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DOCUMENT Course Description
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COURSE DESCRIPTION

Media Literacy: Teaching Students to Verify What They See

Media literacy is probably already in your curriculum. What changed is the material: since August 2026, EU law asks providers of generative systems to mark what they generate, with gaps a student needs to know.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

You come out of this week with a verification routine your students can actually run, and a written rule for what happens when it fails.

- **Monday** — you sort a set of real and generated items before any training, and find out how good you actually are.
- **Tuesday** — the procedure: provenance, lateral reading, tracing an image back. What still works.
- **Wednesday** — what EU law now requires generated content to carry, what that marking misses, and why detectors are not the answer.
- **Thursday** — you turn the procedure into something a class can do in ten minutes.
- **Friday** — a live clinic on genuinely hard items, then you draft a rule for the ones nobody can settle — what you apply in your own class now, and what you take to whoever signs such rules off.

You go home with a routine your class can run in ten minutes and one page for what to do with an item nobody can settle. This is not a course about spotting bad headlines; it is about what a teacher does when a student brings in something that cannot be resolved by looking harder.

02 Course description

In October 2025 UNESCO published the first global mapping of media and information literacy across all 194 of its member states. The figure that travelled was that 43% of countries have built media and information literacy into formal education. For a European teacher that is the wrong number to look at. In Europe and North America the figure is 91%.

Media literacy is almost certainly already in your curriculum.

So the problem is not absence. It is that what is being taught was designed for a world in which producing convincing false material took time, money and skill. That stopped being true, and the law has moved in response.

Since 2 August 2026, Article 50 of the European Union's Artificial Intelligence Act has required providers of generative systems to mark what they produce in a machine-readable format. That is worth teaching, but it is narrower than it first sounds: older material carries no required mark, AI used only for standard editing is outside the rule, and the duty sits with the provider, not the school. A student who knows only the first half of that will trust a mark that was never required to be there. Wednesday reads the rule in full.

The week works inside UNESCO's own curriculum for educators, and says which parts. Module 4 covers competencies to tackle misinformation, disinformation and hate speech; Module 11 covers artificial intelligence, social media and media and information literacy. Those two carry the week, with Module 3 on the information cycle and Module 7 on how media and technology shape content supporting them. The curriculum has fourteen modules. This course works in four, and the first day says which ten it leaves out.

Monday is deliberately uncomfortable. Before any teaching, participants sort a mixed set of real, generated and edited items and record how confident they were about each. The column that matters afterwards is not the wrong answers but the confident wrong answers, and that column sets the week's priorities.

Tuesday builds the procedure that survives all of this: establishing provenance, reading laterally rather than staring harder, and tracing an image or a claim back to the first place it appeared. None of it depends on being able to see that something is false, which is exactly why it still works when seeing fails.

Wednesday deals with the tool teachers ask about first. Detectors return a score, and a score is evidence rather than proof; a class taught to trust one has been taught to outsource the judgement the course exists to build. What replaces it is the marking requirement, its two gaps, and the habit of asking where something came from rather than whether it looks right.

What travels home is deliberately small: a routine a class can run in ten minutes, and one page setting out what a teacher does with an item nobody in the room can settle — who it goes to, what is said to the student in the meantime, and what gets recorded. How platforms are designed to hold attention is the work of Digital Literacy: Teaching Students How Platforms Are Designed; online harassment is the work of Cyberbullying: Prevention and Response in Schools; and using AI tools in teaching is the work of AI-Assisted Learning for the 21st Century Classroom.

03 Learning outcomes

01 Run a verification procedure — provenance, lateral reading, tracing back — on material that cannot be judged by appearance, and teach students to run it themselves.

02 State what EU law requires generated content to carry since 2 August 2026, and name the two situations in which that marking will not be there: material generated before the rule applied, and AI used only to assist standard editing.

03 Explain to a class, and to a parent, why a detector's score is evidence rather than proof.

04 Build a verification routine a named class can complete in ten minutes, with a plan for checking that a student can run it, tested on a colleague.

05 Draft a rule for an item nobody can settle: who it goes to, what the student is told meanwhile, and what is recorded — what you can apply in your own class now, and what you take to your school leadership.

04 Methodology

You Are Tested Before You Are Taught	The week opens with a cold sort of real and generated material, done before any input. The results are not a warm-up exercise; they decide which parts of the procedure get the most time.
Procedure, Not Perception	Every check taught during the week works whether or not anything looks wrong, because the week assumes that looking will stop being enough.
Named Modules, Not a General Topic	The course states which of UNESCO's fourteen media and information literacy modules it works in and which it does not, so participants can say afterwards exactly what was covered.

05 Daily programme

Day 1

How Good Are You, Actually

- **Icebreaker:** each participant describes one thing they have seen online recently that they could not settle, and what they did about it
- **The cold sort:** a mixed set of real, generated and edited items classified with no guidance, with each participant recording their own confidence
- Results opened together — with attention to the confident wrong answers rather than the wrong ones
- What UNESCO's 2025 global mapping actually found, and why the European figure matters here more than the global one
- **The week's frame:** UNESCO MIL Modules 4 and 11, supported by Modules 3 and 7 — and an honest statement of the ten modules this course leaves out

Day 2

The Procedure That Still Works

- **Warm-up:** "Where did you first see it?" — in pairs, trace where a well-known meme or saying first appeared, using only what you can find in five minutes; it opens the day on provenance
- **Module 3, the information cycle:** who published this, when, and what did it look like the first time it appeared
- **Lateral reading:** leaving the page to check the source instead of studying the page more closely
- Tracing an image or a clip back to its earliest appearance, and the ways that search fails
- **Working session:** each participant runs the full procedure out loud on an item card (or, if you prefer, an item from your own feed)

Day 3

What the Law Requires, and What It Misses

- **Module 11, artificial intelligence and MIL:** Article 50 of the EU Artificial Intelligence Act, applicable since 2 August 2026: synthetic audio, image, video and text marked in a machine-readable format and detectable as generated or manipulated
- **The two gaps a student has to know:** material generated before the rule applied carries no required mark (systems already on the market before that date were given until 2 December 2026 to comply), and AI used only to assist standard editing is outside the obligation

- **Whose duty it is:** the machine-marking duty sits with the provider of the system, not the school or the teacher, while those who use a system to publish deepfakes carry a separate disclosure duty — and why that matters when a parent asks
- **Detectors:** why a detection score is evidence and not proof, and what a class taught to trust one has actually learned
- **Working session:** Monday's items examined again, this time with the procedure and the marking question

Day 4

Turning It Into Ten Minutes of Class Time

- **Module 7, how media and technology shape content:** from procedure to classroom routine, what survives when it has to fit a real lesson, for a named class and age group
- How the form of a medium shapes what it can claim, and how to make that visible to students
- Building the routine, together with a way to check that a student can run it — and a version for classes with no devices: a printed item card and a teacher-led lateral-reading check
- **Peer test:** someone else's routine run on your item, and revised on what happened

Day 5

The Clinic, and the Rule for What You Cannot Settle

- **Live clinic:** genuinely ambiguous items worked through under time pressure in small groups
- What to do when the procedure runs out — the honest answer, and how to give it to a class without teaching them that nothing can be known
- **Writing the page:** what a teacher does with an unresolved item, who it goes to, what is said to the student meanwhile, and what is recorded
- Course evaluation and reflection on learning
- Certification ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- UNESCO's Media and Information Literacy curriculum for educators and learners (2021) — Modules 4 and 11 worked with directly, supported by Modules 3 and 7
- UNESCO's global mapping of media and information literacy policies and curricula across 194 member states (October 2025), used on Day 1 to place Europe among the world's regions
- Article 50 of the European Union's Artificial Intelligence Act, read for what it requires and for what it leaves out
- The mixed set of real, generated and edited item cards used in Monday's cold sort and revisited on Wednesday and Friday, supplied by the course

07 How to prepare

- There is nothing you need to bring: Monday and Friday work on item cards supplied by the course. A phone with internet access is enough for the search work on Tuesday and Wednesday, and if you would rather not use yours, you work with a partner. If you like, you can think of one item you could not settle, but that is optional and nothing has to be shared.
- It helps to have one class or age group in mind for Thursday's routine; a general one is enough.
- If your school has a policy covering what staff do with questionable content, it helps to know roughly what it says; Friday's page can be written without it.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide names digital transformation as a horizontal priority, stating that "the Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 8).

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.