

A close-up photograph of an elderly woman with short, wavy white hair and thin-rimmed glasses. She is smiling warmly while looking down at a smartphone held in her hands. The phone's screen displays a colorful, abstract image. The background is slightly blurred, showing a textured wall.

BU.BI

**Beyond lack of
Understanding, Beyond
disInformation**



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Functional Digital Skills

UNIT 2: LITERACY

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1.Introduction

This UNIT focuses on the importance of critical literacy in digital environments and multimedia discourse. Reading is a main channel for reliable information and learning so we need to be aware of the challenges that the internet and platforms pose on our understanding of the world narratives and develop upgraded digital literacy skills.



2.LEARNING GOALS

Learning Goals

After the training in Unit 1 the trainees will be able to

- ❖ Build confidence in reading and understanding online information critically.
- ❖ Recognize and avoid misleading or false content, especially in headlines and social media.
- ❖ Identify reliable online sources and evaluate website trustworthiness.
- ❖ Learn to use digital tools (like translation features or accessibility settings) to make online content easier to understand.
- ❖ Develop safe habits for browsing and sharing content online.
- ❖ Encourage independence in finding and verifying information in one's preferred language.



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3. LEARNING OUTCOMES

Learning Outcome 1 - Evaluating Online Information and Content

*(Skills for reading, analyzing, and
judging the quality and truth of
digital content)*

**Explain what critical reading means
and why it is important online.**

**List at least 3 signs of a trustworthy
website and 3 warning signs of
a suspicious one.**

**Apply the 5 key questions to
evaluate online articles, posts,
and websites.**

**Recognize clickbait and emotional
headlines and describe their
purpose.**

**Identify at least two trusted sources
for news and health
information**



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2. LEARNING OUTCOMES

Learning Outcome 2 – Using Digital Tools and Practicing Safe Online Behaviour

(Practical digital actions and safe habits to support accessible and responsible internet use)

- Use basic tools like Google Translate or browser features to read content in their own language.
- Adjust settings on a smartphone or computer to improve visibility, readability, or ease of use.
- Demonstrate safe online behaviour by avoiding unverified links and not sharing content that seems suspicious



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A. CRITICAL READING AND EVALUATION SKILLS





Why Critical Reading Online Is Important

Critical reading means reading with **care and thinking**, instead of believing everything
This skill is important: The internet has **true** and **false** information: **ads, fake news, or manipulative stories** on social media or websites.
Real-world example: An article about a medicine that “cures everything” — not written by a doctor.
Digital Tip: Always **pause, think, and check** before acting on anything you read online

How to recognize reliable sources

Official domains: (.gov (government), .org (non-profit), .edu (education))

Recognizable names: BBC, EU portals

Author info: Who wrote it? Are they an expert?

Clear publishing date: Is it recent?

Warning signs of unreliable sources

No contact information or “About Us” page

Strange spelling of popular brand names

Too many ads and pop-ups

Headlines in ALL CAPS or with emojis

Sources you’ve never heard of

Social Media Posts

Not everything on social media is true, even if it's shared by friends or family. Ask:

Where did they get this info?

Can I find the same info on a **real news site**?

Is there a link to the original article?

Tip: Don't share things just because they seem shocking or urgent.

Develop healthy habits online

Be **curious**, not quick to trust

Always ask **"Is this true?"**

Stick to known, official websites

Ask someone if unsure—**there's no shame in checking**



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ALWAYS ASK THE MEDIA LITERACY QUESTIONS



Who?

Who wrote it? (Can you find their name? Are they a professional or just an anonymous writer?)

What

What is the purpose? (To inform, sell, entertain, scare?)

Where

Where is the info from? (Is it backed up by real sources or just opinions?)

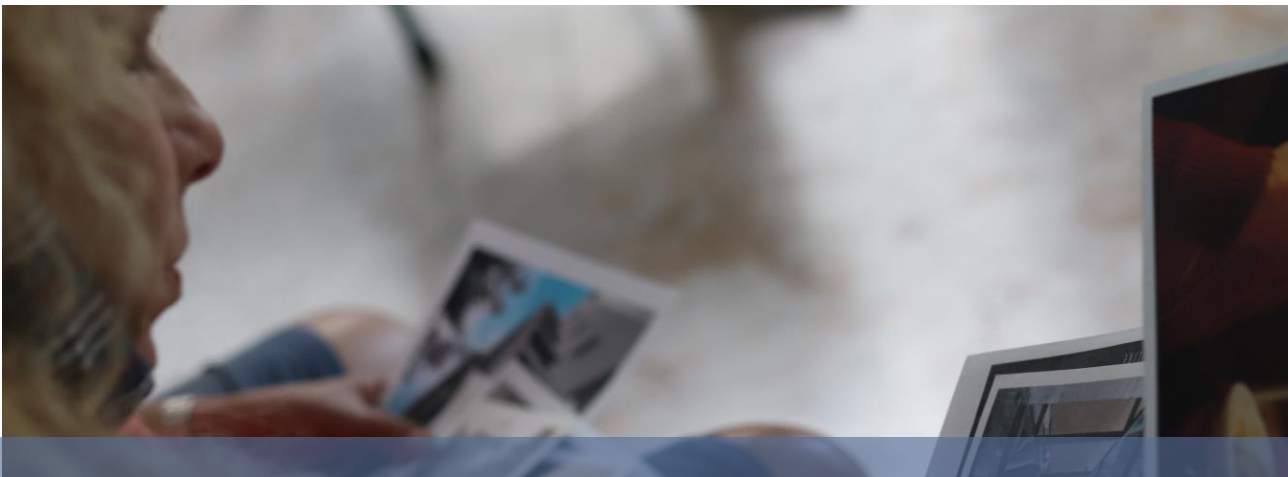


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ALWAYS ASK THE MEDIA LITERACY QUESTIONS



When?

When was it written?
(Is it still relevant, or outdated?)

Why

Why should I believe this? (Is it logical? Are there facts or just feelings?)

What NOT

What is the message **NOT** telling us?
Is all relevant information revealed? If not, why?



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Quote



“Critical literacy means more than knowing how to use technology — it’s about understanding how media work and making informed judgments about what they show us.”

— David Buckingham



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B. MULTILINGUAL & ACCESSIBLE DIGITAL SUPPORT





What Is Digital Accessibility and Language Support?

Accessibility means making websites and devices easier to use for everyone—especially if you:

- ❖ Speak a different language
- ❖ Have trouble seeing, hearing, or reading
- ❖ Need larger text, or voice instructions

Multilingual support means that content or services are offered in **more than one language** on anything you read online

EVERYTHING IN YOUR LANGUAGE ON THE INTERNET



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How to read websites in your language

Tools you can use for machine translation:

Google Translate: Copy and paste text to translate it

Browser translation: Chrome & Edge can translate full pages

Many websites often have a language option - Look for:

Flags or buttons for languages at the top of websites

The word “Español”, “Greek”, “Polski”, etc.

Make your phone easier to read

You can change settings on your device for better access on a **smartphone**:

- ❖ Make text **larger**
- ❖ Use **voice assistants** (say things instead of typing)
- ❖ Turn on **screen readers** that read aloud

Make your computer easier to read

- ❖ Use “high contrast” mode for better visibility
- ❖ Zoom in with Ctrl + or use magnifier
- ❖ Use subtitles when watching videos
- ❖ Try voice-to-text to send messages without typing

Good grammar is not only for school grades

If a site looks official but has strange grammar or wrong words in your language, it might be a **fake version**.

In such websites, never enter:

Your **bank PIN**

Your **ID number**

Personal medical details



LEARN AT YOUR OWN SPEED

Ask for help

It's OK to feel unsure—
everyone starts
somewhere

All... Greek to me!

**Use devices in your own
language**—you'll
understand more and
feel more confident

Localize

**Use devices in your
own language**—you'll
understand more and
feel more confident



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“Adults learn best when they are involved in the planning and evaluation of their instruction; when learning is experiential, problem-centered rather than content-oriented; and when the subject is of immediate value.”

— *Malcolm S. Knowles, from The Adult Learner: A Neglected Species (1973)*

Quote



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C. HEADLINE LITERACY & EMOTIONAL LANGUAGE





Headlines ENGAGE the readers

A **headline** is the **title or top line** of an article or video. Sometimes, when we read the news, we only read the headline, not the article. This title tells us what the story is about and makes us want to read more – BUT sometimes, it acts as a bait: it tricks us into clicking into BAD CONTENT.

A good headline is always **clear and true**
A bad headline can be **misleading or emotional**

Understand sensationalism

Sensationalism = making a story sound more shocking or dramatic than it really is.

Examples: “Doctors HATE This Trick!”

“You’ll Die If You Eat This Common Food!”

These headlines use:

Fear

Surprise

Excitement

They want clicks—not to tell the truth?

Spot emotional language

Headlines may use strong or emotional words to trick your brain:

“Shocking”

“Outrageous”

“Unbelievable”

“Heartbreaking”

“Hero”, “Monster”, “Miracle”

These are **not facts**—they’re meant to make you feel something.

Headlines do not tell the whole story

Headlines are designed to capture attention quickly, but they can sometimes be misleading or sensationalized. It is important to critically examine the content beyond the headline to gain an accurate understanding of the information..

Think before clicking or sharing

Ask:

- ❖ Is the headline trying to scare me or inform me?
- ❖ Can I find this story on a trusted site?
- ❖ Is it possible the story is old or out of context?

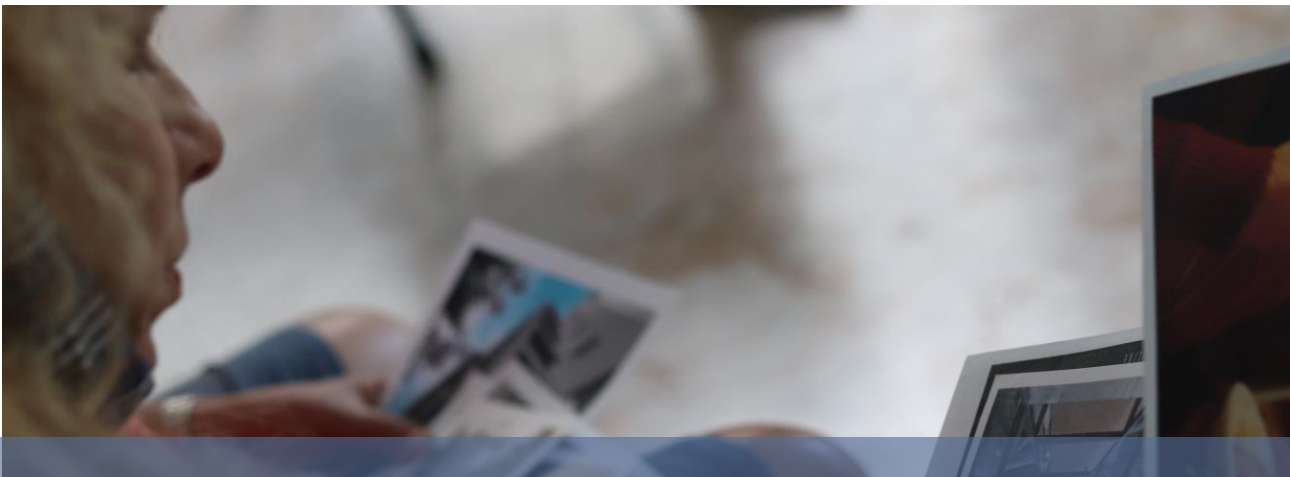
You don’t need to click everything that grasps your attention!



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YOU ARE IN CONTROL OF WHAT YOU READ ONLINE

Beyond the title

Headlines are not always the full story – read the article or search for the same information in other sources

What do you feel?

Emotional words = warning sign that the post or article wants to engage you, not necessarily to inform you

You are in control

Don't forward or share unless you're sure
You have the power to choose what to trust



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Quote



A major study published in *Nature Human Behavior* analyzed over **35 million public Facebook posts** shared between 2017 and 2020. Researchers found that **around 75% of these posts were shared without users clicking through to read the actual article**.

Read before sharing!



READ
ARTICLE

25%

READ TITLE
ONLY (or just
the first lines
of the article)

75%

A major study published in *Nature Human Behavior* analyzed over **35 million public Facebook posts** shared between 2017 and 2020 and found that **around 75% of these posts were shared without users clicking through to read the actual article**



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THANK YOU

Does anyone have any questions?
Follow the project updates

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