**Identifying different audiences of scientific information - Tackling disinformation on scientific issues Module structure**

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| **TEACHING HOURS** **(45 min each)** | **TIME NEEDED** | **CONTENT & TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **RESOURCE / METHOD** |
| **1 hour** | 10 min(slides 1-10) | Introduction to the module – brief description of the content  | Main points about disinformation on scientific issues | PPT |
| 35 min(slides 11-20) | Identifying fake news on science | Students in groups discuss specific cases of fake scientific content  | PPT |
| **1 hour** | 15 min(slides 21-22) | Conspirational beliefs |  | PPT |
| 30 min(slides 23-30) | Practice | Students are assigned exercises to recognize conspirations on media | PPT, exercices on computers, quiz |
| **1 hour**  | 45 min(slides 31-37) | Ways of tackling disinformation  | Present tools of tackling disinformation   | PPT         |
| **1 hour and 30 min** | 30 min(slides 38-41) | Working with tools  | Students try various tools that can help them in the factchecking process | PPT, computer lab, various tools |
|  | 45 min(slide 42) |  Students hands on evaluating sources |  Students work in pairs and present their findings. Report problems that they encounter |  |