

FULL PROGRAMME



DISINFOCRACY

Disinformation, Manipulation & Critical Thinking

GENERAL INFORMATION

LEARNING MOBILITY FOR ADULTS IN BILBAO (SPAIN)

DURATION: 4-day itinerary (5 hours/day + optional

LOCATION: cultural visits)

FORMAT: Bilbao, Basque Country (Spain)

LANGUAGE OF INSTRUCTION: English

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HOST: Media Creativa

KEY TOPICS:

- The dynamics of misinformation and manipulation.
- Emotional influence and bias in digital communication.
- Fact-checking tools and verification platforms.
- Gamified methods for teaching media literacy.
- Promoting critical and ethical thinking in adult learning.
- Strategies for responsible content creation and dissemination.

TARGET GROUP:

Adult educators, facilitators, community trainers, NGO staff, and social leaders interested in developing critical thinking, digital literacy, and responsible communication in adult education contexts.

No advanced technical skills are required —basic use of digital devices and social media is enough.

***“Truth needs critical minds as much as democracy needs informed citizens”
- Adapted from Martin Luther King Jr.***

LEARNING OBJECTIVES

- To understand how misinformation and manipulation influence society and democracy.
- To explore accessible tools and strategies for verifying content and sources.
- To learn how to teach media literacy and critical thinking to adult learners.
- To develop inclusive and engaging educational activities on disinformation topics.
- To strengthen ethical awareness and responsible communication practices.



METHODOLOGY

The course follows a **practical and experiential approach**, combining short theory inputs, gamified learning, and reflective discussion. Participants **work both as learners and facilitators**, testing fact-checking tools, analysing real cases, and designing teaching activities that can be adapted to their own educational settings.

Collaboration and creativity are central: through group challenges, debates, and simulations, educators experience the same processes they will later guide in their classrooms, **learning to foster curiosity, dialogue, and media awareness** among adults.

Techniques include:

- **Learning by doing:** direct practice with verification tools and misinformation scenarios.
- **Peer learning:** sharing classroom experiences and teaching strategies among educators.
- **Gamification:** simulations, challenges, and creative problem-solving for motivation and engagement.
- **Critical awareness:** discussion of ethical, social, and emotional dimensions of misinformation.
- **Reflection and ethics:** fostering dialogue on the role of truth, responsibility, and empathy in education.

DAY 1 - What is Disinfocracy?

Understanding the misinformation

Welcome and group integration. Presentation of the course, participants, and objectives. Icebreaker activity “Truth or Clickbait?” where participants identify real and fake headlines to explore first impressions and biases.

Session: The world of misinformation. Interactive exploration of fake news manipulated images, and viral content. Participants discover how misinformation influences emotions and public opinion.

Group challenge: “Fake-Hunt”. Teams investigate famous fake news stories and trace how they spread. Each team analyses one case, identifying what made it believable and what could be done to debunk it.

Reflection circle. Discussion on how misinformation affects adults’ learning, confidence, and social participation. Educators share first ideas for integrating media literacy into their teaching practice.

**Training sessions run approximately from 9:00 – 14:00, with optional cultural activities in the afternoons.*

DAY 2 – From users to facilitators: teaching critical thinking

Workshop: Algorithms and echo chambers. A hands-on simulation where each group receives different “feeds” of digital content and experiences how algorithms filter reality. The exercise ends with a debrief on how to teach this phenomenon using visual and playful tools.

Gamified activity: “The Fake Factory”. Participants split into two teams: “fake creators” and “fact-checkers.” The creators design false posts, memes, or voice messages, while the checkers use verification tools to uncover manipulation.

The dynamic illustrates how creativity and humour can be used in adult classrooms to teach critical skills through play.

Mini-lab: Emotional design in social media. Short theoretical input and analysis of how digital platforms exploit emotions like anger or fear. Participants discuss strategies to help learners recognise and regulate emotional reactions online.

Reflection: Turning play into learning. Educators identify how gamification, storytelling, and real-life cases can make critical thinking more engaging in non-formal education settings.

DAY 3 – Tools for Truth and informal learning

Session: Verify like a pro. Guided practice with real tools —Google Reverse Image Search, TinEye, Maldita.es, InVID, Newtral— to check photos, videos, and news headlines. Participants test, compare, and evaluate which are best suited for their learners.

Visit or guest talk: Inside the newsroom. Participants meet local journalists or media experts who share real verification processes and discuss how to translate professional methods into accessible classroom activities.

Outdoor activity: “Truth Quest Bilbao”. A gamified city rally combining exploration and learning. Using QR codes and clues hidden around the old town, teams complete tasks to verify local legends, fake posts, and surprising “almost-true” stories.

This informal activity demonstrates how outdoor learning and teamwork can make digital literacy fun and memorable.

Group reflection. Discussion on how experiential learning can empower adults to become active and informed citizens.

DAY 4 – Designing for impact

Workshop: “Decode the Feed”. Teams analyse simulated social media posts from everyday life (health, politics, culture). They evaluate reliability, detect bias, and justify their reasoning. Educators learn how to use this method as a classroom debate or assessment tool.

Collaborative design: “My critical classroom.” Participants create a short activity or toolkit to teach verification or media awareness in their own institutions. They design objectives, materials, and facilitation steps, ready for real use after the course.

Debate and reflection: “Truth vs. Virality”. Final group dialogue about the social role of educators in defending truth and promoting tolerance in the digital age.

Closing ceremony and certificates. Participants present their takeaways, exchange contacts, and celebrate with a pintxo break, symbolising dialogue, connection, and shared responsibility.



What is Disinfocracy? Understanding misinformation	From users to facilitators: teaching critical thinking	Tools for truth and informal learning	From learning to facilitation: guiding others
Welcome + “Truth or Clickbait”	Algorithms and eco chambers	Verify like a pro	“Decode the Feed”
The world of misinformation	“The Fake Factory” Gamefied activity	Inside the newsroom Visit or guest talk	“My critical classroom”
“Fake-hunt”	Emotional design in social media	“Truth Quest Bilbao” Outdoor activity	“Truth vs. Virality” Debate & Reflection
Reflection circle	Turning play into learning Reflection	Group reflection	Closing ceremony and certificates

** Some changes in the programme are possible. The content of the course is always adapted to the participants' previous knowledge, expectations and requirements. The participants receive the informational kit a few weeks before the start of the course.*

COMPETENCES to be acquired by the participant



Ability to identify and explain misinformation mechanisms.

Improved skills in design and facilitate activities on critical thinking and media literacy.

Practical knowledge of free verification tools and strategies.

Awareness of emotional and ethical aspects in digital communication.

Confidence to integrate innovative and gamified methods in adult education.

METHODS OF MONITORING AND MENTORING the participant before, during and after the mobility



Ongoing contact with the mobility participant.



Questionnaire before and after mobility.



Mentoring by the host and the sending organisation.



Verification of the participant's concerns and expectations.



Individual interviews.



Reflections and debates where the quality of the learning outcomes will be assessed.



Meetings with other participants in the mobility



Participant report.

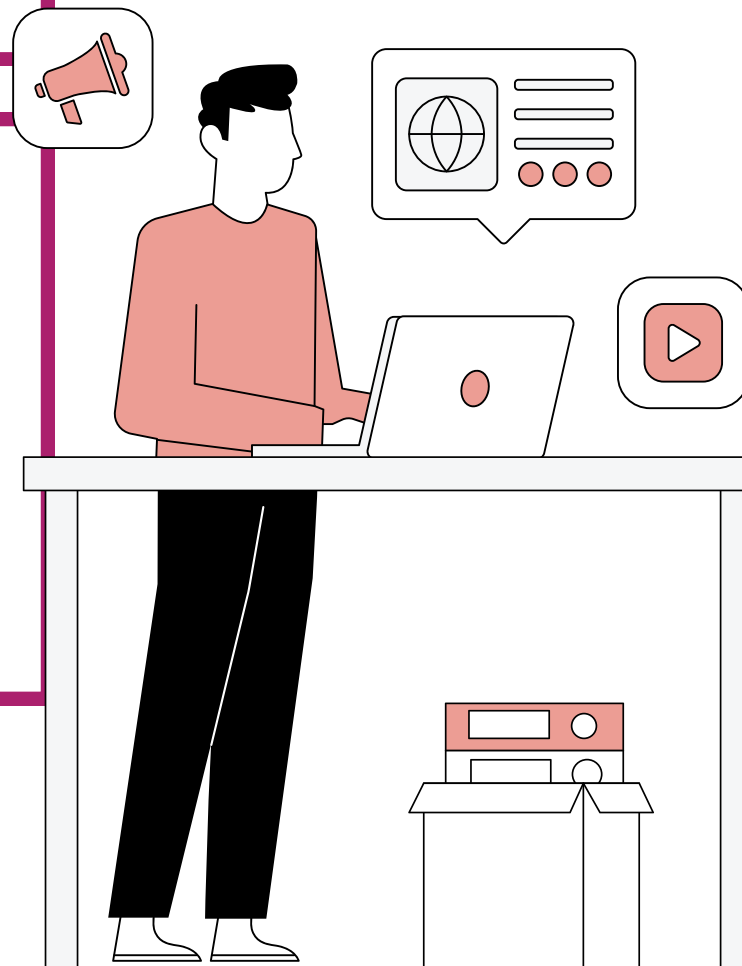
Expected use of the RESULTS & EVALUATION

Application of gamified and participatory methods in adult education settings.

Development of classroom resources or awareness campaigns on media literacy.

Dissemination of good practices within local networks or organisations.

Evaluation through observation, peer feedback, and final reflection tasks.



CERTIFICATION & MATERIALS

Certificate of participation (Erasmus+ format)

Digital access to learning materials and vocabulary sets.

Participant reflection journal.

Post-course learning recommendations.

Ready to avoid fake news manipulation?

Check dates and register your participation vía email.

Contact: info@mediacreativa.eu

