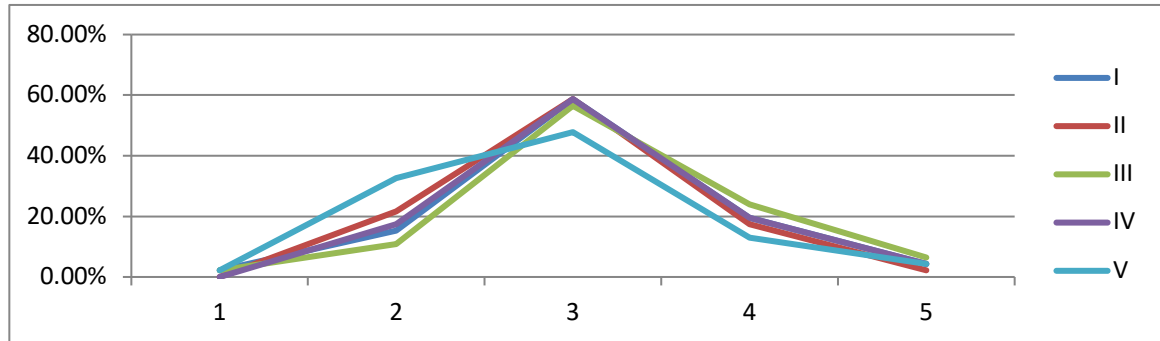
The participants of the pilot project assessed the level of relevance of the project on a scale from 1 to 5, where 1 is "the material is absolutely not relevant", and 5 is "the content is very relevant". The answers were distributed as follows. 76% of respondents consider the content of media literacy courses to be very relevant.



**Pic.3. The level of relevance of the content of the proposed courses**



The piloting participants assessed the difficulty level of each of the proposed courses on a scale of 1 to 5, where 1 is "too easy" and 5 is "too complicated". Absolutely all courses, according to the respondents, are available for perception by an unprepared audience, since the level of complexity is defined as average.



I - " Gender stereotypes and how to fight them "

II - " Disinfection of information: how to do it correctly in the era of the pandemic "

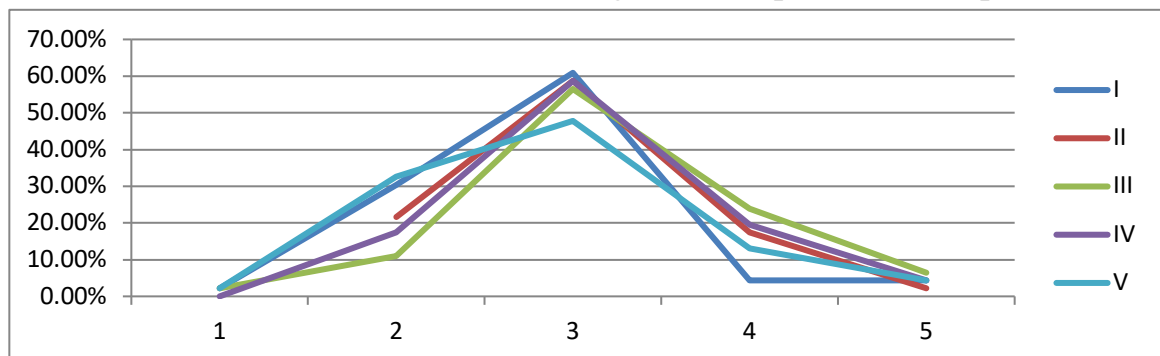
III - " Information security of the individual in conditions of pandemics, crises, and other social upheavals "

IV - " Mass media and manipulations: regional context "

V - " Media dependence of youth audience "

**Pic. 4 Difficulty level for audience perception of media literacy courses**

The piloting participants assessed the amount of information of each of the proposed courses on a scale from 1 to 5, where 1 is too short to understand the essence, 2 is sufficient to understand individual facts, 3 is optimal, 4 is too large, 5 is excessive. The volume of all courses, according to the respondents, is optimal.



I - " Gender stereotypes and how to fight them "

II - " Disinfection of information: how to do it correctly in the era of the pandemic "

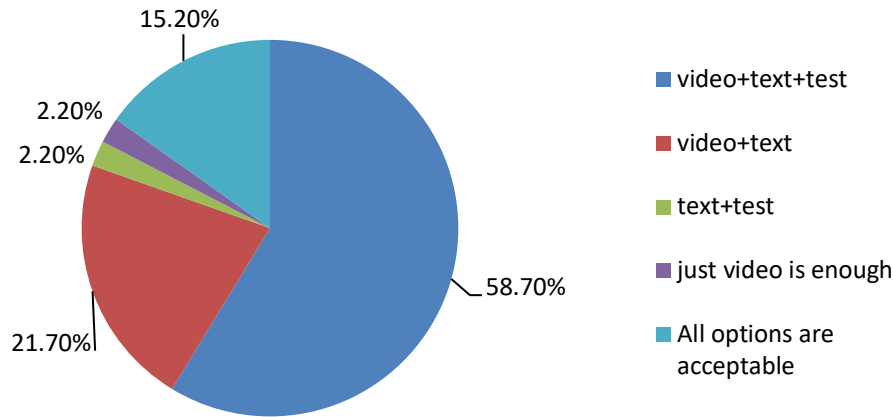
III - " Information security of the individual in conditions of pandemics, crises, and other social upheavals "

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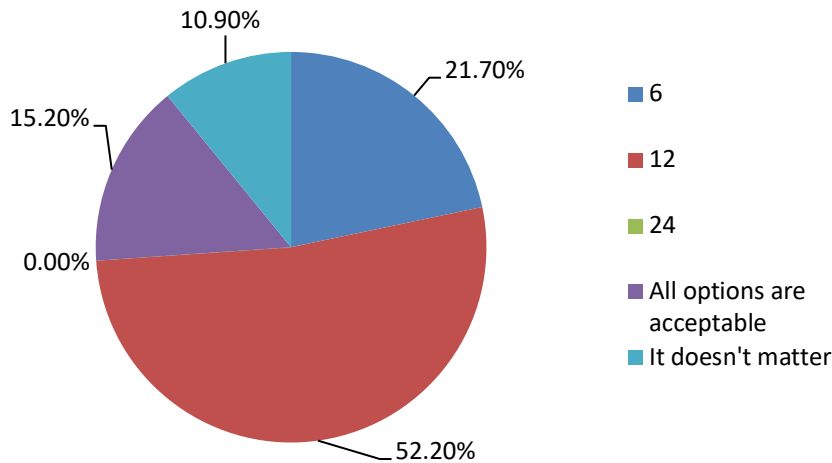
**Pic. 5 Amount of information in media literacy courses.**

Respondents noted that the most optimal for mastering is such a combination of educational materials as "video- text- test"(58,7%).



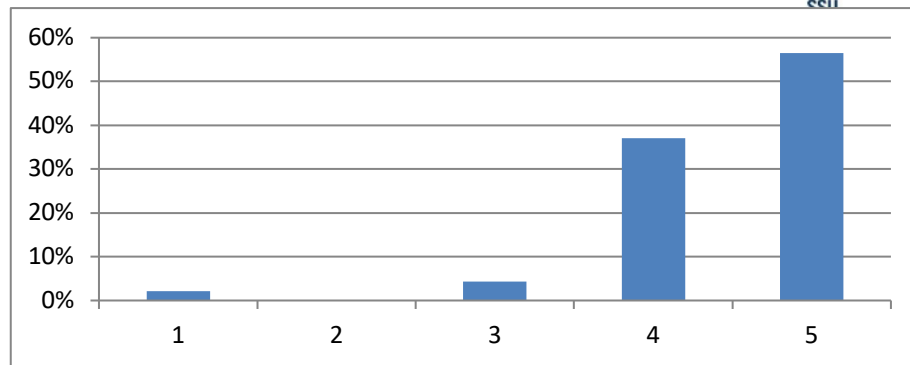
**Pic.6 Methodological aspect: Optimal combination of types of educational materials**

According to the respondents, the optimal number of test tasks for each topic is 12 tests (52,2%).



**Pic. 7 Methodological aspect: The optimal number of test tasks for the course**

The piloting participants expressed an overall impression of the course on a scale of 1 to 5, where 1 was "did not like" and 5 "really liked". The majority of the respondents "liked" the pilot project (37%) or "really liked it" (56,5%).



**Pic.7** Overall impression of the pilot project

The survey participants submitted the following comments on the overall course assessment:

### 1) Positive ratings:

A very necessary topic; good courses; I liked everything; Everything is very interesting and informative! It's okay! Great job, good courses! The test is very useful, I liked to pass it; Everything was perfect. Everything is very cool; I liked the course very much); There are no reproofs; Thanks to the authors for their tremendous work.

### 2) Remarks:

Some lessons have a more difficult vocabulary for the average participant (who only gets acquainted with the concept of media literacy); There are tests without the right answer; There is no description for the course "Information security of the individual in conditions of pandemics, crises, other social upheavals"; There were problems with the registration and the receipt of e-mails, so I got acquainted with blocks and test tasks from 3 different accounts at once; Interesting courses. Sometimes there were few questions, I would like to study individual topics in a little more detail. Thanks!

### 3) Recommendations:

In general, the material is interesting, accessible, but, in my opinion, it would be more appropriate to dilute a large text canvas a little or make more informal videos using real cases, more visual examples from regional, national or foreign media. It would also be interesting to dilute the course with short author's infographics with tips and life hacks, which in the end, users-nonspecialists could store and use afterward (Like TOP 5 tips on how to recognize «jeansah» [payola/ plugola/ puff-cry, etc.] / fake / dump site / information hygiene violations, etc.). And in general, I give the course B+. After refinements of small bugs in the system or, perhaps, simplification of



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the interface and its adaptation to the smartphone mode, and not only the PC, there will be a very cool and practical online guide to media literacy! It is necessary to expand the range of topics and make more test questions. In each course, I would like more specific examples (for example, sexism: an example of a sexist statement). It is necessary to finalize the technical aspects.

The opinion of the participants of the pilot project is very important and valuable for organizing a full course on media literacy. Comments on technical issues of work were taken into account, and errors in test materials were corrected. Recommendations were made to the authors of the projects on the preparation of all components – videos, texts, tests, on the number of questions in the tests, as well as to deepen the content through practical cases in accordance with the topic of the course.

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