**CLASS 5**

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| **TOPIC** | Media Literacy vs Information/Digital Literacy  |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | This class focuses on the fact that the social dynamics during the digital age has brought about some re-assessment of media literacy concept and as more and more (millions, billions) users of all ages get exposed to media technologies and content we now talk about information/digital literacy development. It implies:1. Development of advanced media skills.
2. Development of analytical and evaluation skills.
3. Cooperation and collaboration (using media skills for more effective learning and development.
4. Safety (personal and technological).
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| **KEY WORDS** | Media literacy; information literacy; digital literacy |
| **SUGGESTED TOOLS** | Power-point presentationVideos and readings that can serve as examples for discussionDiscussion |
| **TIPS / METHODOLOGICAL REMARKS****(if applicable)** | The “flipped classroom” method is used. Students are assigned readings and videos to watch and then a class discussion is carried out. All steps are detailed in the description  |
| **IMPLEMENTATION OF THE CLASSES**  | **STEP 1** | The students are assigned to read the power-point presentation and think of possible questions to discuss. |
| **STEP 2** | The students are assigned to find examples illustrating the different way in which media literacy and information/digital literacy have functioned in the historical development of human society. See Work Card 1and Work Card 2. |
| **STEP 3** | Discussion: the students come to class and discuss the different way in which media literacy and information/digital literacy have functioned. They ask questions based on their getting acquainted with the presentation of the lecturer. |
| **STEP 4** | The lecturer clarifies the different points of view and makes students critically assess what they know about the development of the concept of media literacy. |
| **STEP 5** | Learners discuss the different examples they have found illustrating the way media literacy and information/digital literacy work.  |

**ADDITIONAL MATERIAL - WORK CARD 1**

**WORK CARD 1 – DEVELOPMENT OF MEDIA LITERACY AND INFORMATION/DIGITAL LITERACY**

**Task 1:** Read through the milestones in the development of what has become known as the computer revolution and the creation of the information superhighway in the USA and add at least five more such milestones from the end of the twentieth century and the beginning of the twenty-first century.

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| **The Computer Revolution** | **The Information Superhighway** |
| 1623 - W. Schickard invents the first mechanical calculator | 1795 – the invention of the optical telegraph |
| 1823 - Babbage conceives a steam-powered digital calculating machine | 1835 - Morse invents the electromagnetic telegraph |
| 1872 - Lord Kevin invents the analog computer | 1842 - A. Bain invents the facsimile transmission |
| 1880 - H. Hollerith builds the first working model of Babbage | 1866 - Lord Kevin instrumental in laying of the transatlantic cable |
| 1930 - V. Bush builds a prototype analog computer, differential analyzer | 1876 - Bell invents the telephone |
| 1939 - John Atanasoff creates the first electronic digital computer | 1895 - Hertz discovers radio waves |
| 1948 - Bell Labs create the transistor and receive the Nobel Prize | 1964 - AT&T introduces the first videophone, 1993 re-introduced |
| 1951 - The Univacproduces the first commercially manufactured computer | 1969 - APRAnet, the first national computer network created in the USA |
| 1964 - Gilbert Hyatt builds the first silicon microchip | 1970 - optical fiber invented by Corning Glass |
| 1981 – IBM produces the first personal computer | 1975 - NASA experiments with direct broadcast satellite |
| 1983 – Apple designs the first desk top computer system to use icons and a mouse  | 1980 - CNN begins |
|  | 1985 – Al Gore is the first to use the term “information superhighway” |
|  | 1989 - WWW created at CERN, Geneva |
|  | 1993 - the creation of a superhighway |
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**Task 2.** Think how that has changed the nature of media literacy.

**ADDITIONAL MATERIAL - WORK CARD 2**

**WORK CARD 2 – DEVELOPMENT OF MEDIA LITERACY AND INFORMATION/DIGITAL LITERACY**

**Task 1.** Is there a difference between information and digital literacy? Think of possible differences to list under the following headings:

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|  | **Information Literacy** | **Digital (Technology) Literacy** |
| Definition |  |  |
| Scope |  |  |
| Objectives |  |  |
| Focus |  |  |

**Task 2.** Compare your answers with the ones listed on <https://www.simplilearn.com/what-is-technology-literacy-article>. Do you agree?

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|  | **Information Literacy** | **Digital (Technology) Literacy** |
| Definition | Information literacy refers to the ability to identify, locate, evaluate, and effectively use information from various sources. It involves critical thinking, research skills, and the ability to analyze and interpret information. | Digital (Technology) literacy refers to the knowledge and skills required to effectively and responsibly use technology tools and resources. It encompasses understanding basic computer operations, digital communication, software applications, and digital citizenship. |
| Scope | Information literacy encompasses a broader set of skills related to finding, evaluating, and using information across different mediums, such as books, articles, databases, websites, and other sources. It focuses on the overall process of information seeking, evaluation, and application. | Digital (Technology) literacy specifically concentrates on understanding and utilizing technology tools and resources. It includes proficiency in using computers, operating systems, software applications, digital devices, online platforms, and navigating the digital landscape. |
| Objectives | The primary objective of information literacy is to develop critical thinking and research skills that enable individuals to effectively locate, evaluate, and use information to meet their needs. It aims to foster lifelong learning, decision-making abilities, and intellectual growth. | The main objective of digital (technology) literacy is to equip individuals with the skills necessary to use technology effectively and ethically. It focuses on providing the knowledge and competencies needed to navigate the digital world, communicate efficiently, and leverage technology tools for personal, educational, and professional purposes. |
| Focus | Information literacy emphasizes skills related to information evaluation, synthesis, and application. It focuses on understanding the credibility, reliability, and relevance of information sources, as well as the ability to integrate information into one's knowledge base. | Digital (Technology) literacy concentrates on acquiring technical skills, understanding digital tools and platforms, and using technology efficiently. It emphasizes learning how to operate hardware and software, navigate interfaces, troubleshoot common issues, and stay updated with technology advancements. |