



Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Chaire UNESCO  
SAVOIR-DEVENIR  
à l'ère du développement numérique durable  
Université Sorbonne Nouvelle, France

## **MIL:**

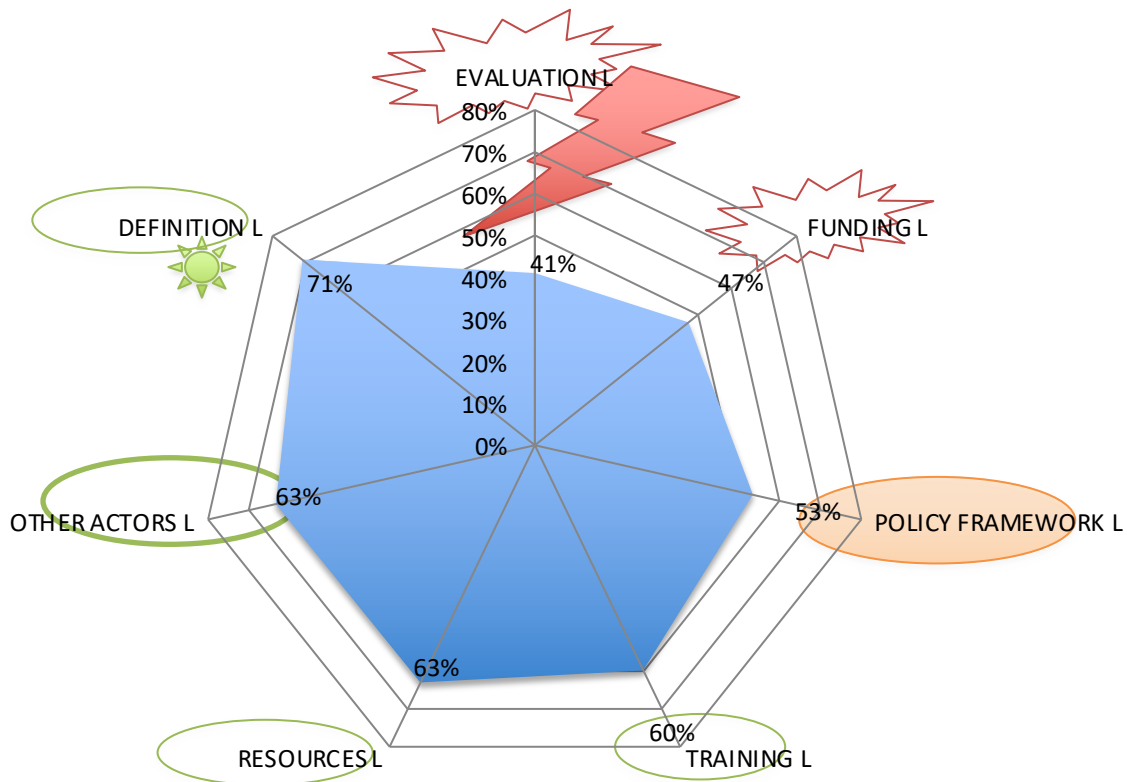
**A pedagogy (competence driven,  
project oriented)**

**A socio-economic right  
(citizenship and employability)**

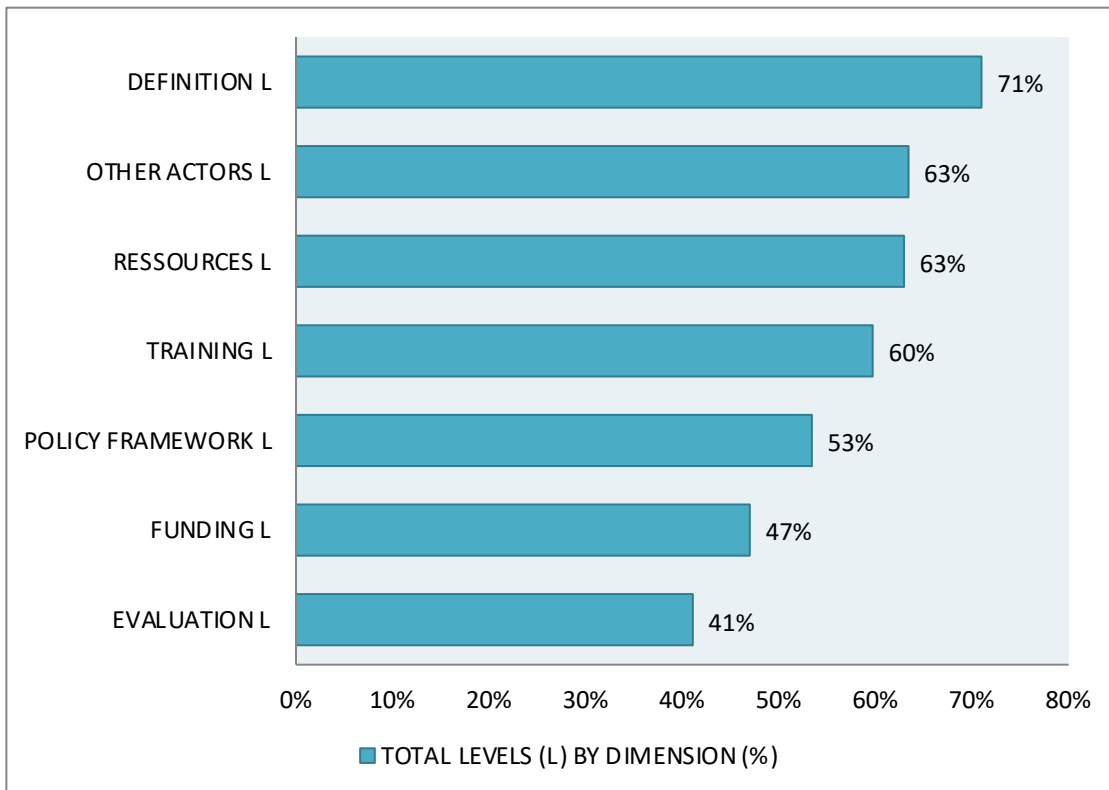
**A political project  
(governance based, rights and  
freedoms)**

**Media and  
Information literacy:  
effective continuing  
professional  
development**

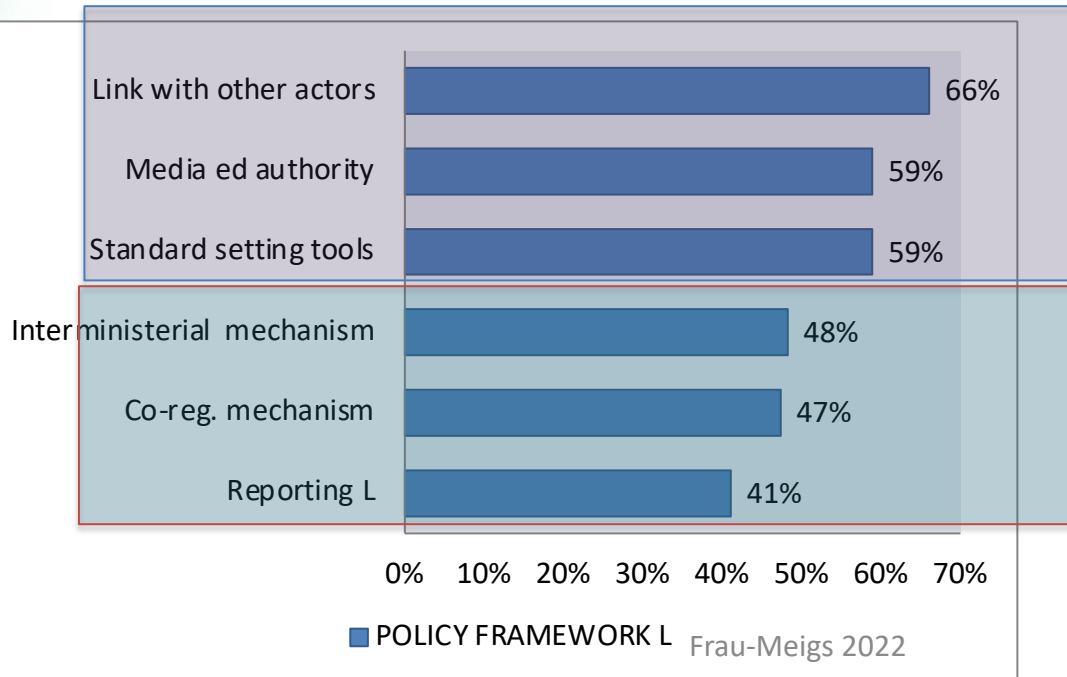
■ TOTAL LEVELS (L) BY DIMENSION (%)



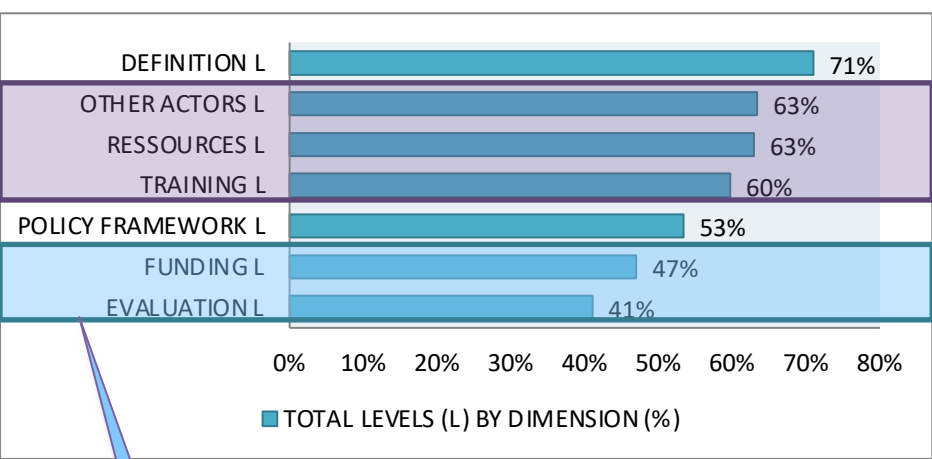
Global levels



The stronger and more coherent the national public policy framework, the further developed all the dimensions (training, resources, funding and evaluation) will be.



# Policy framework level



CAPACITY BUILDING

REPORTING

### STRENGTHS

- TRAINING
- RESOURCES
- OTHER ACTORS
- DEFINITION ++
- POLICY FRAMEWORK ++

### OPPORTUNITIES

- MULTIMODALITY
- TRANSLITERACY

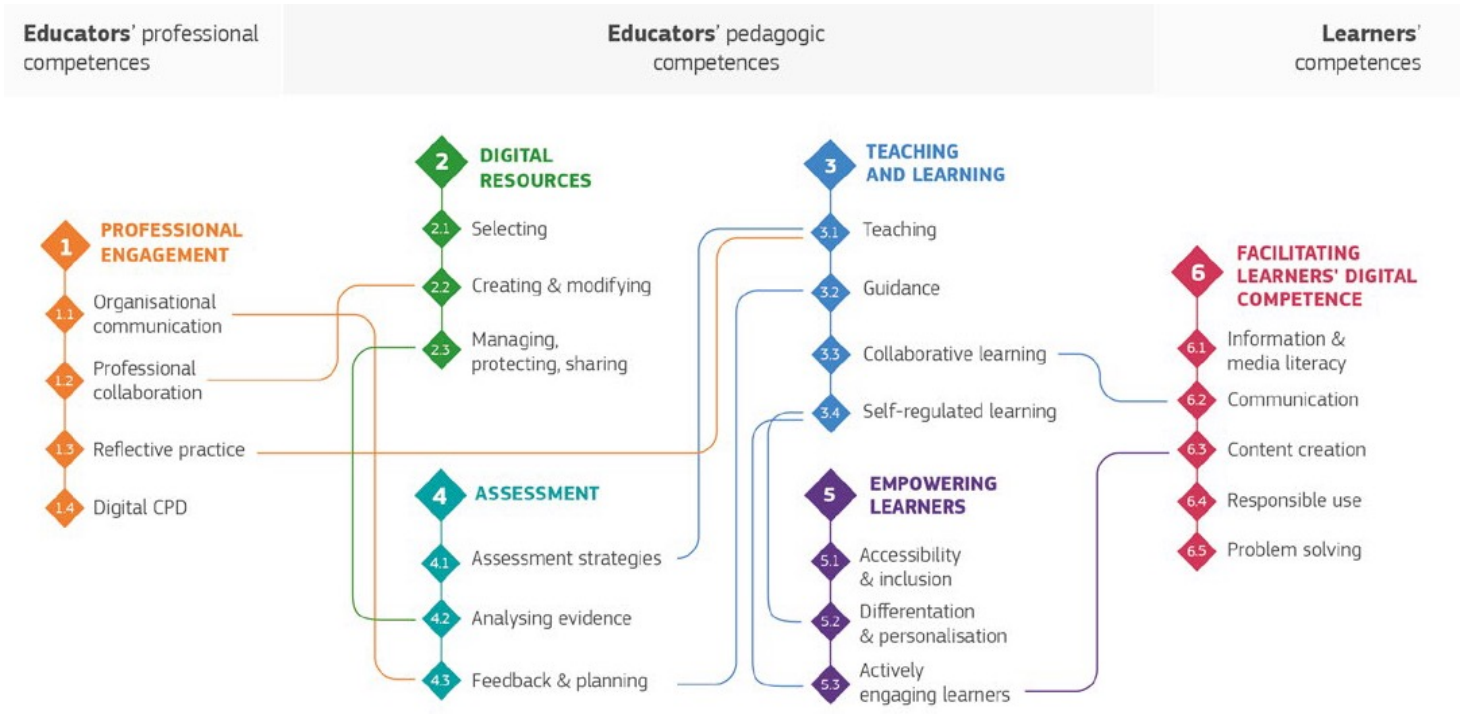
### WEAKNESSES

- DEFINITION -
- POLICY FRAMEWORK -
- FUNDING
- EVALUATION

### THREATS

- TROMPE L'ŒIL EFFECT TRAINING

SWOT



Way forward?

Figure 6: Educators' professional competences  
source: European framework for the Digital Competence of Educators (DigCompEdu p.16)



Teach trainees to pedagogical instruction that enables them to be learner-centred and project-centred, and to work in co-authoring situations and simulation or play strategies, not just transmitters

**Designer** role : calls on imaginative authentic tasks and modular resources for personalized learner-activities.

**Curator** role : points to the possibility for teachers to create their own libraries or catalogues of resources and activities, via curating tools like Pinterest or Storify, conducive to sharing strategies for knowledge-building.

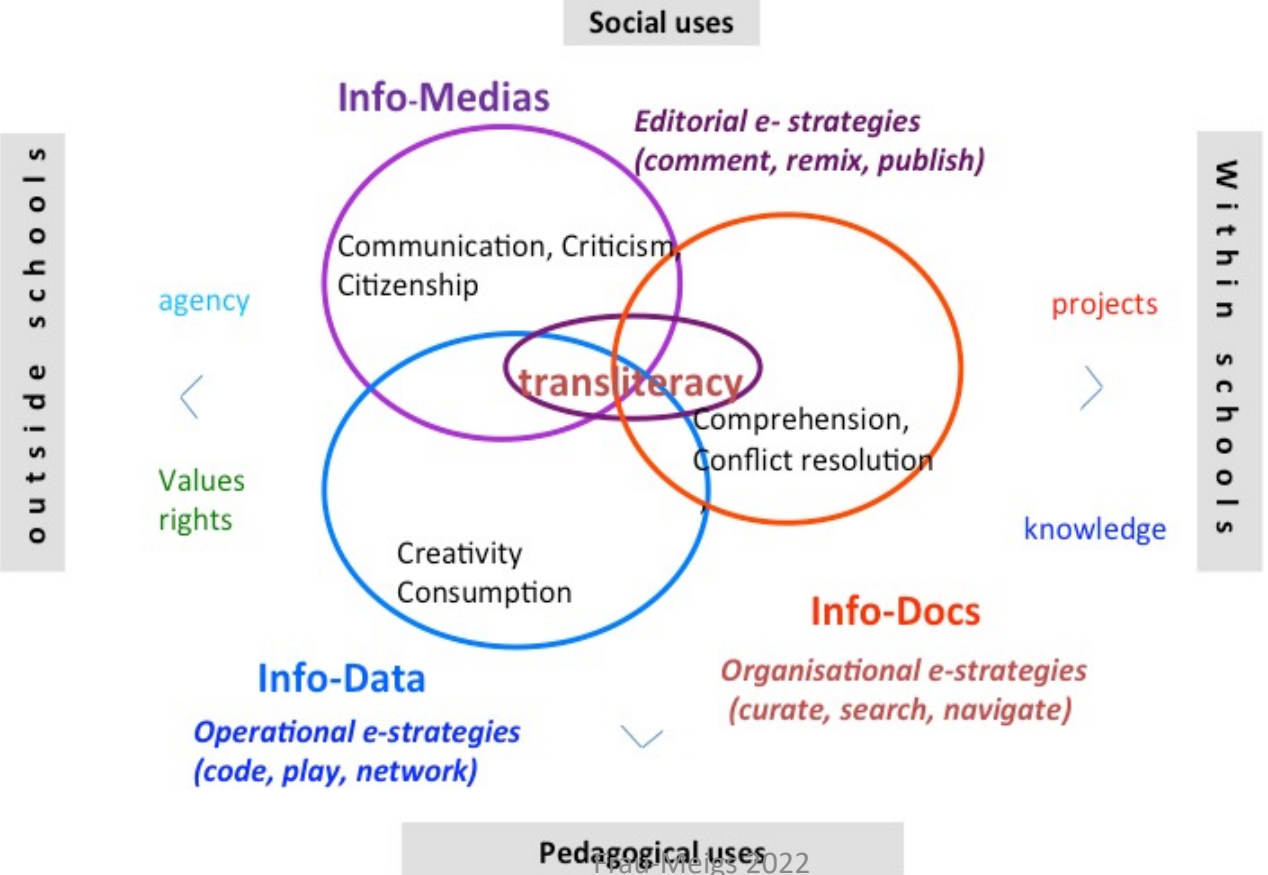
**Activator** role : emphasizes strategies that engage learners in the co-construction of knowledge

(Hoeschmann and DeWaard, 2015; Frau-Meigs 2020).

Frau-Meigs 2022

Way forward ?  
Role of  
professionals

# MIL as transliteracy



Why forward?  
 A MIL agenda  
 for pedagogy  
 and  
 competences





# MOOC

## Disinformation Step by Step



**Launch**  
November 15th, 2021  
**REGISTRATION OPEN**





## RESULTATS SESSION 1

1713 registered participants

1049 participations were active in course, among whom:

49,6% have followed all the content modules

31,6% have completed the MOOC, including the project section

The data base of "fake news" counted 135 Fake news (with verification and refutation)

The base of projects registered 23 projects (with roadmap)

Quiz : 446 submissions = 42,5 % completion rate\*\*

Quiz success rate: 211 above average (20/40)

Quiz average results: 26 /40

Open badges delivered (based on above average quiz results) : 211 = 21% success rate

Questionnaire: 358 responses



\*\*NB: completion rate of MOOCs = 15% or less (according to 2018 Columbia University research on EdEx and Coursera)

Source: <https://elitecontentmarketer.com/online-education-stats/>



Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture



Chaire UNESCO  
SAVOIR-DEVENIR  
à l'ère du développement numérique durable  
Université Sorbonne Nouvelle, France

# Thank you!

Contact: [divina.frau-meigs@sorbonne-nouvelle.fr](mailto:divina.frau-meigs@sorbonne-nouvelle.fr)

PUBLIC POLICIES IN MEDIA AND  
INFORMATION LITERACY IN EUROPE  
CROSS-COUNTRY COMPARISONS



EDITED BY  
DIVINA FRAU-MEIGS, IRMA VELEZ  
AND JULIETA FLORES MICHEL

