**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 |  |