



# **ESSENTIAL DIGITAL SKILLS ACTION RESEARCH PROJECTS**

**FINAL REPORT ON THE EDS ACTION RESEARCH PROJECT –  
EMBEDDING WELLBEING APPROACHES IN EDS  
PROGRAMMES**

**Haringey Adult Learning Service**

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For further information regarding the EDS Action Research programme and this project go to <https://ccpathways.co.uk/essential-digital-skills/>.

The programme was delivered on behalf of the Education and Training Foundation by -



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# Final report - Embedding wellbeing approaches in EDS programmes

## Haringey Adult Learning Service

This project underpinned principles around Trauma Informed Practice. We explored the real impact misinformation is having on women who are disproportionately affected in COVID-19 times. A co-design element was at the heart of the project where learners created video diaries and community messages outlining the positive influence on their wellbeing.

### Summary

Haringey Adult Learning Services (HALS) provide basic skills and vocational courses that target migrant residents with low levels of English, people with no qualifications or those not qualified to Level 2. Learners are unemployed or in low paid employment. High levels of health inequality in the east of the borough mean most learners have low to moderate mental health needs. The service works to the borough regeneration and economic development strategy via a Good Employment Recovery Plan. The service has a strong ethos of multi-agency working, partnership, inclusion and learner involvement, underpinned by a strengths-based approach.

Our work investigated the effect on learner wellbeing of embedding wellbeing activities into EDS sessions with a focus on online misinformation. We focused this project on women (particularly single parents) due to the disproportionate effects data has shown that COVID-19 has had on this group (Institute for Social and Economic Research, 2020)

The project team was made up from Essential Digital Skills (EDS) Tutors and a Creative Skills tutor to facilitate the co-design aspect of developing and embedding the misinformation/disinformation workshops.

Small group sessions aimed to give a safe space for learners to explore individual concerns around fake news. Through a co-design approach the focus was on empowerment to take control of these issues and, using new digital skills, create their own positive messaging around misinformation.

Intended outcomes included:

- providing an understanding of what misinformation is
- learning about who creates and shares misinformation
- exploring what motivations people have for doing this
- considering how misinformation can affect our wellbeing
- investigating how we keep up-to-date with information online.

We wanted learners to build confidence in these key areas through the workshops and co-creation activity, and a sense of connection with a wider online community through their sharing of the resources.

## Rationale

The focus on women for this project (particularly single parents) was in line with the Trauma Informed Approach (Weston College, 2018; Shevrin Venet, 2020) with which HALS has been underpinning its delivery since March 2020.

Our video diary activity was designed so that learners were able to use the device which is most accessible to them. The co-created message activity focussed on short slogans, which were digitally produced so that learners' language and literacy skills will not be a barrier.

ESOL Learners were also encouraged to produce their messages in languages other than English so that they could be used in future in their communities. Tutors needed digital upskilling, particularly in the areas of digital wellbeing, to improve confidence to facilitate these topics.

To disseminate progress and learning, project updates were shared on service and team chat threads and access to workshop resources were shared with all staff through a range of accessible formats. Staff were invited to trial any of the project activities and to reflect on their experience and learning in a shared online project space in MS Teams. Project updates were also recorded so that staff will be able to access them in a range of formats.

## Approach

### Stage 1:

- Learners are introduced to the project and complete a quiz on fake news.
- Learners create short video clips where they record how they feel misinformation is having an impact on their wellbeing.

### Stage 2:

Learners take part in 2 workshops around misinformation following principles of co-design:

Workshop 1: Presentation delivered outlining:

- What is misinformation?
- Why do people create it and spread it?
- Why is it so overwhelming?
- How can I spot it?

Learners completed a survey answering questions through 'Panda' Emojis. The reason for choosing panda emojis was because we felt they represented the different emotions more visually than just the smiley faces. The panda was simply a design choice made from the various emoji icons available in PowerPoint.

The decision to use emojis in particular was based on it being recommended by our mentor as a really useful strategy for accessibility and understanding for questionnaires and getting feedback.

Questions included:

- Do you think fake news is harmful or misleading?
- How would you feel if you shared a message to friends and found out it was fake news?
- How much do you trust social media to keep you up to date about issues you care about?
- If a news story made you feel strong emotions (fear, anger), how confident do you feel that you would suspect it to be false or misleading?

Learners took part in 'The Bad News Game' to be *in the shoes* of someone who is spreading misinformation.

A series of community messages based on their new knowledge and skills were produced by the learners in MS Word.

### **Stage 3:**

Learners shared wellbeing journeys by creating a second video diary recording:

- What their experience was of playing 'The Bad News Game'.
- How confident they now felt that they can look after their own wellbeing (and their family and friends') online in relation to what is fake or what is misleading.
- Wellbeing community messages which were shared across the service.

The workshop template for the workshop events was also introduced to other classes across HALS.

## **Professional learning: Evidence of changes in teaching, learning and assessment practices**

We are now seeing digital literacy programmes appearing in schools, colleges and universities, with lots of innovative lesson plans and tools, but roll-out is still very much a process of trial and error. The co-design element of this project allowed us to work with learners to get an understanding of how misinformation affects them based on their lived experience and design resources to meet their needs.

Our approach for this project was to create a series of co-designed workshops with a group of learners to create resources to raise awareness of and promote discussion about misinformation.

The practitioners involved were professionally developed as action researchers: we encouraged critical thinking about education, values and practice. A process model in the design and delivery of the workshops was put into practice. A praxis curriculum model with learners empowered to co-design content (positioning of learners as experts in their own learning and development) subsequently improved their wellbeing. We drew on relevant research as part of this evidence-based practice (Wardle and Derakhshan, 2017).

In advance of the first workshop, we created a series of questions about misinformation for the learners to respond to in their video diaries. This allowed us to have a better understanding of what type of information and resources might help to address the knowledge gap and what kind of concerns and attitudes the group

had about misinformation at the beginning of the project. This demonstrated our commitment to maintaining high standards of ethics and professional behaviour in support of learners and their expectations.

The activities encouraged the group to consider how they keep up-to-date online, how being online might impact their wellbeing and explored trusting our instincts and judgement in the online space. This was supported by the group creating statements and messages in response to a series of questions, such as “What would you say to someone who is feeling overwhelmed by false and misleading stories online?” and “What advice would you give to someone about looking after their wellbeing online?”, which were then shared within the group.

Throughout the project we were active. After each workshop we made changes for the following workshop based on identified learner needs, for example, introducing ‘The Bad News Game’ using role play, placing learners in the ‘shoes’ of someone: spreading fake news (see response in Video diary 2). We dedicated an additional workshop to develop the personal messages which allowed learners the time to reflect on what they had learned and freedom to create their own personalised community messages, enabling them to feel connected:

## Jamboard:

The Jamboard consists of five cards, each with a red header and a yellow body. The cards contain the following text:

- Card 1:** Social Media can make money misinforming you. Get the news or believe the lies.
- Card 2:** Envisage In HALS Courses!
- Card 3:** RELAX AND TAKE IT EASY!  
Firstly, try to limit time you spend on social media as that's the first spread of fake news and people who are trying to make money out of it.  
Secondly, choose information you really need to know and which are facts, rather than guesswork or people's personal feelings/opinions.
- Card 4:** Be aware of misinformation. Verify what you see or read, and educate yourself on important matters. Limit exposure to social media.
- Card 5:** Too much information does not mean knowing everything, therefore it is important to focus on issues that only affect, or may affect in the future, your life, knowing how to choose your sources of information, reading different opinions and it is also a good idea to contrast the information in channels that usually go against your ideas or ideologies since the truth usually lies somewhere in between.

A Message from the Essential Digital Skills Learners at Haringey Adult Learning Services (HALS)

## Edmodo Group:

The image shows two screenshots of an Edmodo group interface. The top screenshot displays the group page for 'Misinformation', created by Catriona Fitzsimons. The page includes a navigation menu on the left with options like 'Your Classes', 'Posts', 'Folders', 'Members', and 'SMALL GROUPS (0)'. The main content area shows a post by Fericka Osborne from April 1st, 2020, with the text 'Here is my other poster.' and a document titled 'Fericka's Poster.docx'. Below the post are options to 'Like', 'Comment', and 'Share', along with a 'Write a comment...' field. On the right side, there is a calendar for Tuesday, June 29, which is currently empty, and an 'Invite' button. The bottom screenshot shows a zoomed-in view of the post interaction area, highlighting the 'Translate' button, the '1 Like' count, the 'Write a comment...' field, and a subsequent post by Ilinca Neculai from April 1st, 2020, with the text 'Hi Catriona, here you can find my advice.' and a document titled 'Look After Your Wellbeing- Ilinca Neculai.docx'. This post has 2 likes and 1 comment, with a comment from Andrew McCafferty saying 'Fantastic! Really great advice.'

Practitioners are subject and/or vocational specialists as well as experts in teaching and learning and showed commitment in maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners. Continual refreshing of knowledge and skill sharing occurred across the project by sharing resources via the MS Teams platform and CPD sessions.



## Evidence of improved collaboration and changes in organisational practices

Project updates were shared on the service and team chat threads and access to the workshop resources shared with all staff through a range of accessible formats. Staff were invited to trial any of the project activities and to reflect on experience and learning in a shared online project space in MS Teams. Any project updates were also recorded so that staff will be able to access them in a range of formats.

The video diary activity was designed so that learners would be able to use the device which is most accessible to them. As not all learners had a smartphone, it was decided as a group to use MS Teams to record the videos, enabling all to participate.

The co-created message activity focused on learners' devising short slogans, brief messages and digitally produced content so that learners' language and literacy skills did not become a barrier. Although the messages were produced in English, ESOL Learners were encouraged to produce their messages in languages other than English. The benefits of this enabled learners to respond in their first language and therefore reduced cognitive load (Bell Foundation, 2021).

### Opiekować się twój myLIBviewg online

#### ZRELAKSUJ SIĘ I ZRÓB TO ŁATWO!

Po pierwsze, spróbuj ograniczyć czas spędzany w mediach społecznościowych, ponieważ jest to pierwszy rozprzestrzenianie się fałszywych wiadomości i ludzi, którzy próbują zarabiać na tym.

Po drugie, wybierz informacje, które naprawdę musisz wiedzieć, które są faktami, a nie domysłami lub osobistymi uczuciami / opiniami ludzi

The workshops were designed and scheduled based on learner needs through practitioner collaboration. Practitioners in different roles worked constructively in new relationships both within HALS and in their own setting. The class tutor and the associate tutor collaborated on the resources to ensure they were relevant for the learner group.

## Evidence of improvement in learners' achievements, retention and progression

The learners, as a group, reported that they often struggled to tell the difference between news that is real and that is 'fake'. They were unanimous in believing that false and misleading news stories are harmful, but less clear about the motivations of why people create and spread misinformation online.

When asked if they were concerned about what is real and what is fake or misleading online, they provided some valuable insight into the impact of misinformation on their wellbeing.

One learner expressed concerns around violent and aggressive news stories, another how misinformation might impact and affect her children. A young mother said that she finds it “very scary” not knowing if what she is reading or listening to is real or not and shared her worry that the intention of misinformation might be an attempt to control you or make you believe something that isn’t true. A male learner spoke about how he is starting to struggle with misinformation, especially the news on social media, where people post messages or share links and it’s hard to know if it’s a joke or if the statistics are real.

This can be illustrated best with learner case studies. The first case study focuses on two female learners, K and M.

What were the learners’ challenges at the beginning?

K has two daughters, 19 and 16, and it is their age group she was most concerned about. She worried about the ease of access to information making them:

*“...feel that they are in control because they know stuff, but it's not really that they know, it's that they know how to get or how to access stuff about, they don't talk about, they see it, and there tends to be especially a tendency to accept it because (their) friends have been hearing it...”*

It therefore becomes more commonplace more acceptable. K also felt that people access information differently, and this can be confusing.

M was very concerned and said she was:

*“...trying to avoid the news which are full of violence and aggression and I just tried to sort out everything, so I choose what I want to hear.”*

She commented that it is a:

*“...very difficult situation because you know it's getting more and more and then we just stuck. Now if you watch TV, it just full of the headlines and other headlines already hitting basically two words to tell us everything!”*

M was trying to be aware but found it quite intimidating as to how to find trustworthy news amongst the amount “headline” news intent for an emotive response.

What did they learn in the end?

K commented:

*“I definitely feel more equipped. It's good also to know that it's so serious that there is a need to educate people. It's not just all in my mind!”*

She also remarked that she does not *“have worry but thinks about it.”* This demonstrated her new, calmer way of approaching the topic now that she is more equipped. At the same time,

*“I guess I’m always expecting that something will come along and catch me out. But it’ll be fewer things because I know a bit more about it.”*

M reflected:

*“I think I got so much information that I never thought about that before. Not to take everything from social media, so it’s a truth. Here I got some so much more and it will help. So yeah, we will be much more aware of everything and I will double check everything!”*

She also felt confident to pass on what she has learned to friends and family as

*“Everyone needs to be aware, but of course not to be paranoid about it. But obviously...we have to have our eyes open, you know, just to decide what is good, what is bad. So that’s why it has been really helpful.”*

This learner feedback tells us that the experience was extremely valuable, and the learners enjoyed all stages of the project. They were fully engaged as it was meaningful to all participants in their own unique ways. They enjoyed being filmed and learning these digital skills. I looked forward to teaching them how to record and edit their own video diaries and this element will be covered in a Level 1 qualification.

The next steps for the team are that most learners are progressing to EDSQ Level 1, where they will explore recording and editing videos themselves at Level 1, developing further their digital literacy.

## Learning from this project

Over the course of our investigation, we learned that:

- Learners had some degree of knowledge about misinformation but not a clear understanding of what it is.
- Learners reported feeling overwhelmed by the scale of misinformation online and worried about its effects on them and those close to them.
- Learners had some idea of the motivations behind misinformation, and it was a cause for concern for many of them, particularly relating to health information.

We also valued feedback from EDS research peers at the dissemination event, in which practitioner research peers told us:

*“What a critically important part of education – considering misinformation. This should be at the core of so many courses today”.*

*“I like the idea of video diaries”.*

*“[This curriculum is] potentially so empowering”.*

*“Misinformation is having a real impact on community health and wellbeing”.*

### **What went well:**

The project approach of breaking down the key aspects of misinformation, e.g. defining it, tools to spot it, was successful in helping the group to feel more confident about dealing and interacting with misinformation online.

Creating the personal messages and statements facilitated discussion around the issue and allowed learners to hear about lived experience from different perspectives. Although the group were unanimous that misinformation is harmful, what that harm looks like and how it impacts differs from person to person. So, beginning from a place of understanding the needs and concerns of the group supported the creation of resources that played a meaningful role in addressing the issue of misinformation and, more broadly, looking after their wellbeing online.

### **Even better if...:**

In the future we would like to extend the curriculum to allow exploration of learners' own unconscious /confirmation bias. Are there outlets that they think 'oh that must be false' because they share views that don't sit with their own e.g. "I'm right dot com" (Joe Rogan Experience, 2015).

These could be further tools to promote critical thinking in real contexts.

ESOL Learners could produce more of their messages in languages other than English, widening the reach in a diverse community.

Learners could be encouraged to record and edit their own videos improving their digital skills even further. This will be explored by the team in future with progressing learners at Level 1.

There is so much rich evidence and information on this project through learners' testimonies. The best way to experience it is to visit our Padlet (Appendix 7) where you will find learner journey evidence, case studies, evaluation reports and information about our teaching and training resources.

Examples of resources involved in the project may also be found in Appendices 1-4.

## References

Bell Foundation (2021) *Translanguaging*. The Bell Foundation. Retrieved 21/05/2021 (<https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/translanguaging/>)

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Wardle, C. and Derakhshan, H. (2017) *INFORMATION DISORDER: Toward an interdisciplinary framework for research and policy making*. Strasbourg: Council of Europe, Report (DGI (2017)09).

Weston College (2018) *Becoming Trauma Informed: Developing education practice in offender learning*. ETF Excellence Gateway. Retrieved 21/05/2021 (<https://www.excellencegateway.org.uk/content/etf3010>).

## Appendix 1 - The project team

Project Role	Name	Job Role
Project Lead	Ecaterina Bright	Senior Tutor
Deputy Lead	Andrew McCafferty	ICT Tutor
Project Team	Caitriona Fitzsimons	Associate Tutor
Project Mentor	Lynne Taylerson (ccConsultancy)	
Research Group Lead	David Prinn (ccConsultancy)	

## Appendix 2 - Screen shot from Disinformation/Misinformation Workshop

This slide, from the first workshop, was designed as part of the key aim to promote understanding about misinformation by providing a clear definition of what it is, to support further slides that explore the types of misinformation, e.g. jokes, satire and false or misleading news stories, and the motives of people who both create it and spread it. This definition was sourced from the government's 2019 Online Harms White Paper:



**False** (not true), or **inaccurate** (not correct) information that is spread around to **fool** or **deceive** people.

This slide, from the first workshop, explores reasons why misinformation can be so overwhelming in the online space. It was created using learner feedback about their own experiences with misinformation during the first video diary session. It was useful to be able to connect their own lived experiences from a wellbeing perspective:



It can be violent or aggressive.  
It can trick you.  
It can cause confusion.  
It can influence you or people you care about.  
You don't know what to trust.  
You could accept things that aren't true or doubt yourself.  
It could scare you.

## Appendix 3 - Screen shot from Misinformation Workshop Quiz

We designed a quiz to accompany the first workshop about misinformation, which provided key elements of understanding, such as a definition of misinformation, the different types, the motivations for both creating and spreading it, etc. The learners completed a question from the quiz, which assessed how their attitude about misinformation changed as they learned more about it. The quiz answers included emojis to support access and understanding.

This sample question accompanied a slide which explained that one of the biggest motivating factors for creating and sharing misinformation is financial, by generating income through online advertising.

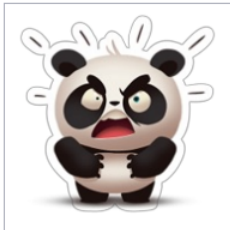
**4. If you shared a news story or text message that you later found out was false or misleading, and you discovered that the people who created it did so to make a lot of money, how would you feel?**

*points: 3*

- It wouldn't bother me too much, it happens.



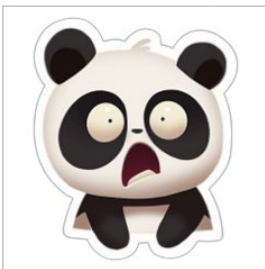
- I would feel angry because I had been misled.



- I would feel upset and worried about having shared the information.



- It could upset, confuse, manipulate or influence people and is very harmful.





## Appendix 4 - Screen shot from learner posters

After completing the Misinformation Workshops, the learners created these posters to share their knowledge about misinformation and also their own personal messages about their experiences of it with their peers. The learners really enjoyed creating the posters and found it a very valuable experience being able to share advice.

### Look After Your Wellbeing Online

Too much information does not mean knowing everything, therefore it is important to focus on issues that only affect, or may affect in the future, your life, knowing how to choose your sources of information, reading different opinions and it is also a good idea to contrast the information in channels that usually go against your ideas or ideologies since the truth usually lies somewhere in between.

### Look After Your Wellbeing Online

#### RELAX AND TAKE IT EASY!

Firstly, try to limit time you spend on social media as that's the first spread of fake news and people who are trying to make money out of it.

Secondly, choose informations you really need to know and which are facts rather than guesswork or people's personal feelings/opinions.

### Look After Your Wellbeing Online

Be aware of misinformation.  
Verify what you see or read, and educate yourself on important matters.  
Limit exposure to social media.

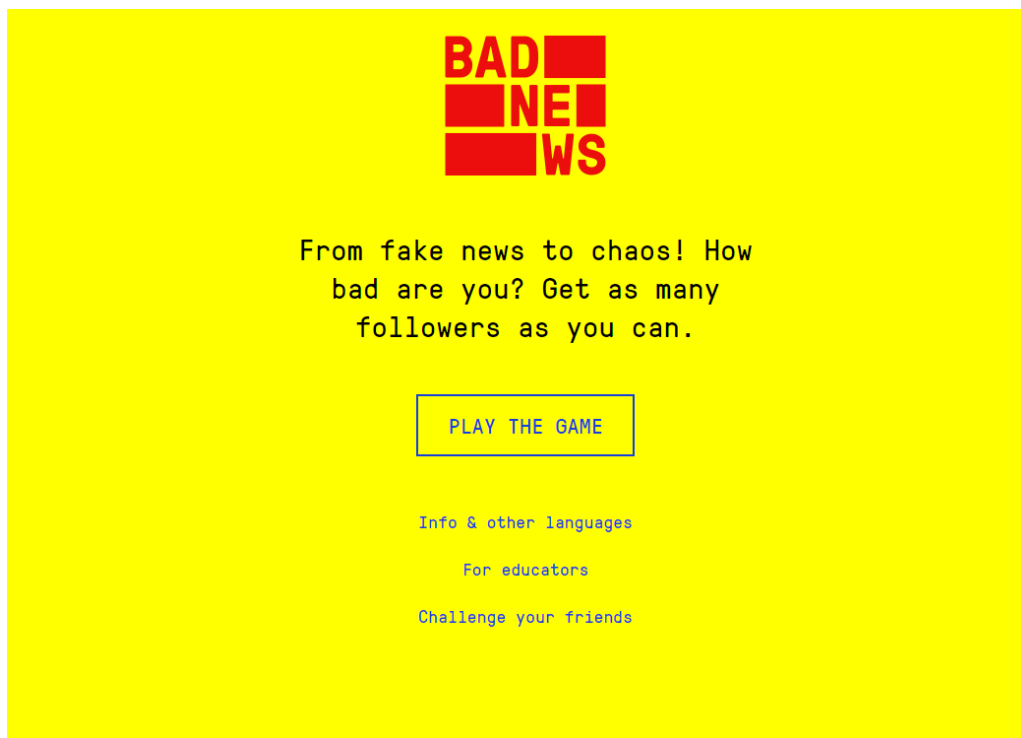
## Appendix 5 - Bad News Game and Factitious

### Bad News Game (DROG, 2021)

<https://www.getbadnews.com/#intro>

This game was used so that the learners could further explore the motivations behind why people create and spread misinformation and learn more about how that process works online. It is currently being used as part of digital literacy training in schools, and it was trialled with the learners as part of the misinformation workshop to evaluate it as an 'off the peg' option for use with groups in adult learning.

The learners found the game very accessible, but they found the premise made them feel "uncomfortable". This was somewhat surprising given it was a 'game', however it highlighted the effectiveness of role play in this area. There are seven badges to achieve in total within the game, and having completed the first badge, the group as a whole voted not to continue onto the next section. They said that, while it did give them a better understanding, they did not enjoy the experience knowing the implications of how it is affecting the world right now. In addition, one learner commented that she felt the game was not how things worked in the real world.



The content of both the Dutch and the English-language version of Bad News was written by DROG a Dutch organisation working against the spread of disinformation, in collaboration with researchers at Cambridge University.

The Bad News Game confers resistance against disinformation by putting players in the position of the people who create it, and as such gain insight into the various

tactics and methods used by 'real' fake news-mongers to spread their message. This, in turn, builds up resistance. The game works in a simple and straightforward way: players are shown a short text or image (such as a meme or article headline) and can react to them in a variety of ways. There are two ways in which their score is measured: 'followers' and 'credibility'. Choosing an option that is in line with what a 'real' producer of disinformation would choose gets them more followers and credibility. If, however, they lie too blatantly to their followers, choose an option that is overtly ridiculous or act too much in line with journalistic best practices, the game either takes followers away or lowers their credibility. The aim of the game is to gather as many followers as possible without losing too much credibility.

## Factitious

<http://factitious.augamestudio.com/#/>



This Factitious Project is a production of the AU Game Lab and the JoLT program. It is an online game that teaches digital literacy by presenting a series of articles and the player must guess if they believe the story is real or fake. The developers sourced all of the news stories from the internet, but they have been edited for game, education and commentary purposes.

Players can use several tools to help them assess each article. Checking the headline, the language of the article, looking out for bad spelling, and checking the source to see if they are a trustworthy news site.

The learners trialled this game in advance of the first workshop and it was very popular with the group. This was successful in that it gave learners prompts to check whether a site was real or fake. This proved a useful follow up to a 'Fake news checklist' provided, re-enforcing learning:

## CHECK LIST FOR FAKE NEWS

### 1. Do a Visual Assessment:

#### Does the news article and website seem high quality?

Does the website look professional?  
Are there lots of annoying ads?

### 2. Identify the News Outlet:

#### Is it well-known, respected and trustworthy?

The BBC, The Times, The Guardian, The Telegraph, The Independent are examples of news outlets here in the UK. If you haven't heard of the news outlet, look online for more information.

### 3. Check the Web Domain:

#### Does the URL look legitimate?

Watch out for URLs that look odd or end with, ".com.co" or ".io"

### 4. Check the "About Us" Section:

#### Detailed background information and contacts?

Trustworthy news outlets have detailed background information, policy statements and email contacts in this section.

### 5. Identify the Author:

#### Is the author well-known and respected?

Fake news articles often don't include author names, but if they do you can search online to find out more about who wrote it.

### 6. Does it Have an Agenda?

Fake news articles often have only one viewpoint, make outrageous claims, and use an angry tone.

### 7. Assess Spelling, Grammar and Punctuation

Look out for misspelled words, words in ALL CAPS, poor grammar and lots of '!!!!!!!'

### 8. Does the Article include Reliable Sources?

Fake news articles often cite anonymous sources, unreliable sources, or no sources at all.

### 9. Check Other News Sites

Search the internet for more stories on the same topic.

We felt that it was very helpful to use a range of different methods to help learners interact with the topic area in ways that incorporated a range of learning styles and encouraged critical thinking.

## **Appendix 6 - Learner questions created in advance of the first workshop about misinformation for the learners to respond to in their video diaries**

We developed this set of questions to support the learners in their video diaries to talk about misinformation, their understanding of it and their attitudes towards it.

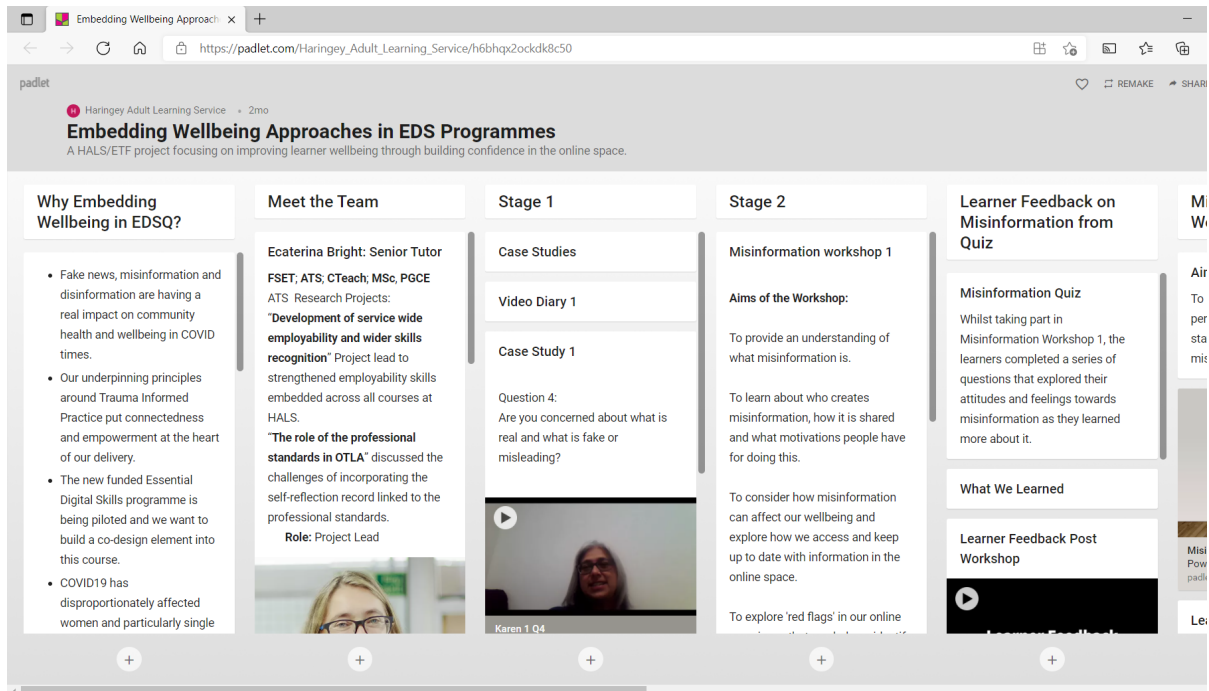
The questions address some of the key issues surrounding misinformation; being able to recognise it and define it, perception of harm, the motivations behind the creation and spread of it, the personal impact, and sourcing information in the online space.

1. Can you tell the difference between news that is real and news that is fake?
2. Do you think that news stories that are false or misleading are harmful?
3. Why do you think people make and spread fake news?
4. Are you concerned about what is real and what is fake or misleading online?
5. How do you keep up to date with news stories and current events (locally, nationally and internationally)?

Newspapers? Social media? News websites? Community websites?

# Appendix 7- Padlet and Learner Video Diaries

## Padlet



Access: [https://padlet.com/c\\_collins2/HALSEDS21](https://padlet.com/c_collins2/HALSEDS21)

nb This is a snapshot taken at the end of the project. The original may or may not still be available here

[https://padlet.com/Haringey\\_Adult\\_Learning\\_Service/h6bhqx2ockdk8c50](https://padlet.com/Haringey_Adult_Learning_Service/h6bhqx2ockdk8c50) and may have been updated since this snapshot was taken.

## Video diaries

<https://youtu.be/HQDKOglxXSw> OTLA7 EDS Haringey K 1 - Before workshops

<https://youtu.be/U0MKfmM1nb8> OTLA7 EDS Haringey K 2 - After workshops

<https://youtu.be/hBJTYjQ-IDs> OTLA7 EDS Haringey M 1 - Before workshops

<https://youtu.be/0ULjld1At14> OTLA7 EDS Haringey M 2 - After workshops

<https://youtu.be/hem7Nh19RxE> OTLA7 EDS Haringey Video 1 - Questions 1-5

<https://youtu.be/UtzpBJ1B0kQ> OTLA7 EDS Haringey Video 2 - Bad News Game

<https://youtu.be/0KPHdyH-6hU> OTLA7 EDS Haringey Video 3 - Question 2



**OUR PARTNERS**



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**THANK YOU**

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