CUMILA Curriculum

INFORMATION GATHERING AND OPINION FORMATION

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About Cumila

Scope of the Curriculum

The Cumila Media and Information Literacy Curriculum aims to equip adults with the basic skills to cope with and competently use digital technology and media in their professional and personal lives. Structured as a comprehensive guide, Cumila enables teachers to acquire all relevant knowledge and provides them with instructions and numerous materials for preparing and conducting their courses.

The competencies that are trained with the Cumila curriculum are not aimed at a specific profession. Rather, **they are basic competencies relevant to all adults**. Cumila can therefore be used in vocational training and in any other form of adult education (professional qualification, evening classes, integration classes) where the participants are at a basic or intermediate level of knowledge in digital topics. While the content has been developed mainly for adult learners, some of it can also be used for young learners (the relevant lessons are indicated in the lesson outline).

Because the digital world is changing rapidly, some content may soon become obsolete. Nonetheless, the structure of the curriculum serves as a permanent framework for digital media topics, addressed in the 6 Cumila modules:

- Digital citizenship and digital society
- Communication and collaboration
- Information gathering and opinion formation
- Security, privacy and data protection
- Technology
- Families and digital media

In order to keep up with the rapid changes in the digital world, it is becoming a core competence for teachers to be aware of these changes and to regularly adapt their teaching materials. One of the focal points of the curriculum is the teaching of competencies for **self-contained learning** with digital tools. This serves both teachers to keep their teaching up to date and learners to be informed about the latest developments in digital technologies.

Methodology

The Cumila Curriculum Guide provides teachers with a comprehensive set of information and material to design their lessons around the topics of digital media:

- **Module documentation**: An introduction to each topic with basic information as well as further readings and general sources of information that provides teachers the necessary information to conduct their courses.
- **Curriculum**: Gives teachers an overview of the topics addressed in the module, a rough estimation of time needed to teach the content, an overview of learning material and a list of the competences addressed by the module (according to the DigiComp 2.1 framework).
- **Learning materials**: The Cumila Wiki provides lessons and learning materials for each module. (http://wiki.cumila.eu)
- **Training for Teachers**: The Cumila Moodle provides information for teachers how to apply the curriculum in their class.

The Cumila modules are very flexible and can be used to build entire courses, but individual topics can also be picked out to integrate into other courses. The topic of data protection, for example, is relevant to many areas. The Cumila lesson can be used as a general introduction and supplemented with further area-specific information (e.g. data protection topics for healthcare employees, regulations for the digital processing of data in IT systems).

Cumila emphasizes a hands-on approach where learners interact directly with digital media. Therefore, a **basic digital learning infrastructure** is required to deliver the lessons. Digital devices with Internet connection should be available for at least all 2-3 participants. Working in groups on digital devices in most cases improves learning and encourages participants to try new things. For most exercises, it does not matter what type of device it is (PC, laptop, tablet, smartphone). Where special equipment is needed, this is indicated in the material list of the lesson.

What might be new for teachers when they start teaching digital topics is that it requires a certain flexibility and openness. While with traditional topics the teacher often has much more knowledge than the learners, with digital topics teachers are often not far ahead of their students. Rather than worrying about this situation, teachers should value the knowledge gains that come from sharing with their learners in the lessons. Many of the exercises therefore rely on collecting results during lessons. Teachers should be careful to record these results and share them with the class. Teachers can also encourage their students to record the results themselves by using their own digital devices (e.g. taking photos of the board).

The Cumila Modules

The 6 modules of the Cumila curriculum cover all the basic topics people need to know about digital technologies and media. While there is no specific order on how to teach modules 1-5, it is recommended to start with module 6 only after participants have a solid knowledge of the basics from the other modules.

Module 1: Digital citizenship and digital society

This module addresses the impact of technology-driven digital transformation on societal issues such as citizenship, economic structures, and smart technology that are becoming part of our daily lives. The module also introduces the opportunities and basic concepts of e-learning.

Module 2: Communication and collaboration

Digital technologies are changing the way we communicate and collaborate. What is special about digital communication, what best practices are and what tools are commonly used are presented, as well as problems that can arise, such as hate speech and cyberbullying. The module also looks at the possibilities of digital collaboration.

Module 3: Information gathering and opinion formation

Since the Internet offers an infinite amount of information and knowledge, Module 3 presents how best to use this source of information: where to find good information, how to validate and organize information. The module also addresses the negative effects of improper use of information, such as spreading misinformation and conspiracy theories or influencing political opinion.

Module 4: Security, privacy and data protection

What do I need to know to protect devices and personal data in the digital world? Module 4 explains what constitutes our digital identity and how to check other people's identities on the Internet. Technical and non-technical risks are presented, such as viruses, phishing emails and identity theft, and how to protect against them. The module also provides information on how to protect your privacy in the digital world.

Module 5: Technology

Module 5 explains all the technical secrets behind digital technologies and enables non-technical people to fundamentally set up devices themselves or fix simple problems themselves. Starting with hardware elements and ending with the operating system on the devices, the module gives an overview of all relevant technical components that one has to deal with on a daily basis. The big question of how the Internet works is also explained here.

Module 6: Families and digital media

Module 6 is aimed at parents or people who work with families and children. It addresses the special needs of children in the online world, how to educate them to become responsible users, and how to protect them from risks. To enable parents to accompany their children in their professional development, the module also presents the competencies that will be required in a digitally transformed working world.

Module "Information gathering and opinion formation"

Overview about the learning topics

Finding information on the Internet	recommended class units
Search engines	2
Sources of Information	1
Verification of information from the Internet	2

Managing and using information from the Internet	recommended class units
Strategies for information	1
Managing information	2
Using information from the Internet	2

Opinion formation and fake news	recommended class units
How we form our opinion	3
Parallel realities and conspiracy theories	1

Finding information on the Internet

He / She is in the position to use a search engine in a self-determined way to find the desired information. He / She can name different sources for information on the Internet and can decide which sources will be used in the individual context. He / She has developed a sensibility for the value of an information in the Internet and the source of the information.

Learning units and learning parts:

Search engines   recommended class units 2

      Overview about available search engines

      Use of search engines (search operators)

      Image reverse search

      Change default search provider and browser

      Functioning of search engines

Sources of Information   recommended class units 1

      Overview of various sources

      Identifying the right source

Verification of information from the Internet   recommended class units 2

      How to validate information

      Trust of sources – Example "Wikipedia"

      Search results at Google & Co.

Learning aims

Knowledge	Skills	Competence
He/She can • describe the basic principle of a search engine. • name up to 3 different search engines • name different sources (on- and offline) • describe the differences and name the pro and cons of the different sources • name ways to verify the value and truth of an information from the Internet	He/She is able • to develop a strategy of how to use a search engine to search required information • to use a search engine like google purposefully • to decide on which sources he /she will start his / her search for information • to identify the origin of an information • to assess the value of an information	He/She is able • to apply strategies to use the right search terms depending on the context • to identify the right sources for the respective purpose when searching information • to evaluate and assess the value of an information on the Internet

Search engines

recommended class units: 3

Learning parts

Title:	Overview about available search engines

Learning instruction:	• Ask the participants which search engines they know and what experiences they have had with them.
	• Introduce different search engines (A list of search engines can be found in lesson 02)
	• Let the participants try different search engines and share their observations
	• Show participants other search engines for specific use cases (see lesson 03)
	• Learning material
	    o CUMILA-Wiki Lesson c1L02 – the search engine comparison
	    o CUMILA-Wiki Lesson c1L03 – Special search engines

Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION			INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Use of search engines
Learning instruction:	• Ask the participants to search for a specific piece of information using a search engine (e.g. the venue of the last Winter Olympics). Discuss with the participants how they did the search. • Introduce the different search operators and their application • Introduce the advanced search form of Google / Bing and show different ways of use • Idea: Further search tasks can be carried out for more in-depth study • Learning material o CUMILA-Wiki Lesson c1L01 – How to google
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Image reverse search
Learning instruction:	• Introduce the reverse image search functionality. • Discuss different use cases • Learning material o CUMILA-Wiki Lesson c1L04 – Image reverse search
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Change default search provider and browser

Learning instruction:	• Introduce the possibility to set the default search engine on different devices
	• Alternative approach:
	   o hand out the worksheet as supplementary information.
	• Learning material:
	   o CUMILA-Wiki Lesson c1L05 – Change default search provider and browser

Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Functioning of search engines
Learning instruction:	- Explain how search engines work - Ask the participants about their observations and experiences of an internet search in terms of the quality and quantity of search results. - Explain the terms SEO and SEM and discuss the possible impact on the quality of search results. - Discuss the question: How neutral search results can be? .
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Sources of Information

recommended class units: 2

Learning parts

Title:	Overview of various sources
Learning instruction:	- Ask the participants what sources of information they know. - Introduce or develop a list of on- and offline-sources - Let the participant exchange their favourite sources - Discuss the advantages and disadvantages of the individual sources - Learning material: - CUMILA-Wiki Lesson c1L06 – Information sources on the net: Leaflet
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content FOUNDATION / INTERMEDIATE / ADVANCED / HIGHLY SPECIALISED

Title:	Identify the right source
Learning instruction:	- Discuss the advantages and disadvantages of the individual sources - Discuss which sources are most appropriate for which type of information search. - Present research tasks and discuss with the participants which sources are best suited for the search for information in this case - Let the participant rate their favourite sources. Let them explain in which cases the individual sources are best suited. - Learning material: - CUMILA-Wiki Lesson c1L06 – Information sources on the net
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content FOUNDATION / INTERMEDIATE / ADVANCED / HIGHLY SPECIALISED

Verification of information from the Internet

recommended class units: 1

Learning parts

Title:	How to validate information
Learning instruction:	• Ask the participants how they would validate information from the Internet. • Introduce "Who-is" domain search • Introduce the six "W" questions • Develop a list of factors that can be used to determine the quality and authenticity of information • Learning material: ○ CUMILA-Wiki Lesson c1L08 – Verify Information
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Trust of sources – Example "Wikipedia"
Learning instruction:	• Ask the participants how trustworthy they consider Wikipedia • Introduce how Wikipedia works. • Introduce individual incidents on Wikipedia (see examples in the accompanying lesson) • Discuss with the participants topics such as quality and reliability of information • Learning material: ○ CUMILA-Wiki Lesson c1L07 – Information source Wikipedia
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Search results at Google & Co.
Learning instruction:	• Discussion: Ask the participants where search results are coming from • Explain how a search engine works • Explain concepts like SEO and SEM • Explain concepts of Affiliate programs and other way how website owners can monetize their website. • Discuss how all these issues affect the quality of search engine results. • Learning material: o CUMILA-Wiki Lesson c1L09 – Recognise Advertising
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Conclusion of the learning topic

Title:	Conclusion of the learning topic "Finding information from the Internet"
Learning instruction:	• Discuss with the participants different ways to find information from the internet • What conclusions do the participants draw from the learning units? • Has the behaviour of the participants changed in terms of information search? • What things will participants do differently in the future or what things will participants pay more attention to in the future?
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content Evaluating data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Managing and using information from the Internet

He / She can store information which he / she found on the Internet in a way, that he / she will be able to find all the needed information at any time. He / She is aware of rules and regulations of using information from the Internet. He / She is aware of copyright and the right to use and understands the concept of licenses. He / She knows how to quote text and how to get pictures for personal use.

Learning units and learning parts:

Strategies for information	recommended class units 1

      3 Phases of an Information search

      Creative usage of the browser

Managing information	recommended class units 2

      Working with bookmarks

      Saving (parts of) a website

      Digital Notebooks

      Collaboration

Using information from the Internet	recommended class units 2

      Copyright and right of use

      Creative commons and OER

      Use of text / Use of image material

      "Free" / license-free material

      Creative commons and OER

Learning aims

Knowledge	Skills	Competence
He/She can • explain the advantages and disadvantages of a bookmark and information which is copied and saved locally on the PC • name different ways to structure websites and information • explain the concept of copyright, right of use, and licenses • explain the concept of the Creative Commons license model	He/She is able • to manage bookmarks in the used Internet browser • to save information from the Internet on the local machine • to identify if specific data is protected by any right. • to identify if and how a license for specific information can be acquired • to find royalty-free material for own use	He/She is able • to develop a strategy to manage information and knowledge • to estimate the potential risk when using data from the Internet

Strategies for information

recommended class units: 2

Learning parts

Title:	3 phases of an Information research
Learning instruction:	• Introduce the 3 phases of an Information search • Introduce and discuss what to do in the "preparation phase" • Introduce and discuss what to do in the "search phase" • Introduce and discuss what to do in the "evaluation phase"
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Creative usage of the browser
Learning instruction:	• Do a search and open search results in (a) new browser windows, (b) in new browser tabs and (c) in the same window. • Explain the usage of browser tabs • Explain how to re-arrange browser tabs within the same and across multiple browser windows. • Discuss the advantages and disadvantages of the different functionalities • Learning material: o CUMILA-Wiki Lesson c2L01 – Creative use of the browser
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Managing information

recommended class units: 2

Learning parts

Title:	Working with Bookmarks
Learning instruction:	- Ask the participants what they know about bookmarks - Introduce the bookmark functionality of a web browser - Explain how to create and manage bookmarks - Learning material: - CUMILA-Wiki Lesson c2L02 – Working with bookmarks
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Managing data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Saving (parts of) a website
Learning instruction:	- Ask the participant how they would save a website - Show how to store a link to a website on the local machine - Show how to "save" a website via the "File->Save" Functionality. - Show how to manually copying content from a website in another document (e.g. Word). - Optional: Show how to "print" a website via the PDF functionality - Investigate the results of the executed actions together with the participants - Explain the differences of the different approaches - Discuss the advantages and disadvantages of each approach - Learning material: - CUMILA-Wiki Lesson c2L03 – Saving web pages
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Managing data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Digital notebooks
Learning instruction:	- Explain the functionality of a digital notebook - Present different digital notebooks as example - Encourage the participants to try out the use of digital notebooks - Discuss the advantages and disadvantages of digital notebooks
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Managing data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Collaboration
Learning instruction:	- Explain the concept of cloud services and how they can be used as collaboration tools - Show an example how multiple users can work in the same document - Show an example how multiple users can share a folder - Discuss the advantages and disadvantages of such functionalities
Further information:	CUMILA Module "Information gathering and opinion formation" CUMILA Module "Communication & Collaboration"
Competences:	**Communication and Collaboration** Sharing information and content through digital technologies

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Using information from the Internet

recommended class units: 2

Learning parts

Title:	Copyright and right of use
Learning instruction:	• Explain the concept of copyright, trademark, right of use and licenses. • Show an example of copyrighted material or trademark (e.g. logo of a company) • Explain the difference between owning material and get the right of use or the license of use (e.g. based on image or software) • Discuss the challenges of copyright and right of use in everyday life • Learning material: o CUMILA-Wiki Lesson c2L04 – Copyright and right of use
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Digital content creation** Copyright and licenses

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Use of text
Learning instruction:	• Explain the definition of a quotation • Discuss the possibilities of using existing texts with some concrete examples. • How much text from a Wikipedia article, for example, may I use in my own text and how do I have to label it? • Discuss the usage of text extracts in own publications. • Learning material: o CUMILA-Wiki Lesson c2L04 – Copyright and right of use
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Digital content creation** Copyright and licenses

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Title:	Use of image material
Learning instruction:	• Discuss the topic "Who owns a picture? Who owns the right to use it?" • Discuss who may have rights to an image (e.g. the person depicted, the photographer, the publisher who published the image). • Explain the term "freedom of panorama" and refer to the different regulations in different countries • Explain the concept of "Image licensing" • Show different online image databases and investigate the cost of a picture • Learning material: o CUMILA-Wiki Lesson c2L05 – Dealing with images
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Digital content creation** Copyright and licenses

FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED

Title:	"Free" / license-free material

Learning instruction:	• Show various websites which offer "free" content (e.g. pixabay.com)
	• Show how participants can search for "free" material via search engines
	• Discuss the following questions
	    o How safe is the use of "free" materials?
	    o Am I really protected from possible claims? (e.g. photographers)
	    o Is "free" material really available without costs?
	• Discuss the advantages and disadvantages of different licenses models and free content

Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Digital content creation** Copyright and licenses

FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED

Title:	Creative commons and OER
Learning instruction:	- Explain the concept of "Creative Commons" and "Open Educational Resources" - Introduce and discuss the Creative Commons license model - Show various websites where participants can find material under CC and/or OER licenses. - Learning material: - CUMILA-Wiki Lesson c2L06 – Creative Commons and Open Educational Resources (OER)
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Browsing, searching and filtering data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Opinion formation and fake news

He/She is able to critically question information from the net. Possible attempts at manipulation and possible false reports are recognised. He/she has developed a sense for possible influences. He/She is also aware of the danger of conspiracy narratives.

Learning units and learning parts:

How we form our opinion   recommended class units 3

       Algorithms

       Shaping our view of the world

       Fake news

Parallel realities and conspiracy theories   recommended class units 1

       Conspiracy Theories

       Parallel realities

Learning aims

Knowledge	Skills	Competence
He/She can • name different factors and mechanisms that influence our view of the world • Identify the success of conspiracy narratives and the danger they pose	He/She is able • develop a strategy for subjectively assessing the accuracy of news and reports and, if necessary, investigating them • recognise and classify conspiracy narratives	He/She is able • to look critically at information from the Internet and to question it • recognise attempts at manipulation • distinguish false information from correct information

How we form our opinion

recommended class units: 3

Learning parts

Title:	Algorithms
Learning instruction:	• Ask the participants what they know about algorithms and if they can give examples • Ask participants to name areas of everyday life where we are influenced by algorithms. • Explain the concept of algorithms using the example of social networks (e.g. Facebook). • Introduce examples of how algorithms are already being used (e.g. predictive policing, medical science, etc.) • Discuss the advantages and disadvantages of the usage of algorithms and how they affect our everydays life.
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content

FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED

Title:	Shaping our view of the world

Learning instruction:	• Ask the participants what kind of information and media is influence their view of the world.
	• Explain the concept of media biasis and discuss where we get our information from.
	• Explain and discuss the concept of influencers in social media.
	• Explain and discuss the concept of social bots
	• Ask the participants if they had contact with such mechanisms in the past and how the dealt with it.
	• Discuss the impact of these mechanism on our daily lifes.
	• Learning material:
	    o CUMILA-Wiki Lesson c3L01 – Our view of the world
	    o CUMILA-Wiki Lesson c3L04 – About Filter Bubbles and Social Bots

Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content

FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED

Title:	Fake news
Learning instruction:	- Ask the participants about their understanding of Fake news. - Ask the participants if they had already contact with fake news in the past and how the dealt with it. - Discuss the motivations behind fake news (What could trigger them? Why get fake news published?) - Introduce and discuss the term "False Balance". - Discuss how to recognize fake news - Discuss the possible effects of fake news using some concrete examples. - Discuss the - Discuss the impact of these mechanism to our everydays life. - Learning material: - CUMILA-Wiki Lesson c3L02 – Media Distortion and Interpretation - CUMILA-Wiki Lesson c3L03 – Image manipulation - CUMILA-Wiki Lesson c3L05 – Recognise Fake News
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content

FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALISED	

Parallel realities and conspiracy theories

recommended class units: 1

Learning parts

Title:	Conspiracy Theories
Learning instruction:	• Introduce and discuss the meaning and differentiation of the following terms: o Conspiracy narrative o Conspiracy myth o Conspiracy ideology or mentality • Ask the participants if they had already contact with conspiracy narratives and how they dealt with it • Explain and discuss why are conspiracy narrative successful. • Explain and discuss the impact of conspiracy narratives • Discuss how we can protect ourselves and others from conspiracy narratives
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content | FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED
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Title:	Parallel realities
Learning instruction:	• Ask the participants what they understand under the term "parallel realities" • Explain and discuss how a parallel reality can emerge. • Explain and discuss the example of the "flat earth society" • Optional: Explain and discuss the example of the "Q Anon movement" • Discuss the possible impact of a parallel reality. • Discuss how we can protect ourselves and others from these influences
Further information:	CUMILA Module "Information gathering and opinion formation"
Competences:	**Information and data literacy** Evaluating data, information and digital content | FOUNDATION	INTERMEDIATE	ADVANCED	HIGHLY SPECIALISED
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