

Handout

Title of activity

Enhancing Critical Reflection Skills to Combat Media Information Disorder – Example of Case Study Design

Participants

The study involve an arbitrary number of participants (e.g.20), aged 18-25, from diverse backgrounds, including students, youth workers, sport trainers, librarians, etc.

Methodology

Pre-Training Assessment: *Participants were given a pre-training questionnaire to gauge their baseline knowledge and awareness of MID-related issues. This included questions on their media consumption habits, awareness of fact-checking resources, and their ability to differentiate between credible and non-credible sources.*

Reflective Skills Training Program: *Participants attended a series of workshops over selected period, each focusing on a specific aspect of critical reflection skills, including:*

- a. Media Literacy: Understanding media bias, credibility, and differentiating between reliable and unreliable sources*
- b. Fact-Checking: Techniques and tools for verifying information*
- c. Critical Thinking: Analyzing and evaluating information critically.*
- d. Responsible Sharing: The importance of not spreading false information.*

Post-Training Assessment: *After completing the training program, participants were given a post-training questionnaire that mirrored the pre-training assessment. This allowed to measure any changes in participants' knowledge, attitudes, and behaviors related to MID.*

Follow-Up Evaluation: *A follow-up evaluation was conducted six months after the training to determine the long-term impact of the reflective skills training on participants' media consumption habits and ability to combat MID.*

Results

Improved Knowledge: *Participants demonstrated a significant improvement in their knowledge of MID-related issues after the training program. They showed a better understanding of media bias, fact-checking techniques, and the importance of critical thinking.*

Increased Awareness: *Participants became more aware of their media consumption habits and the potential for MID. They reported using fact-checking tools and questioning the credibility of sources more frequently.*



Responsible Sharing: *The training led to a decrease in the spread of unverified or false information among participants. They became more cautious about sharing information on social media.*

Long-Term Impact: *The follow-up evaluation showed that participants had sustained their improved reflective skills and responsible media consumption habits, indicating a lasting impact of the training program.*

Conclusion

This case study highlights the effectiveness of a reflective skills training program in enhancing individuals' abilities to recognize and combat Media Information Disorder. By improving media literacy, fact-checking skills, and critical thinking, participants developed a stronger defense against misinformation and were more responsible in their media consumption and sharing habits. These results underscore the importance of incorporating reflective skills training into educational programs and public awareness campaigns to address the pervasive issue of MID in the digital age.

