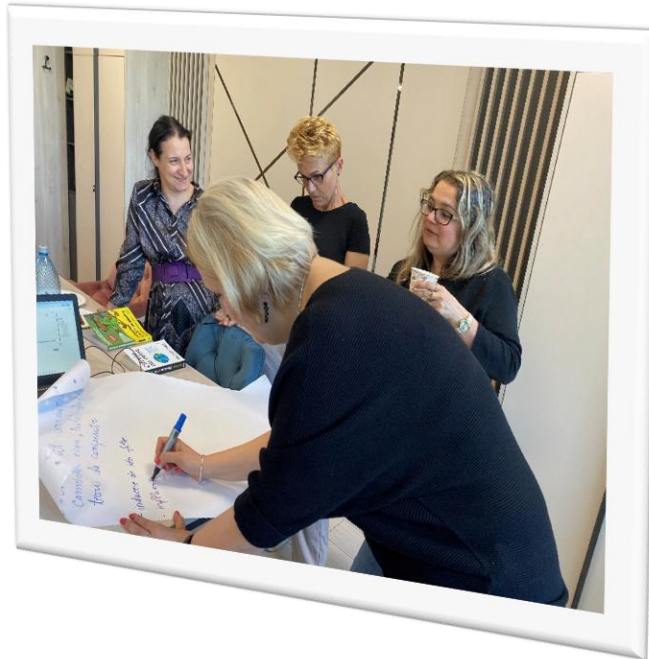




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## D3.1 Report on ITE and CPD trainings



## Project Information

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## List of Abbreviations

Abbreviation	Meaning
<b>ALSDGC</b>	Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania
<b>BUPNET</b>	BUPNET BILDUNG UND PROJEKT NETZWERKGMBH
<b>CARDET</b>	CARDET CENTRE FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LIMITED
<b>CPD</b>	Continuous professional development
<b>CSC</b>	CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI
<b>dieBERATER</b>	DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH
<b>DANMAR</b>	DANMAR COMPUTERS SP ZOO
<b>GO!</b>	HET GEMEENSCHAPSONDERWIJS
<b>ITE</b>	Initial training education
<b>KMOP</b>	KOMVOS EKPAIDEFISIS KAI KAINOTOMIAS ASTIKI MI KERDOSKOPIKI ETAIREIA
<b>MIL</b>	Media and information literacy
<b>MILES</b>	MIL and PRE-BUNKING approaches for Critical thinking in the education sector
<b>OLAE</b>	Associação de Investigação Observatório Lusófono de Actividades Económicas
<b>WP</b>	Work package

## 1. Executive summary

The aim of this MILES Trainings Report is to provide details of the impact of trainings provided by the MILES partners organisations.

Nine partner organisations from nine European countries each delivered the MILES training course as part of continuous professional development (CPD) for secondary school teachers, and as part of initial teacher education (ITE) for university student teachers.

This report presents:

- **An overview of teachers' assessment outcomes**, including a comparison between pre-course and post-course test results;
- **Key insights gathered at local level** during the implementation of the training;
- **Feedback provided by project partners**, highlighting strengths, challenges, and recommendations for future actions.

**An overview of teachers' assessment outcomes**, *including a comparison between pre-course and post-course test results*

The MILES training programme significantly strengthened educators' media and information literacy competences across the nine European partner organisations. Using a pre–post assessment aligned with the intended learning outcomes of the five module-training course, participants self-assessed their development across 15 areas covering attitudes, knowledge, and skills.

Across the partnership, on a scale from 1 (basic) to 5 (advanced), the average score increased from **3.28 to 4.26**, representing a substantial improvement of **+0.98** points. The strongest gains occurred in **knowledge-intensive** and **skills-oriented** areas such as pre-bunking, debunking, EU policies, analysis of content, and understanding information disorder. These results confirm that the training effectively addressed conceptual gaps and equipped participants with practical tools to recognise and counter disinformation.

Smaller gains were recorded in attitudinal assessment items, probably because of the already **high pre-training motivation**, but the training reinforced participants' commitment to promoting MIL and addressing disinformation in their schools and communities.

Results varied across partners, reflecting differences in baseline familiarity with MIL. Countries with lower initial scores (Poland, Portugal, Romania, Germany, Italy) showed the largest improvements, while those with high initial confidence scores (Austria, Belgium) showed smaller numerical changes due to ceiling effects.

Portugal, which used an alternative assessment method, reported very strong perceived improvements consistent with the highest-performing partners.

Overall, the results demonstrate that the MILES training is a high-impact, scalable, and context-responsive programme that successfully enhances educators' capacity to understand, teach, and act against disinformation across Europe.

However, these findings must be interpreted with caution. The evaluation relied exclusively on **self-assessment**, which captures perceived rather than objectively measured competence development and is subject to self-perception biases, social desirability, and variability in metacognitive awareness. Additionally, only **270 of the 450 trained participants** completed both assessments. This limits the relevance of the 0.98 point recorded progress. Contextual variability across partner institutions, differences in training delivery, and the short-term assessment window further constrain the interpretation of long-term or practice-based potential impact.

Despite these limitations, the results demonstrate that the MILES training is a **scalable, and context-responsive programme** that successfully enhances educators' capacity to understand, teach, and act against disinformation across Europe.

### **Key insights** gathered at local level during the implementation of the training

Across all countries, the MILES training generated strong engagement, deep reflection, and clear evidence of behavioural and pedagogical impact. The partner organizations' reports highlight the richness of local experiences and the shared enthusiasm for integrating media literacy into educational practice.

The local-level insights gathered across partner organisations reveal a training programme that was not only well-received but genuinely transformative. Participants deepened their understanding of disinformation, strengthened their critical thinking skills, and developed practical strategies for classroom and community engagement. The combination of interactive methods, real-world examples, and reflective dialogue proved essential in translating complex concepts into actionable knowledge.

The positive feedback—“Loved it! Come back again!”, “Now I check pictures more critically”, “The activities were thought-provoking”—demonstrates that the MILES training has laid a strong foundation for long-term improvements in media literacy education across Europe.

### **Feedback provided by project partners, highlighting strengths, challenges, and recommendations for future actions**

Across all partner countries, the MILES CPD and ITE trainings were received with strong enthusiasm and demonstrated clear impact on participants’ media and information literacy (MIL) competencies. Partners consistently highlighted high engagement, strong motivation, and the effectiveness of interactive, hands-on methodologies. Teachers and student-teachers reported significant gains in critical thinking, source evaluation, and understanding of manipulation strategies, with many expressing immediate intentions to integrate MIL into classroom practice.

At the same time, partners identified several challenges, including variation in prior knowledge, time constraints, platform usability issues, and limitations of online-only delivery formats. These challenges were addressed through adaptive facilitation, differentiated support, and flexible pacing, but they also point to areas for improvement in future training cycles.

Recommendations across countries emphasise the need for clearer conceptual scaffolding, enhanced platform usability, more classroom-ready materials, extended time for complex topics, and stronger blended or face-to-face components. Partners also called for deeper institutional collaboration, more community-oriented activities, and sustained post-training support.

Overall, the feedback demonstrates that the MILES training has laid a strong foundation for long-term capacity building in MIL, while also offering valuable insights for strengthening future iterations.

## Conclusion

Overall, the evidence gathered from the nine European partners shows that the MILES training programme has made a meaningful contribution to strengthening media and information literacy among both practising teachers and student-teachers. Despite the methodological constraints inherent in self-assessment data, the self-assessment of merely 60% of the training participants, and contextual variability across partner institutions, the pattern of results is clear and consistent: participants reported significant gains in their knowledge, skills, and confidence to recognise, analyse, and counter disinformation. The strong engagement observed during implementation, combined with the positive qualitative feedback, demonstrates that the training resonated with diverse learner groups and provided them with relevant, actionable tools for educational practice. At the same time, the challenges identified by partners—ranging from differences in prior knowledge to time constraints and platform usability—offer valuable insights for refining future training cycles. Taken together, the findings indicate that the MILES training course has laid a solid foundation for long-term capacity building in media and information literacy across the partner countries, while also highlighting clear opportunities for strengthening, scaling, and sustaining its impact in the next phases of the project.

## 2. Background

The 17-hour MILES training course was designed by the MILES partner organization within WP2. It guides teachers and student teachers through a structured progression that builds their understanding of disinformation and media literacy. It moves from defining the phenomenon and examining today’s media landscape, to analysing why disinformation spreads, exploring how to counter it, and identifying the stakeholders needed for effective collaboration. The overarching aim is to equip teachers with the competencies required to help students navigate media critically and responsibly.

### I. Introducing Disinformation and Media Literacy (What)

Defines key concepts and situates disinformation within contemporary contexts.

### II. Media Environment and Challenges (What)

Examines the current media ecosystem and the structural factors that enable the spread of misleading content.

### III. Mechanisms of Disinformation (Why)

Analyses the strategies, tools, and psychological mechanisms behind the creation and dissemination of disinformation.

### IV. Enhancing Media and Information Literacy (How)

Presents practical tools and pedagogical strategies for countering disinformation and fostering critical media engagement.

### V. Community and Policy Initiatives (With Whom)

Highlights the importance of collaboration, outlining the roles of communities, civil society, policymakers, and digital platforms.



Figure 1. The structure of the MILES training course

Across the consortium, the implementation of the MILES training course demonstrated strong alignment with the shared five-module structure while also reflecting considerable diversity in pedagogical approaches, delivery formats, and contextual adaptations. All partners addressed the core themes of media literacy, disinformation mechanisms, critical thinking, and community engagement, yet each organisation shaped the learning experience according to national educational cultures, institutional constraints, and participant profiles. Training duration ranged from **10 to 19 hours**, delivered through a mix of face-to-face, synchronous online, and asynchronous online modalities, with each partner determining an appropriate distribution of formats to meet participant needs (Annex 2).

Several partners—such as **ALSDGC (Romania)**, **CARDET (Cyprus)**, **DANMAR (Poland)**, and **KMOP (Greece)**—placed particular emphasis on high interactivity, using group work, scenario-based learning, role-play, and gamified tools like the *Bad News Game* to make abstract concepts tangible. Others, including **BUPNET (Germany)**, **dieBerater (Austria)**, and **CSC (Italy)**, adopted a workshop model that combined theoretical input with guided analysis, platform-based self-study, and transfer-oriented tasks designed to support classroom application. The ITE groups, especially in **Germany, Italy, and Portugal**, often required adaptations for academic contexts, such as English-language delivery, simplified assignments, or fully online sessions with chat-based participation. (Annex 3)

The distribution of training hours further illustrates this diversity. **ALSDGC (Romania)** delivered 17-hour CPD and ITE programmes balancing in-person, synchronous, and asynchronous components. **BUPNET (Germany)** implemented 17-hour blended formats with substantial self-learning phases. **CARDET (Cyprus)** offered flexible 15-hour programmes with varying proportions of synchronous and asynchronous online learning, while **CSC (Italy)** delivered 15-hour CPD and ITE courses with a strong online component. **DANMAR (Poland)** provided 15-hour trainings combining face-to-face and asynchronous online sessions, and **dieBerater (Austria)** offered the longest CPD formats at 19 hours, complemented by a 10-hour ITE course. **KMOP (Greece)** implemented 16-hour programmes with notable variation across ITE cohorts, ranging from fully synchronous online delivery to blended models. **OLAE (Portugal)** delivered 15-hour CPD and ITE trainings, with the CPD course split between

face-to-face and asynchronous online formats and the ITE course conducted entirely in person. (Annex 2)

A notable outlier in scale and format was **GO! (Belgium)**, which offered a unified 16-hour model for both CPD and ITE participants. Its face-to-face component took the form of a major MILES Training Day, bringing together around 60 trainees for expert-led lectures and thematic workshops delivered by nine specialists in (social) media, disinformation, and radicalisation. The full-day training was preceded and followed by the completion of the online course asynchronously. This model foregrounded exposure to external expertise and created a strong foundation for subsequent co-design activities. (Annex 2)

Across all countries, partners made extensive use of authentic media examples, fact-checking tools, manipulated posts, and real-life case studies to strengthen practical skills. Many also integrated community-oriented activities, exploring stakeholder networks, policy frameworks, and local initiatives. Despite differences in delivery, duration, and pedagogical style, the sessions collectively ensured a coherent learning journey—from understanding the media environment, analysing manipulation strategies, to applying MIL principles in educational and community settings.

Each of the five modules of the MILES training course were delivered by each of the nine partners, consistently addressing the core themes (media environments, disinformation mechanisms, critical thinking, and community engagement). A major strength across the consortium was the high level of interactivity and practical application, with partners using real social-media examples, fact-checking tools, gamified activities, and scenario-based learning. Delivery formats were flexible and multimodal—ranging from face-to-face workshops to blended and fully online models—allowing adaptation to local contexts. Critical thinking, cognitive biases, and community-based approaches were strongly emphasised, and several partners introduced innovative practices, including Belgium’s expert-led training day and Greece’s use of learning analytics. (Annex 4)

Key gaps included variation in the depth of module coverage, reduced interactivity in online-only formats, uneven use of the MILES platform, and differences in assessment integration. Group sizes and participant profiles also varied significantly, and shorter training formats limited opportunities for practice in some contexts. Despite these differences, the

consortium collectively delivered a coherent and robust foundation for strengthening media and information literacy among teachers and future educators.



Figure 2. Snapshots from the MILES training across the partnership

## 3. Methodology

### 3.1. Assessment Framework

To measure the impact of the training activities, the project employed a structured self-assessment approach using the Competence Spider based on the LEVEL5 methodology (Annex 1). This tool was administered twice—once before the training (pre-assessment) and once after its completion (post-assessment)—to capture changes in teachers' competence development over time.

#### 3.1.1. Participants

A total of 450 individuals successfully completed the MILES training programme:

- 225 secondary school teachers
- 225 university students.

Out of the full cohort, 270 participants completed both the pre- and post-training Competence Spider assessments (Table 1). These paired datasets formed the basis for the quantitative impact analysis.

#### 3.1.2. The LEVEL5 Approach

The LEVEL5 system is a validated framework designed to map and assess competence development in informal and non-formal learning contexts. It evaluates learning progress across three core dimensions:

- Knowledge
- Skills
- Attitudes

Each dimension is assessed on a five-level scale, ranging from beginner to expert. Further theoretical background is available at <https://level5.eu/competence-theory/>.

#### 3.1.3. The Competence Spider as Pre- and Post-Assessment Tool

The **Competence Spider** is a visual radar chart used to represent an individual's competence profile. Each axis corresponds to a specific competence area, and the plotted values illustrate the learner's perceived level of development.



In this project, the Competence Spider served as the sole instrument for both the pre- and post-assessment. Teachers completed the same self-assessment twice:

- Pre-training Competence Spider: establishing a baseline
- Post-training Competence Spider: capturing perceived progress during the training.

Comparing the two spiders allowed for the identification of:

- Growth in specific competence dimensions
- Areas with no significant change
- Overall patterns of change across the cohort.

This comparison supports both quantitative interpretation (score differences) and qualitative insights (shape and balance of the competence profile).

### 3.1.4. Analysis of Assessment Results

Each partner organisation analysed the pre- and post-training Competence Spider results. The process involved:

- Calculating the average pre-training scores for all competences and sub-competences
- Calculating the average post-training scores for the same set of competences
- Comparing the pre- and post-training averages across the three LEVEL5 dimensions (Knowledge, Skills, Attitudes)
- Interpreting the magnitude and direction of change, identifying areas of significant improvement, as well as limited or no progress.

This approach enabled partners to quantify competence development while also interpreting broader patterns of learning.

These analyses were included in the partner training reports and contributed to the consolidated project-level evaluation.

At the partnership level, the results of CPD and ITE training were analysed together because both groups received the **same MILES training programme**, following identical content, structure, and assessment procedures. In addition, the available dataset did not allow for a reliable distinction between the two groups: out of the 270 participants who completed both the pre- and post-assessment instruments, only **54 responses could be confidently identified as belonging to ITE participants**, despite a total of 225 students attending the ITE training.

This substantial mismatch between the number of ITE participants and the number of identifiable paired assessments would have produced a highly unbalanced and potentially misleading comparison. For these reasons, the analysis was conducted at partnership level, ensuring methodological coherence and avoiding over-interpretation of incomplete subgroup data.

*Note 1:* The visual comparison of the two radar charts was observed by each training participant and further supported the identification of strengths and areas requiring improvement. We didn't include these individual charts in the partner training reports.

*Note 2:* For the Portuguese partner organisation (OLAE), the standard pre- and post-training Competence Spider could not be administered for contextual and logistical reasons. To ensure that participants' perceived competence development was still captured, an alternative but aligned method was implemented at the end of the training. Participants were asked to indicate the extent of their perceived increase or decrease for each of the 15 competence statements by selecting one of several predefined intervals (e.g., greater or equal with 0 and less than 1; greater or equal with 1 and less than 2; greater or equal with 2 and less than 3; greater or equal with 3 and less than 4; and corresponding negative ranges). This approach enabled the collection of structured self-reported change data, allowing OLAE's results to be integrated into the overall analysis while acknowledging that they reflect perceived improvement rather than paired pre-post measurements.

## 3.2. Participant Feedback Collection

To complement the competence self-assessments, qualitative feedback was gathered using a variety of reflective and interactive methods. These approaches encouraged participants to express their experiences, needs, and suggestions in diverse and meaningful ways.

### 3.2.1. Feedback Methods

Partners were encouraged to use one or more of the following techniques:

- Exit Tickets: Short written reflections on key takeaways, activities perceived as helpful, or suggestions for improvement;
- Group Discussions: Facilitated debrief sessions encouraging open dialogue;



- Visual Feedback Tools: Colour-coded cards, stickers, or symbols to rate satisfaction;
- Feedback Wall: Anonymous comments posted on paper or sticky notes;
- One-Word Recap: A concise summary of participants' impressions;
- Creative Responses: Drawings, metaphors, or short narratives capturing the learning journey;
- Observation: Trainer notes on engagement, participation, and non-verbal cues.

### 3.2.2. Exit Ticket Protocol

Exit tickets were highlighted as an effective method for gathering structured yet concise feedback. Trainers invited participants to respond to prompts such as:

- One key takeaway from the session;
- The most helpful concept or activity;
- One remaining question;
- One classroom practice they intend to apply.

Exit tickets could be collected anonymously or through digital tools (e.g., Padlet, Google Forms). All feedback was filed to support the final evaluation.

### 3.3. Trainer Documentation

To ensure a comprehensive understanding of the training process, trainers completed a Teacher Trainer Professional Diary, documenting:

- Session overview (date, title, duration, participant numbers, training type)
- Session objectives
- Highlights
- Resources, and challenges
- Comments on participant engagement
- Key insights and improvement ideas
- Evidence of progress and next steps.

This diary served as an additional qualitative data source, supporting the more nuanced interpretation of assessment results.

### 3.4. Structure of Partner Training Reports

Each partner organisation prepared a training report summarising the implementation and outcomes of both CPD and ITE training activities. Where possible, reports included:

1. Overview: Training calendar, number of enrolled and completing participants;
2. Session Summaries: Activities, methods, and topics covered;
3. Participant Engagement: Observations on involvement and feedback;
4. Challenges and Solutions: Issues encountered and mitigation strategies;
5. Impact Assessment: Evidence of learning outcomes, including the comparative analysis of the pre- and post-training Competence Spider results;
6. Reflections and Feedback: Trainer reflections and selected participant feedback samples;
7. Recommendations: Suggestions for improving future training cycles;
8. Conclusion: Overall achievements and key takeaways.

## 4. Notes on the conclusions of the report

Several limitations must be acknowledged when interpreting the findings related to the impact of the MILES training programme.

### 4.1. Dependence on Self-Assessment Measures

The study relied exclusively on the Competence Spider, a self-assessment instrument grounded in participants' subjective perceptions of their own competence development. While self-assessment is a widely accepted especially formative assessment method, it is inherently susceptible to several biases, including:

- Self-perception inaccuracies, whereby participants may overestimate or underestimate their abilities;
- Social desirability effects, particularly in post-training assessments;
- Varying subjective interpretations of competence descriptors.

Consequently, the results reflect perceived rather than objectively measured competence gains.

### 4.2. Incomplete and Potentially Unpaired Dataset

Although 450 individuals completed the training, only 270 participants provided both pre- and post-assessment data. This reduced dataset limits the statistical power of the analysis and introduces the possibility of non-response bias, as individuals who completed both assessments may differ systematically from those who did not. As a result, the generalisability of the findings to the entire training cohort is limited.

Moreover, due to the structure of the data collection process, it cannot be fully guaranteed that all pre- and post-training Competence Spider assessments correspond to the same individuals. It is therefore possible that some pre-assessment responses and post-assessment responses were completed by different participants. This uncertainty affects the reliability of paired comparisons and may lead to an over- or underestimation of actual competence development. As a result, the findings should be interpreted with caution, particularly regarding claims of individual-level change.

### 4.3. Contextual Variability Across Partner Institutions

The training was implemented across multiple institutions and national contexts. Despite shared guidelines, variations occurred in:

- Training delivery modalities;
- Emphasis placed on specific content areas;
- Duration, pacing, or facilitation styles;
- Local institutional or cultural conditions.

Such contextual heterogeneity may influence participants' learning experiences and, consequently, the comparability of results across partner organisations.

### 4.4. Scope and Structure of the Competence Framework

The LEVEL5 framework conceptualises competence development through three overarching dimensions—Knowledge, Skills, and Attitudes—represented visually through the Competence Spider. For the MILES project, the assessment tool was further adapted by developing three relevant self-assessment statements for each training module, each aligned with one of the three LEVEL5 dimensions.

While this ensured coherence between the training content and the assessment instrument, it also introduces several methodological constraints:

- The assessment captures only those aspects of competence explicitly articulated during the design phase, potentially omitting other relevant dimensions of professional or pedagogical development.
- Each dimension is represented by a single statement per module, limiting the depth of measurement and potentially oversimplifying the outcomes of complex learning.

Additionally, perceived competence was self-scored and the statement describing it was interpretable, affecting comparability across individuals and contexts.

### 4.5. Short-Term Assessment Window

The post-assessment was administered immediately following the training. This timing limits our ability to assess:

- Sustainability of competences;
- Transfer of learning into authentic teaching practice.



Complementary follow-up assessments would be required to evaluate the durability of the observed developments after implementing the co-designed workshop (activity T3.2) and the workshop with students (activity T3.3).

#### 4.6. Variability in Qualitative Feedback Collection

Although partners were encouraged to use a range of feedback methods (e.g., exit tickets, group discussions, creative responses), the diversity of approaches resulted in qualitative data of uneven depth and structure. This variability constrains the extent to which qualitative findings can be systematically compared or aggregated across contexts.

## 5. Results

### 5.1. An overview of teachers' assessment results, including a comparison between pre-course and post-course test results

To measure participants' self-perceived development throughout the MILES training, we used a structured pre–post assessment instrument designed as a “competence spider”. The instrument captures changes across the three core dimensions targeted by the programme—**attitudes, knowledge, and skills**—and does so in a way that is both modular and aligned with the training architecture.

The spider consists of **15 statements**, three for each of the five MILES modules. Within every module, one statement describes participants' attitudes, one targets knowledge, and one focuses on skills. (Annex 1) Participants rated their agreement with each statement on a Likert-type scale, allowing us to visualise their perceived competence profile before and after the training.

This design ensures:

- Direct alignment with the curriculum, as each statement corresponds to a specific module and its intended learning outcomes.
- Balanced coverage of cognitive, affective, and practical dimensions, reflecting the holistic nature of media and information literacy.
- Comparability over time, enabling clear visualisation of growth through spider/radar charts and facilitating module-level as well as overall analysis.

The instrument therefore provides a coherent and interpretable picture of how participants perceive their progress in understanding disinformation, navigating the media environment, recognising mechanisms of manipulation, integrating MIL into teaching, and engaging with community-level initiatives.

This chapter presents the results of the pre–post assessment conducted across the nine partner organisations participating in the MILES training programme.

Eight partners used the standard “competence spider” instrument, while OLAE (Portugal) used an alternative but compatible self-report method due to contextual constraints. Together, these data provide a comprehensive picture of the training’s impact across diverse European contexts.

### 5.1.1. Partnership-Level Results

Across the entire partnership, participants show a substantial positive shift, with the average score increasing from **3.28 (pre)** to **4.26 (post)** -an overall improvement of **+0.98 points** (see Table 5, Table 6, Figure 13). This represents a large effect size, indicating that the MILES training produced meaningful and consistent learning gains.

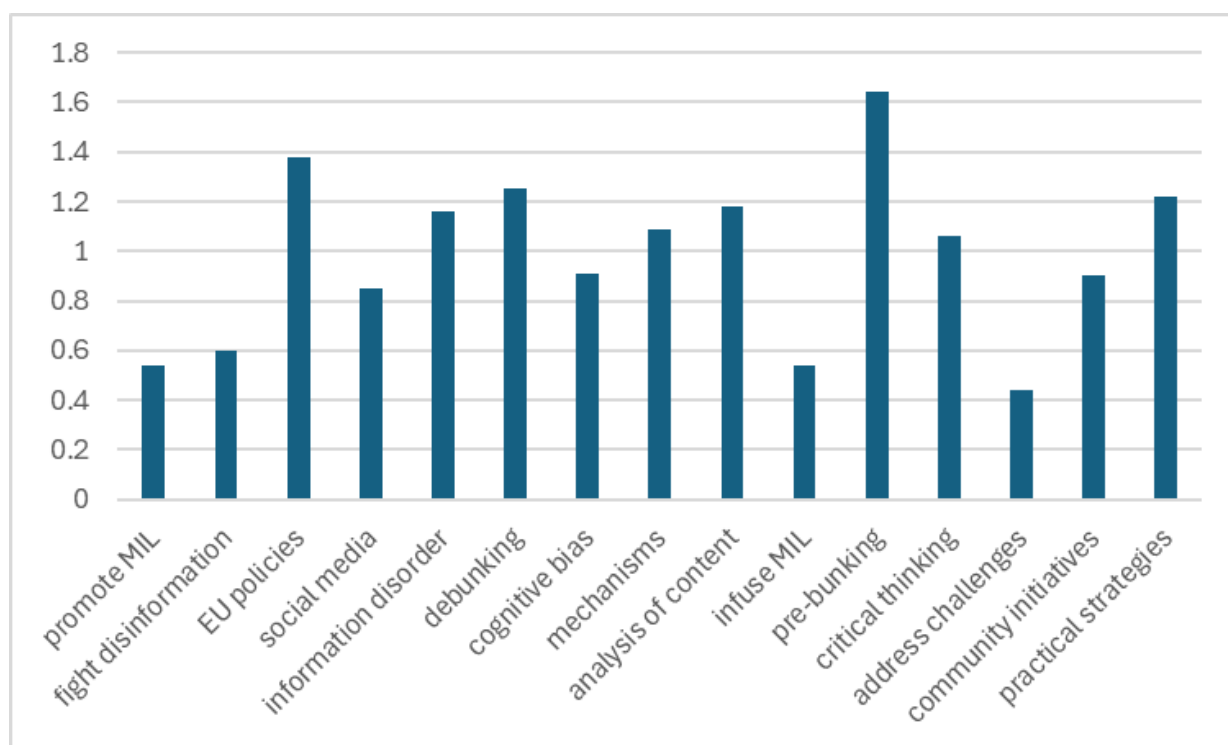


Figure 3. Graph representing gains in assessment scores per specific competence (partnership-level)

The strongest improvements appear in **knowledge-intensive and skills-oriented categories**, especially those that introduced new or less familiar concepts, including:

- Pre-bunking (+1.64)



- EU policies (+1.38)
- Debunking (+1.25)
- Practical strategies (+1.22)
- Analysis of content (+1.18).

These areas reflect the core conceptual and analytical components of the training, confirming that participants significantly strengthened their understanding of how disinformation works and how to counter it. Pre-bunking (+1.64) shows the strongest growth, suggesting that this concept was largely unfamiliar before the training and that the module provided highly effective, applicable learning. EU policies (+1.38) and debunking (+1.25) also show above-average gains, indicating that participants significantly strengthened their understanding of the broader European MIL landscape and their practical ability to counter misinformation. Practical strategies (+1.22) and content analysis (+1.18) reflect increased confidence in applying MIL in real-life contexts.

These results confirm that the training successfully addressed knowledge gaps and built concrete, transferable skills.

The following categories show solid improvement, between +0.85 and +1.16, reflecting strengthened conceptual understanding and analytical capacity:

- Information disorder (+1.16)
- Mechanisms of disinformation (+1.09)
- Critical thinking (+1.06)
- Cognitive bias (+0.91)
- Community initiatives (+0.90)
- Social media environment (+0.85).

Participants deepened their understanding of:

- how misinformation spreads,
- how cognitive biases and fallacies operate,
- how social media structures influence information flows, and
- how communities can respond collectively.

These results demonstrate that the training effectively built a systemic understanding of the disinformation ecosystem.

Attitudinal items show smaller gains due to **high baseline scores**, which naturally limits the size of the improvement. Even so, the increases are consistent and meaningful. These categories are:

- Promote MIL (+0.54)
- Infuse MIL (+0.54)
- Fight disinformation (+0.60)
- Address challenges (+0.44).

Participants entered the training with **strong attitudes and motivation**, especially regarding:

- valuing MIL,
- wanting to fight disinformation,
- feeling responsible for addressing challenges in their schools.

The training reinforced these attitudes, but the smaller gains reflect a **ceiling effect**: participants were already highly committed before the training began as demonstrated, in the first place, by enrolling in the training course.

### 5.1.2. Statistical Interpretation

#### Overall Effect Size

Because we do not have individual-level data, we estimate the effect size using the standard deviation of the difference scores. The differences range from 0.44 to 1.64, with a mean of 0.98 and an approximate SD of 0.36 (calculated from the distribution of the 15 difference values). Using the distribution of difference scores across all categories, the estimated effect size is:  $d \approx 2.7$ .

This is considered extremely large in educational research, confirming that the training had a **strong and effect**.

#### Distribution of Gains

All 15 categories improved at partnership level. The specific gains are as follows:



- 11 categories improved by  $\geq 0.85$
- 7 categories improved by  $\geq 1.00$ .

This pattern demonstrates that the training produced broad, not isolated, improvements.

### Statistical Clustering of Improvements

Using the magnitude of the difference scores, we can group the categories into three statistically meaningful clusters:

Very high gains ( $\geq 1.20$ ): Pre-bunking, EU policies, debunking, practical strategies, content analysis. These represent the strongest learning effects, typically in areas where baseline knowledge was low.

High gains (0.85–1.16): Information disorder, mechanisms, critical thinking, cognitive bias, community initiatives. These represent solid conceptual and analytical development.

Moderate gains (0.44–0.60): Attitudinal items with high pre-scores. These categories had high baseline scores, limiting the possible improvement.

Four categories had pre-scores above 3.9, indicating that participants already felt confident or motivated:

- Promote MIL (3.95)
- Infuse MIL (3.94)
- Address challenges (4.02)
- Fight disinformation (3.80).

Because of this, the smaller gains in these areas were expected and do not indicate lower impact. This is a classical example of a **ceiling effect** due to the narrow scale used.

#### 5.1.3. Balance Across Attitudes, Knowledge, and Skills

Across the three competence dimensions —attitudes, knowledge, and skills—the results reveal a balanced pattern of development, shaped both by participants’ initial profiles (they wanted to participate in this training course) and the design of the MILES training. Attitudinal items showed only moderate gains, largely because participants entered the programme with already high levels of motivation and awareness; nevertheless, the training reinforced their

commitment to promoting media literacy and addressing disinformation in their educational contexts. Knowledge-related competences displayed the largest improvements overall, particularly in areas such as EU policies, information disorder, mechanisms of disinformation, and pre-bunking, indicating a strong cognitive impact and a more thorough understanding of the structural and psychological dynamics of misinformation. Skills-based competences also improved substantially and consistently, with notable increases in debunking, content analysis, and practical strategies—each exceeding an average gain of 1.18 points—demonstrating that participants were able to translate conceptual learning into concrete, real-life (and, in some cases, classroom) practices. Taken together, these results show that the training produced a well-rounded impact, with the most pronounced effects in knowledge and skills, while attitudes remained high throughout.

#### 5.1.4. Results per Partner Organisation

##### dieBerater (AT)

Austria shows minimal numerical improvement (+0.05), largely due to very high pre-training scores (Table 12). Small negative differences reflect increased post-training self-awareness rather than regression. Gains appear in information disorder and community initiatives.

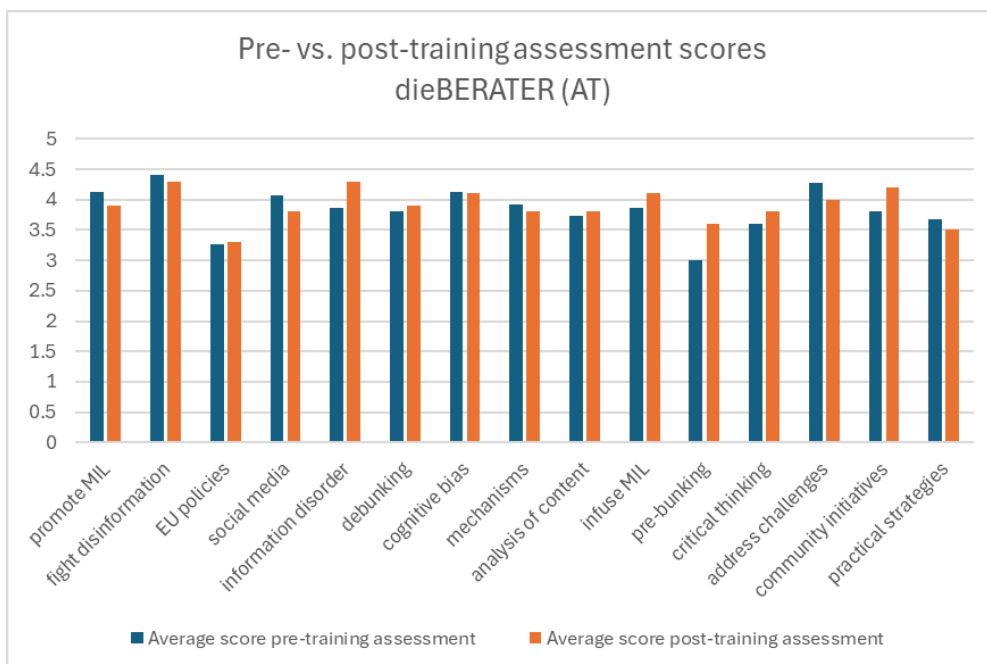


Figure 4. Pre- vs. post-training assessment scores dieBERATER (AT)

GO! (BE)

Belgium shows moderate improvement (+0.49) (Table 13). The strongest gains appear in information disorder and debunking. Smaller gains reflect high pre-training confidence and ceiling effects. Overall, the training strengthened participants’ conceptual understanding and analytical skills, even in a group with strong initial motivation.

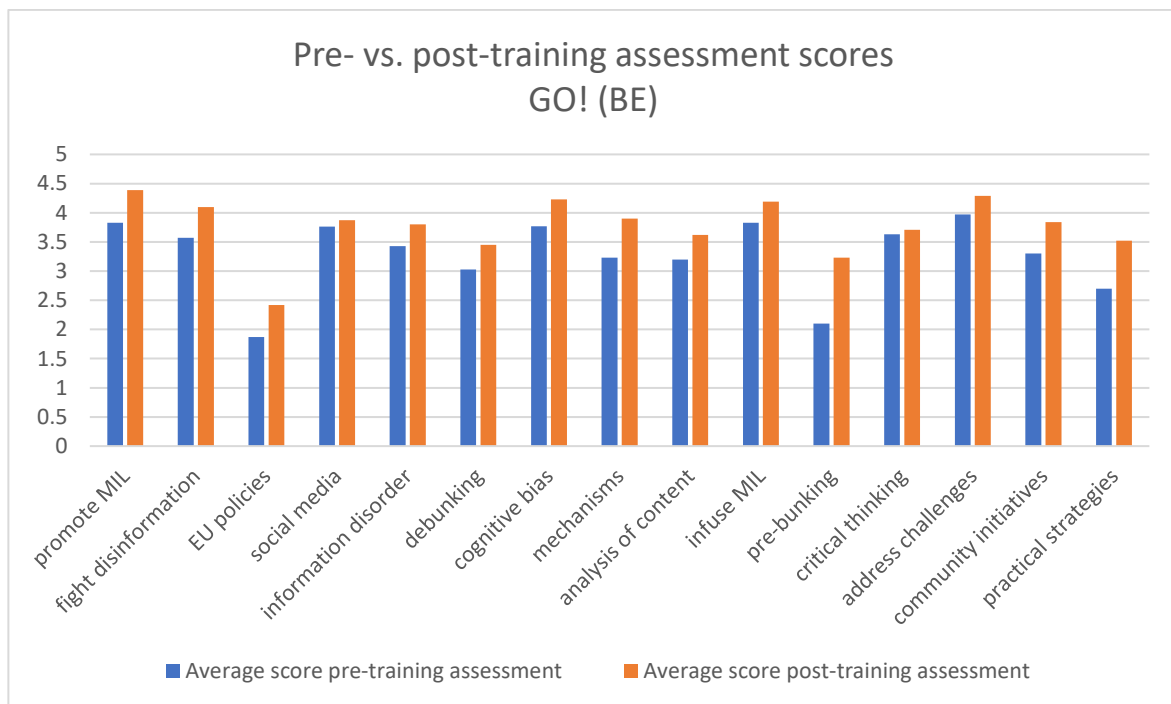


Figure 5. Pre- vs. post-training assessment scores GO! (BE)

CARDET (CY)

Cyprus demonstrates strong improvement (+0.65), especially in pre-bunking, EU policies, and content analysis. Gains are consistent across all categories (Table 9). These results indicate that the training effectively addressed conceptual gaps and strengthened participants’ analytical skills.

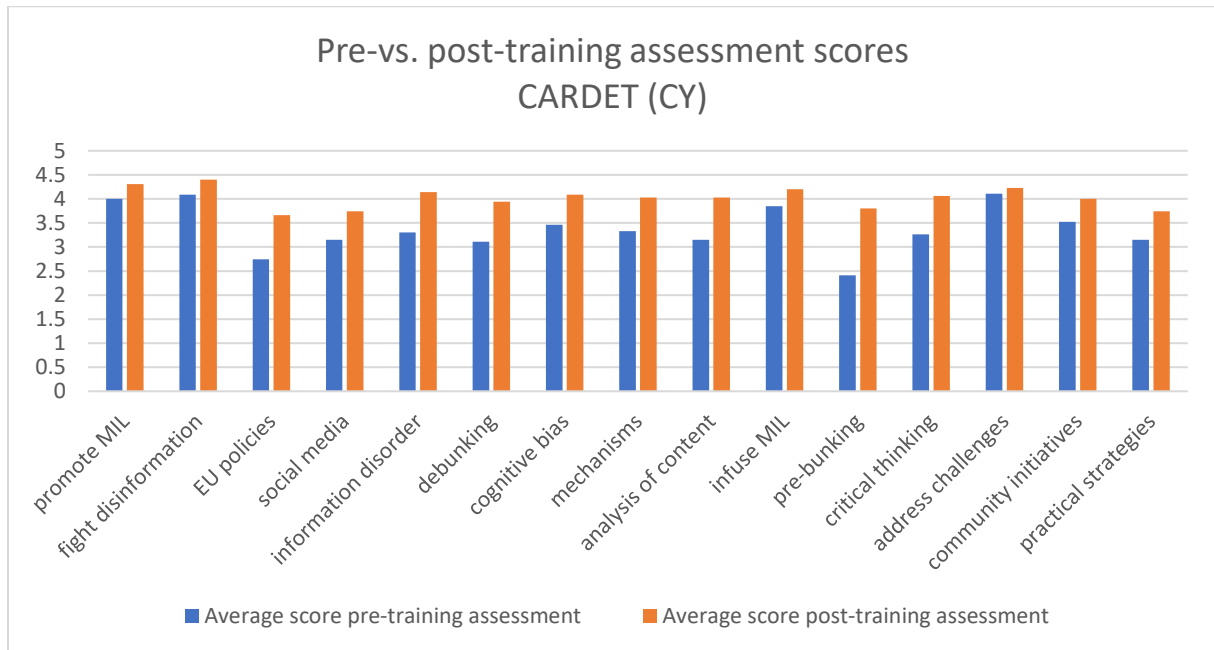


Figure 6. Pre- vs. post-training assessment scores CARDET (CY)

BUPNET (DE)

Germany demonstrates high overall improvement (+1.18), with large gains in practical strategies, debunking, information disorder, and content analysis (Table 8).

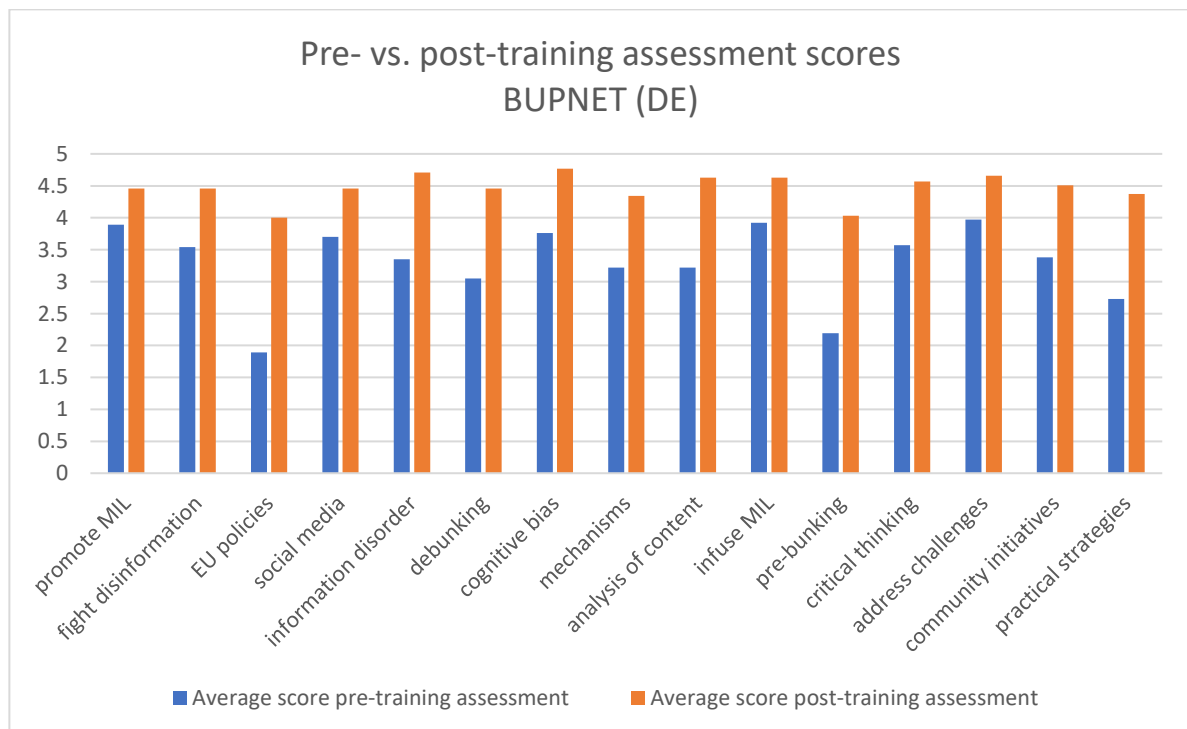


Figure 7. Pre- vs. post-training assessment scores BUPNET (DE)

The results reflect strong engagement and a high degree of relevance to participants’ professional contexts (10 trainers took part in the CPD MILES training). BUPNET’s cohort developed both conceptual understanding and applied MIL skills, confirming the training’s effectiveness.

### KMOP (GR)

Greece shows very strong gains (+0.90), including the highest single-category improvement in the partnership (pre-bunking +2.04). Strong development in debunking and EU policies (Table 14). These results indicate that the training had a transformative effect on participants’ ability to recognise and counter misinformation. Attitudinal items remained high throughout. KMOP’s implementation produced one of the most impactful learning experiences in the partnership.

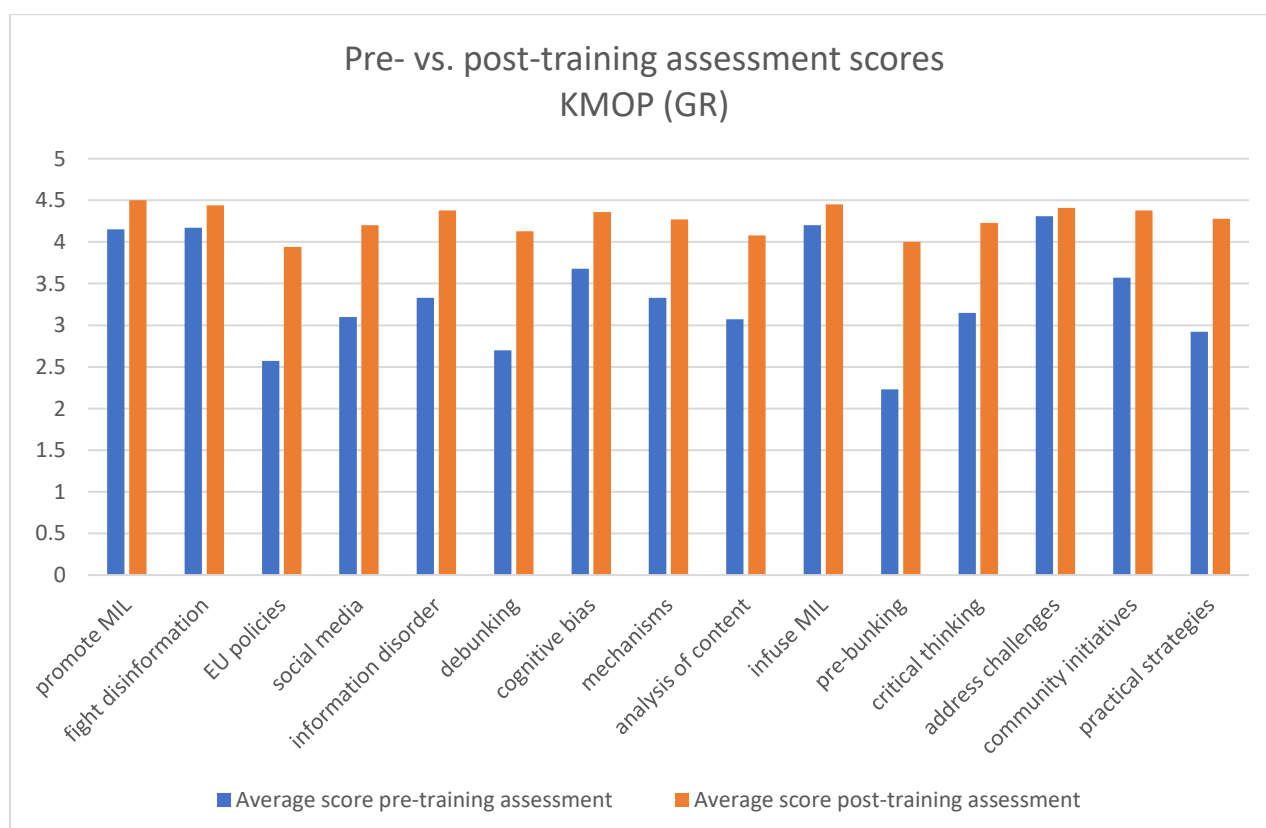


Figure 8. Pre- vs. post-training assessment scores KMOP (GR)

### CSC (IT)

Italy shows one of the strongest improvements (+0.95), with large gains in mechanisms, content analysis, pre-bunking, and information disorder (Table 10). The results reflect a deep conceptual and practical transformation, with balanced improvements across attitudes, knowledge, and skills. CSC’s implementation clearly resonated with participants and supported strong learning outcomes.

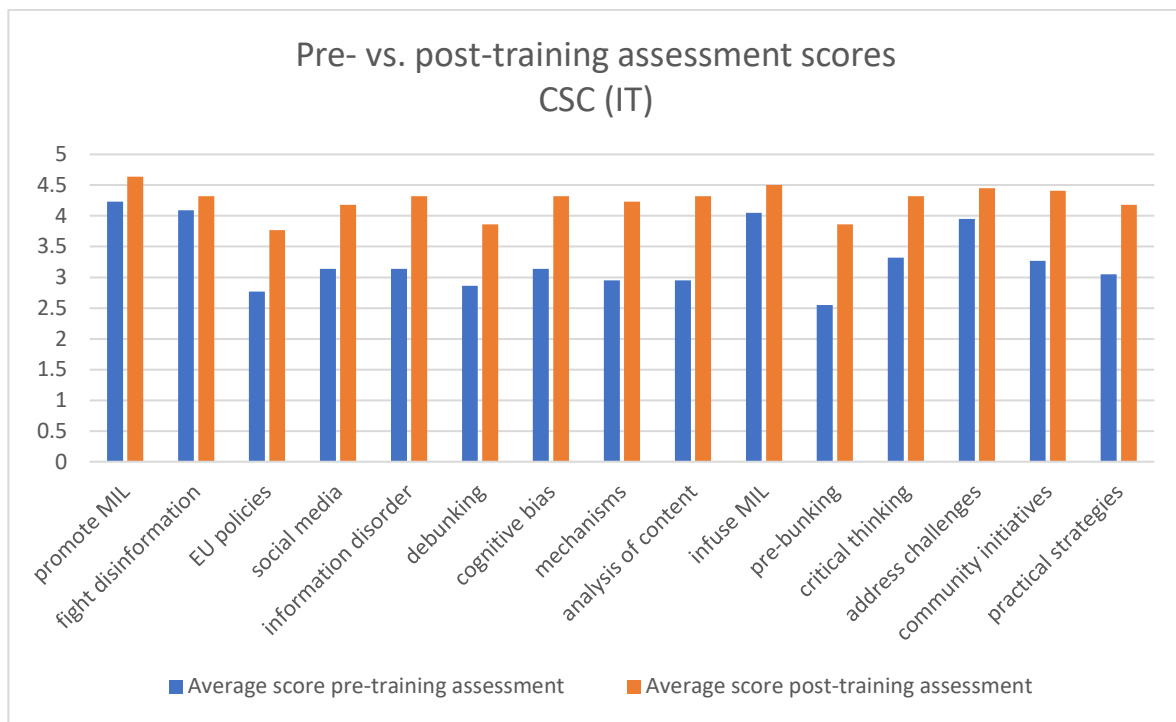


Figure 9. Pre- vs. post-training assessment scores CSC (IT)

### DANMAR (PL)

Poland shows the largest improvement in the partnership (+1.65) (Table 11). Gains are exceptionally high across all categories, particularly in EU policies, debunking, analysis of content, and critical thinking. These results reflect a transformative learning effect, with participants significantly expanding their MIL competences. DANMAR’s cohort demonstrates the strongest overall impact of the MILES training.

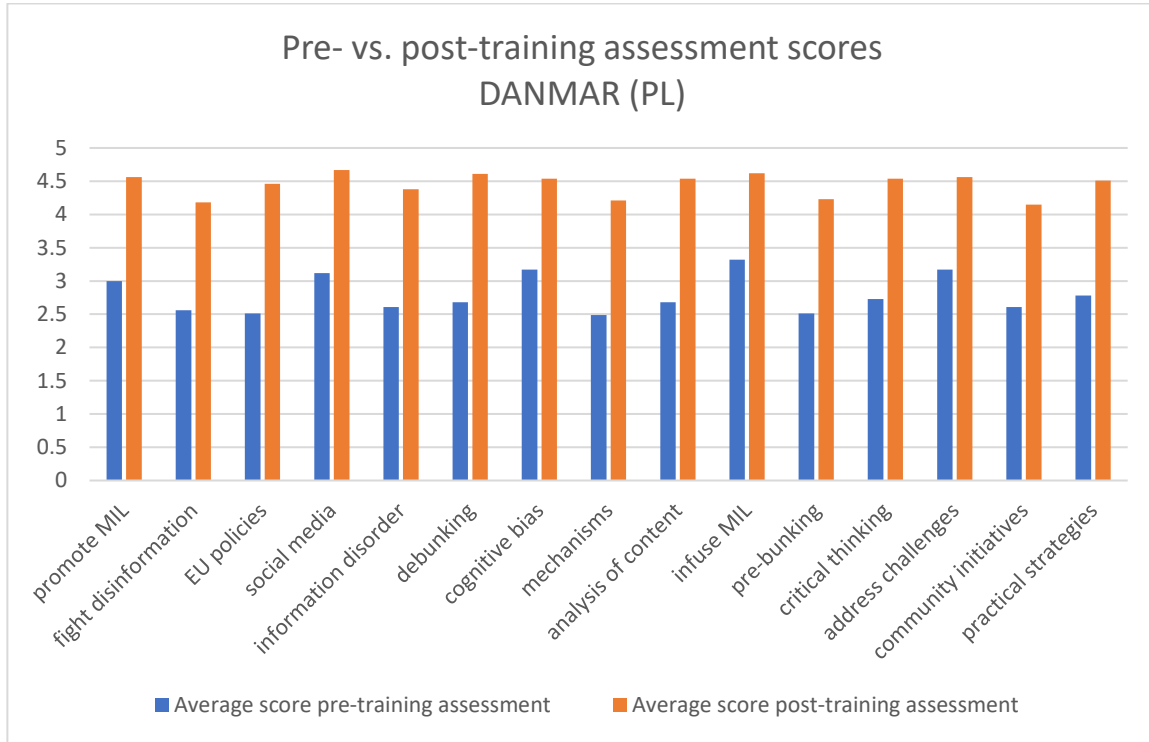


Figure 10. Pre- vs. post-training assessment scores DANMAR (PL)

### ALSDGC (RO)

Romania shows very strong improvement (+1.28), with major gains in pre-bunking, EU policies, and content analysis (Table 7). Attitudinal items were already high, but knowledge and skills improved substantially. The results indicate that the training had a deep and lasting impact on participants' MIL competences, particularly in advanced analytical and practical areas.

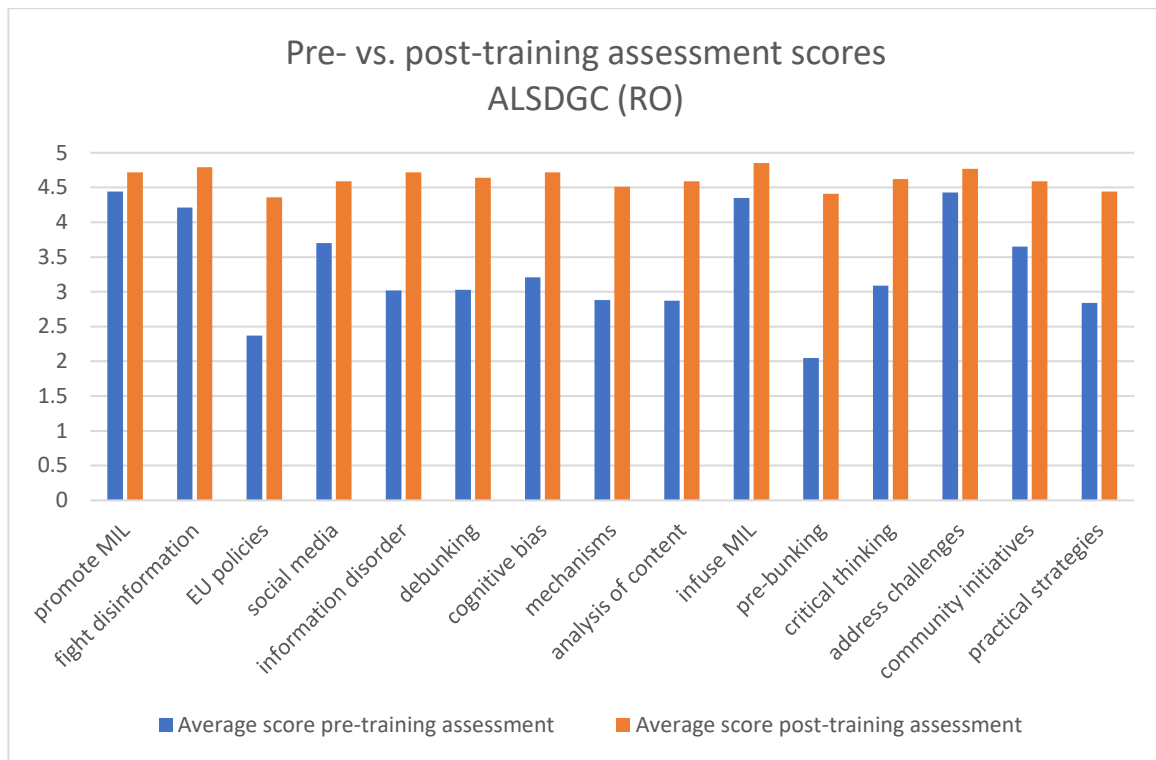


Figure 11. Pre- vs. post-training assessment scores ALSDGC (RO)

### OLAE (PT)

Due to logistical constraints, the Portuguese cohort did not complete the standard pre–post spider assessment. Instead, participants self-reported their perceived improvement for each competence area by selecting one of several predefined intervals. The resulting data show substantial gains across all 15 categories, with improvements ranging from +1.20 to +1.90. The strongest increases appear in EU policies, practical strategies, critical thinking, and community initiatives (Table 15). These results indicate that the training had a highly transformative impact, strengthening both conceptual understanding and practical MIL skills. OLAE’s participants demonstrate one of the highest overall improvements in the partnership, confirming the strong relevance and effectiveness of the MILES training in the Portuguese context.

### 5.1.5. Cross-Country Comparison

The strongest improvements are observed in Poland (+1.65), Portugal (+1.55), and Romania (+1.28), followed closely by Germany (+1.18) and Italy (+0.95) (Table 5). These countries show

large and consistent gains across knowledge-intensive and skills-oriented categories, indicating a strong learning effect and high relevance of the training content.

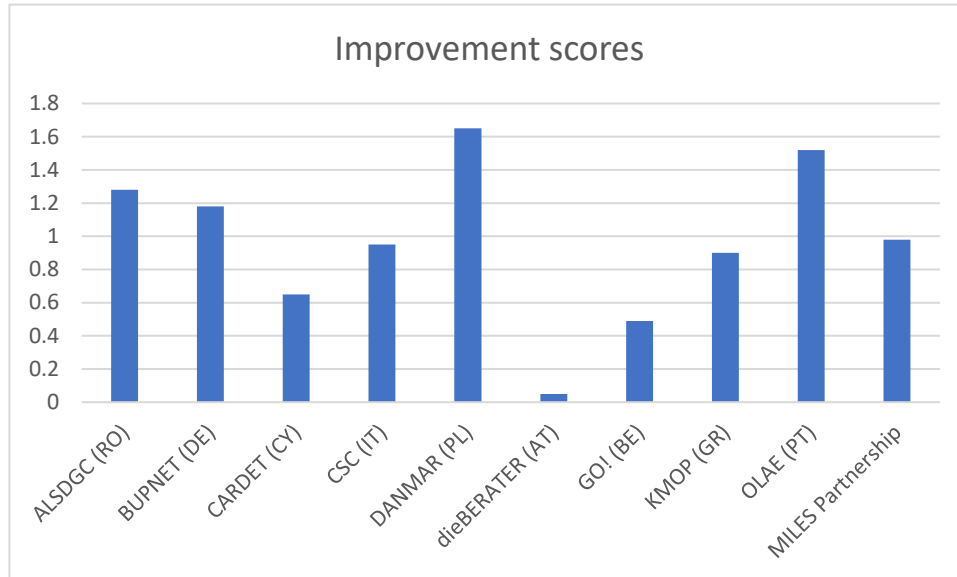


Figure 12. Comparative improvement across the nine partner organisations

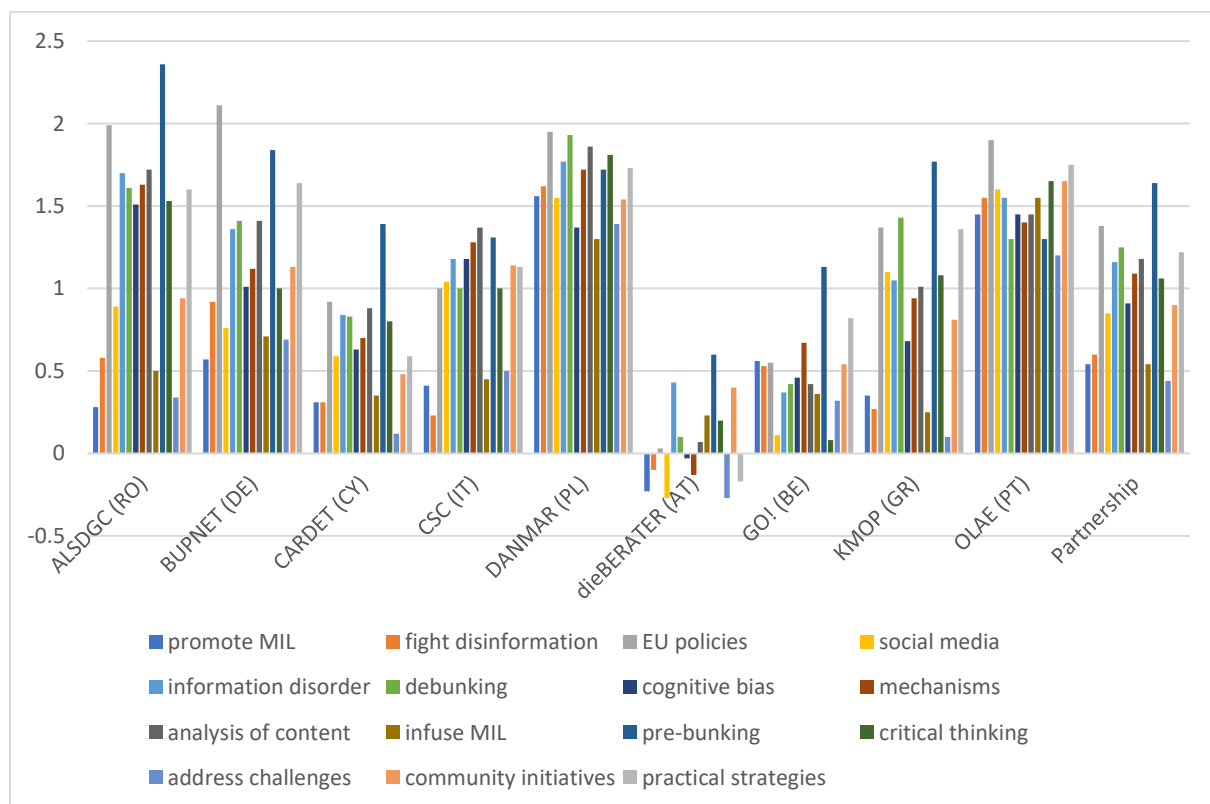


Figure 13. Graph representing gains in assessment scores per specific competence and per organization & MILES partnership

Greece (+0.90) and Cyprus (+0.65) also demonstrate significant improvements, particularly in analytical and practical competences. Belgium (+0.49) and Austria (+0.05) show smaller numerical gains due to high pre-training confidence, which limited the potential for measurable improvement.

Overall, the graph illustrates a coherent upward trend across the partnership, confirming that the MILES training produced **meaningful learning outcomes in all participating countries**, regardless of baseline familiarity with media and information literacy.

#### 5.1.6. Conclusions

The MILES training programme demonstrably strengthened educators' media and information literacy competences across all participating countries. The pre–post assessment results reveal a **high-impact intervention**, with substantial improvements in knowledge, analytical skills, and practical strategies for addressing misinformation. Participants significantly improved their understanding of information disorder, cognitive biases, mechanisms of disinformation, and EU policies, while also developing practical skills in debunking, pre-bunking, and content analysis. Attitudinal commitment to promoting MIL and addressing disinformation remained high throughout.

Cross-country variation reflects differences in baseline familiarity with MIL and contextual conditions. Countries with lower initial scores (PL, PT, RO, DE, IT) showed the largest gains, while those with high initial confidence (AT, BE) showed smaller numerical changes due to ceiling effects. Portugal, despite using an alternative assessment method, reported very strong perceived improvements aligned with the strongest performers.

However, the interpretation of these findings must be tempered by several methodological limitations. The evaluation relied exclusively on **self-assessment**, which captures subjective perceptions rather than objectively measured competence development. Self-assessment is vulnerable to over- or underestimation, social desirability effects, and differences in how participants interpret competence descriptors. Furthermore, only **270 of the 450 trained**

**participants** completed both assessments, and the dataset may include **unpaired responses**, limiting the reliability of individual-level comparisons and the generalisability of the findings.

Contextual variability across partner institutions — including differences in delivery modalities, emphasis, pacing, and local conditions — may also have influenced learning experiences and outcomes. The adapted competence framework, while coherent and aligned with the training content, captures only a subset of possible learning dimensions and represents each through a single statement per module, limiting measurement depth. The short-term assessment window further restricts conclusions about long-term retention, transfer to teaching practice, or sustained behavioural change. Finally, the absence of external validation mechanisms (e.g., observations, performance tasks) means that the findings rely solely on self-reported perceptions.

Taken together, the results provide strong evidence that the MILES training is an **effective and relevant programme** that enhances educators' perceived competences in media and information literacy. At the same time, the limitations highlight the need for **complementary follow-up assessments, triangulation with performance-based evidence**, and **longitudinal monitoring** to fully understand the durability and practical impact of the training. Despite these constraints, the MILES training emerges as a promising, scalable model for strengthening MIL competences across diverse European educational contexts.

## 5.2. Key Insights Gathered at Local Level During the Implementation of the Training

The implementation of the MILES CPD and ITE trainings across partner organisations generated a rich set of insights into participant engagement, learning processes, and the perceived relevance of media and information literacy (MIL) in contemporary educational contexts (see Annex 5 and Annex 6). Despite differences in delivery formats and institutional settings, several common patterns emerged, demonstrating both the depth of participant involvement and the transformative potential of the programme.

### 5.2.1. High Engagement and Strong Motivation Across All Contexts

Across countries, participants—teachers and student-teachers alike—displayed sustained engagement from the outset. Many entered the training with curiosity about misinformation, cognitive biases, and the influence of digital platforms, and quickly recognised the personal and professional relevance of these topics. Trainers consistently reported active participation, lively discussions, and a willingness to share personal experiences with media consumption and classroom challenges.

Participants frequently described the sessions as “*engaging*”, “*eye-opening*”, “*creative*”, and “*highly relevant*.” One Romanian teacher captured the general sentiment:

**“Extraordinarily engaging and very creative and brain-stimulating. Absolutely delighted!”**

Similarly, a German participant noted:

**“It was helpful to see how opinion-forming is deliberately controlled – I’ll take that away with me.”**

ITE students across countries also demonstrated strong motivation, often linking the content to their own online habits. As one student from Cyprus reflected:

**“I always used social media without thinking about it, but now I can see how some of my favourite pages use tricks to get my attention.”**

### 5.2.2. Interactive, Hands-On Methods Were Essential for Deep Learning

A clear insight across all partners is that **interactive and practice-oriented methods were the most impactful**. Activities such as analysing manipulated posts, identifying logical fallacies, debating propaganda, playing the *Bad News* game, or conducting fact-checking exercises helped participants internalise complex concepts.

Participants repeatedly emphasised that abstract ideas—such as cognitive biases, framing, or algorithmic filtering—became understandable only when explored through concrete examples. As one Romanian teacher put it:

**“The hands-on exercises complemented the theory brilliantly, making the content easy to grasp.”**

Group work, scenario-based learning, and role-play were particularly effective in fostering collaboration and critical reflection. In Cyprus, for example, role-play activities were described as “*constructive*” and “*enlightening*”, while in Austria, peer exchange helped teachers connect MIL concepts to real classroom dilemmas.

### 5.2.3. Growing Awareness of Data Literacy and the Need for Critical Interpretation

Across multiple countries, participants highlighted the importance—and difficulty—of interpreting data, graphs, and statistics. Data literacy emerged as a recurring area where teachers felt underprepared but eager to improve. Romanian participants explicitly requested more resources on this topic, noting that misleading statistics are increasingly common in public discourse.

This insight underscores the need to strengthen data-related components in future iterations of the training.

### 5.2.4. Emotional and Psychological Dimensions of Disinformation Resonated Strongly

Teachers in Italy, Romania, and Cyprus reported that discussions about emotional manipulation, populist rhetoric, and conspiracy theories triggered meaningful reflection.

Many shared classroom experiences where students struggled to distinguish fact from opinion or adhered to misinformation despite evidence.

These exchanges revealed both the urgency of MIL training and the emotional labour educators face when addressing misinformation with young people.

#### 5.2.5. Community and Policy Perspectives Expanded Participants' Understanding

Module V—focused on community engagement and policy—proved particularly impactful. Participants appreciated learning how misinformation circulates within their own networks and communities, and how educators can collaborate with stakeholders to build digital resilience.

Romanian participants, for example, found community-mapping exercises especially relevant, noting how disinformation spreads through familiar social and professional circles. Greek and Cypriot participants valued the connection to European policy frameworks and community-based initiatives such as StopFake.

#### 5.2.6. Platform Use and Online Formats Shaped Engagement

While the MILES platform was widely appreciated for its resources, some participants—especially in Germany and Austria—found it initially overwhelming or unintuitive. Online-only ITE groups (e.g., Italy) remained engaged but relied heavily on chat-based interaction, which limited spontaneous discussion.

Face-to-face formats, such as those in Portugal and Belgium, generated the highest levels of interaction and emotional connection.

#### 5.2.7. Clear Evidence of Impact on Professional Practice and Personal Behaviour

Across all countries, participants reported immediate changes in how they consume, analyse, and discuss information. Teachers expressed confidence in integrating MIL concepts into lessons, counselling sessions, and school-wide activities. One Romanian teacher shared:

**“I learned new information that will help me be more attentive when reading news or information.”**

ITE students also reported behavioural shifts, such as checking images more critically or discussing misinformation with peers and family.

In several contexts (e.g., Romania, Austria, Germany), participants expressed interest in continuing with co-creation workshops, school-based projects, or further professional development—indicating strong sustainability potential.

#### 5.2.8. Conclusion

The local-level insights gathered across partner organisations reveal a training programme that was not only well-received but genuinely transformative. Participants deepened their understanding of disinformation, strengthened their critical thinking skills, and developed practical strategies for classroom and community engagement. The combination of interactive methods, real-world examples, and reflective dialogue proved essential in translating complex concepts into actionable knowledge.

The positive feedback—“Loved it! Come back again!”, “Now I check pictures more critically”, “The activities were thought-provoking”—demonstrates that the MILES training has laid a strong foundation for long-term improvements in media literacy education across Europe.

### 5.3. Feedback Provided by Project Partners, Highlighting Strengths, Challenges, and Recommendations for Future Actions

The implementation of the MILES CPD and ITE trainings across nine partner countries generated a rich body of feedback that reflects both the strengths of the programme and the contextual challenges encountered during delivery. Across all contexts, partners emphasised the relevance of the training, the high level of participant engagement, and the transformative potential of the MILES approach. At the same time, partners identified structural, pedagogical, and technical areas that would benefit from refinement in future cycles. This chapter synthesises these insights and outlines recommendations for strengthening the programme’s long-term impact.

#### 5.3.1. Key Strengths Across Partner Countries

##### 5.3.1.1. High Engagement and Strong Motivation

Across all countries, participants—teachers and student-teachers alike—demonstrated sustained engagement, curiosity, and enthusiasm. Interactive methodologies were consistently highlighted as a major strength, with partners reporting that hands-on tasks, debates, and real-world examples made complex concepts accessible and memorable.

- Romania noted “extraordinarily engaging and very creative and brain-stimulating” sessions.
- In Germany, participants expressed immediate classroom-transfer intentions: “I’m going to try out some of the materials with my class straight away.”
- Cyprus and Poland reported that participants frequently connected the content to their own online experiences, reinforcing personal relevance.

##### 5.3.1.2. Strong Development of Critical Thinking and Analytical Skills

Partners consistently observed significant growth in participants’ ability to identify manipulation strategies, analyse media content, and recognise cognitive biases and logical fallacies. Teachers in Italy and Austria particularly valued the reflective space created to discuss disinformation challenges encountered in their classrooms.

### 5.3.1.3. Effective Use of Real-Life Examples and Practical Tools

The use of authentic social-media posts, manipulated images, data-literacy exercises, and gamified tools (e.g., Bad News) was widely praised. These activities helped participants internalise abstract concepts and apply them to real-world contexts.

### 5.3.1.4. Relevance to Classroom Practice and Professional Needs

Across countries, teachers emphasised the immediate applicability of the training. Many began integrating concepts into lesson planning, counselling sessions, or school-wide activities. In Romania, one teacher noted that the training aligned directly with curriculum planning, while in Greece participants highlighted the value of lesson-plan development and differentiated learning strategies.

### 5.3.1.5. Community-Building and Peer Learning

Several partners (Italy, Cyprus, Austria) reported that the training fostered a supportive learning community. Teachers shared doubts, exchanged examples, and built confidence through collaborative analysis. This sense of community was seen as a key factor in sustaining long-term engagement.

## 5.3.2. Challenges Encountered During Implementation

### 5.3.2.1. Variation in Prior Knowledge and Digital Confidence

Across Romania, Germany, Cyprus, Italy, and Austria, trainers noted wide differences in participants' familiarity with MIL concepts and digital tools. This required additional scaffolding, differentiated support, and flexible pacing.

### 5.3.2.2. Time Constraints and Scheduling Pressures

Many partners reported that the richness of discussions and the complexity of topics often required more time than allocated.

- In Poland and Italy, sessions frequently extended beyond the planned schedule.
- In Greece and Cyprus, heavy workloads limited participants' ability to engage with asynchronous materials.
- ITE-evening sessions in Iași (Romania) affected attendance and energy levels.

### 5.3.2.3. Platform-Related Difficulties

Several partners (Germany, Romania, Belgium, Cyprus) reported challenges with the MILES platform, including:

- slow loading times,
- unintuitive navigation,
- overwhelming introductory materials,
- inconsistent language versions,
- difficulty locating content.

These issues occasionally disrupted training flow and reduced the effectiveness of asynchronous learning.

### 5.3.2.4. Online Delivery Limitations

In Italy and Germany, ITE groups participated in a mix of online and face-to-face sessions; however, the online components still presented notable limitations. During virtual meetings, participants showed strong interest but tended to rely heavily on chat rather than verbal interaction, which reduced spontaneity and limited opportunities for deeper collaborative discussion. Trainers observed that, despite the benefits of the blended format, the online environment constrained the richness of dialogue that emerged more naturally during in-person sessions.

### 5.3.2.5. Sensitive Topics and Classroom Realities

Partners in Italy and Austria highlighted that discussions involving political content or conspiracy theories sometimes triggered tension or emotional responses. Trainers had to carefully guide conversations to maintain a constructive, evidence-based focus.

### 5.3.2.6. Institutional and Logistical Constraints

- Belgium faced challenges enrolling ITE participants and ensuring platform readiness.
- Portugal experienced delays due to school-level scheduling conflicts.
- Austria encountered device-related issues and uneven self-study completion.

### 5.3.3. Recommendations for Future Actions

Across partner countries, several clear directions emerged for strengthening future iterations of the MILES training (see Annex 7). A first priority concerns the need to **reinforce conceptual scaffolding and adjust time allocation**. Partners consistently noted that Module II—covering the media environment, algorithms, filter bubbles, and echo chambers—requires additional time to allow participants to reflect, ask questions, and consolidate understanding. Similarly, complex topics such as data literacy, logical fallacies, and propaganda would benefit from extended sessions and more guided examples that help bridge the gap between theory and practice.

A second area of improvement relates to **platform usability and the structure of learning materials**. Partners recommended clearer onboarding instructions, shorter and more modular PDFs, and a more intuitive glossary to support unfamiliar terminology. They also emphasised the importance of integrating more content directly into the platform, reducing reliance on external documents, and ensuring faster loading times and consistent language versions. The availability of downloadable lesson plans and ready-to-use classroom materials was highlighted as particularly valuable for teachers who wish to apply the content immediately.

Participants across countries also expressed a strong desire for **more hands-on, classroom-ready activities**. They called for additional practical exercises, subject-specific examples, and expanded pre-bunking scenarios, as well as more gamified tools and quizzes to sustain engagement. Several partners suggested incorporating project-based learning opportunities—such as school fact-checking campaigns—to deepen application and encourage collaborative learning.

Given the diversity of participant profiles, partners stressed the importance of **supporting differentiated learning pathways**. Future training cycles could offer beginner and advanced tracks, integrate optional readings and videos, and provide structured reflection tasks for online groups. Tools such as decision trees or checklists—for example, the source–evidence–context routine—would help participants navigate complex analytical tasks more confidently.

Another recommendation concerns the **strengthening of community and policy components**. Partners suggested embedding community engagement earlier in the training, showcasing more community-driven initiatives, and supporting school-level dissemination and mentoring. Reinforcing the role of educators as change agents within their networks was seen as essential for sustaining long-term impact.

**Delivery format** also emerged as a key consideration. While online sessions offered flexibility, several partners—particularly in Italy, Germany, and Cyprus—observed that blended or face-to-face formats foster richer discussion and more effective collaborative work. Future training cycles should therefore prioritise mixed delivery models wherever feasible.

Finally, partners highlighted the **importance of expanding institutional partnerships and ensuring sustainability**. Belgium and Greece, in particular, emphasised the need for deeper collaboration with ITE institutions, the organisation of follow-up sessions or communities of practice, and the reinforcement of local expertise to support contextual adaptation. These measures would help embed MIL more firmly within teacher-training ecosystems and ensure continuity beyond the project's lifespan.

#### 5.3.4. Concluding Reflections

The feedback collected across partner countries demonstrates that the MILES training has had a meaningful and multi-layered impact on educators' and student-teachers' media literacy competencies. Participants valued the programme's practical orientation, interactive structure, and relevance to contemporary digital challenges. At the same time, partners identified clear opportunities to refine content, strengthen platform usability, and enhance pedagogical support.

The recommendations outlined above provide a roadmap for future iterations of the training, ensuring that the MILES approach continues to evolve, deepen its impact, and support educators in fostering critical, resilient, and media-literate learners across Europe.

## 6. Recommendations

Building on the findings of the MILES training evaluation—and taking into account the methodological limitations, local insights, and partner feedback—this chapter outlines a set of recommendations to guide future iterations of the training programme, strengthen its impact, and enhance the robustness of future evaluation cycles. The recommendations are organised into four thematic areas: training design, implementation and delivery, assessment and evaluation, and sustainability and scaling.

### 6.1. Recommendations for Training Design

Future iterations of the MILES training would benefit from deepening and diversifying the coverage of competences within the LEVEL5 framework. While the current structure ensures coherence with the training modules, each dimension is represented by a single statement per module, which limits the depth of measurement and may oversimplify complex learning processes. Expanding the number of statements per dimension or integrating additional aspects—such as digital citizenship, emotional resilience to disinformation, or pedagogical strategies for teaching MIL—would allow for a more nuanced understanding of competence development.

Participants consistently valued hands-on activities and classroom-ready tools. Strengthening the integration of practical resources—such as ready-to-use lesson plans, templates, and case studies from the MILES Students’ Toolbox—would further support the transfer of learning into practice. Offering optional “advanced practice labs” focused on debunking, pre-bunking, and content analysis could also enhance the experience for participants seeking deeper engagement.

A key insight from partner feedback is the need to tailor content to different levels of prior knowledge. Variation in baseline familiarity with MIL was a recurring challenge, particularly in mixed-experience groups. Providing differentiated learning pathways (introductory, intermediate, advanced) or pre-training micro-modules would help harmonise participants’ starting points and ensure more equitable learning experiences.

## Differentiation Between CPD and ITE Pathways

Given the dual target groups of the MILES programme—practising teachers in CPD settings and student-teachers in ITE contexts—future iterations of the training would benefit from a clearer differentiation between these two pathways. While both groups demonstrated strong engagement and meaningful competence development, their starting points, professional needs, and learning trajectories differ substantially. CPD participants typically bring classroom experience, established pedagogical routines, and immediate opportunities for application, making them more responsive to advanced analytical tools, practical strategies, and school-level implementation guidance. In contrast, ITE participants often require more foundational scaffolding, structured examples, and opportunities to connect MIL concepts to emerging professional identities. Tailoring content, pacing, and examples to these distinct profiles—while maintaining a shared core curriculum—would enhance relevance, deepen learning, and support more effective transfer into practice for both groups.

## 6.2. Recommendations for Implementation and Delivery

Participants responded strongly to collaborative and interactive activities. Increasing opportunities for peer learning—through group-based problem-solving tasks, case studies, and cross-institutional exchanges—would further enhance engagement and deepen understanding. Time constraints were noted as a challenge in several contexts; offering modular scheduling options and additional asynchronous materials could help balance workload and improve accessibility.

## 6.3. Recommendations for Assessment and Evaluation

To strengthen the reliability of future evaluations, improvements in data collection procedures are essential. Using unique participant identifiers would ensure accurate pairing of pre- and post-assessments, while automated reminders could increase completion rates.

Given the limitations of self-assessment, future cycles should complement subjective measures with performance-based tasks, such as analysing manipulated images, identifying fallacies, or evaluating real-world examples of disinformation. These tasks would provide more objective evidence of competence development and allow for triangulation with self-reported data.

The current evaluation captures only immediate post-training perceptions. Introducing follow-up assessments—conducted three to six months after training—would allow for the measurement of long-term retention, transfer to teaching practice, and sustained behavioural change. These follow-ups could be aligned with the co-designed workshop (T3.2) and the student workshop (T3.3) to capture evidence of applied learning.

Qualitative data collection varied across partners, limiting comparability. Providing a shared qualitative feedback template and encouraging partners to collect at least one structured reflective activity per cohort would improve the consistency and analytical value of qualitative insights.

#### 6.4. Summary

The MILES training has demonstrated strong potential as a **scalable, impactful, and context-responsive model** for strengthening media and information literacy across Europe. By addressing the methodological limitations identified in this report and implementing the recommendations above—including clearer differentiation between CPD and ITE pathways—future training cycles can further enhance their effectiveness, deepen their pedagogical relevance, and generate more robust evidence of long-term impact.



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## 8. Annexes

### Annex 1 – The Spider (Self-assessment Tool)

The 3 statements for each module (considering the three levels of Attitude, Knowledge and Skills):

#### Module 1

**Attitude:** I value the fight against disinformation and am committed to promoting media literacy in my classes.

**Knowledge:** I understand the main challenges and needs related to the fight against disinformation.

**Skills:** I can outline the main EU policies, regulations and initiatives related to media literacy.

#### Module 2

**Attitude:** I am aware of the structure of the internet, the working of algorithms in social media and the possibility of misleading information on the different (social) media platforms.

**Knowledge:** I know what information disorder is and its mechanics, which can easily distort a person's worldview.

**Skills:** I can identify and debunk misleading information (and conspiracy theories) and manage to also break through echo chambers on specific topics.

#### Module 3

**Attitude:** I am aware of how cognitive biases and logical fallacies influence public discourse and understand the importance of questioning information sources before forming opinions.

**Knowledge:** I understand the mechanisms forming biases and fallacies and how they can be applied to propaganda and populist discourse and can identify their impact on media narratives.

**Skills:** I am capable of analyzing online and offline content to detect cognitive biases, logical fallacies, and manipulative rhetoric used in media and political communication.

### Module 4

**Attitude:** I am eager to infuse media and information literacy in my teaching activities.

**Knowledge:** I can list key pre-bunking actions and describe how pre-bunking works.

**Skills:** I can reflect critically on media messages, including on messages using numerical data and charts.

### Module 5

**Attitude:** I feel motivated to address challenges stemming from misinformation and disinformation in my school or other community.

**Knowledge:** I understand why misinformation spreads within communities, and how community initiatives can combat misinformation and promote MIL.

**Skills:** I can identify practical strategies I can implement in my school and teaching practice to combat misinformation and promote MIL.

The Spider was available in English (<https://reveal-eu.org/survey/miles1>) as well as in the languages of the project partners.

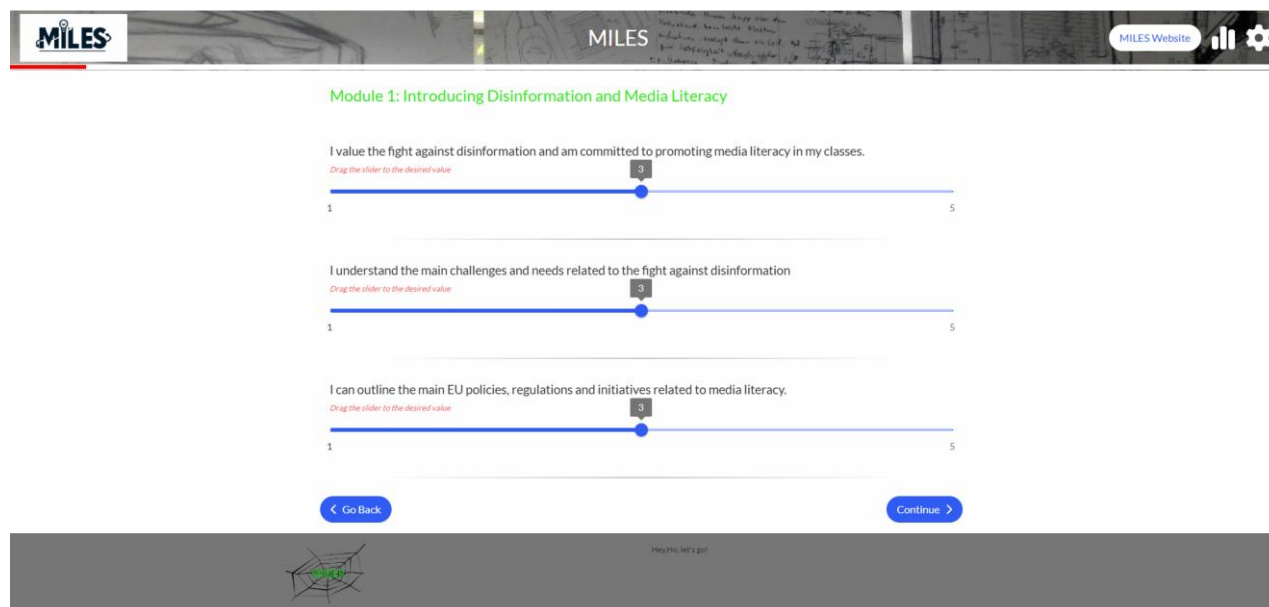


Figure 15. Screenshot page 2 of the English version of the Spider

## Annex 2 – Cross-Partner Summary of Training Cohorts, Delivery Formats, and Assessment Completion

Partner organization/ country	Number of teachers who finalized the training	Number of university students who finalized the training	Period	Number of training participants who filled out the pre- and post-assessment instrument	
				CPD	ITE
<b>ALSDGC (RO)</b>	24	24	April – June 2025	40	
<b>BUPNET (DE)</b>	24	16	September-November 2025	35	
<b>CARDET (CY)</b>	28	20	Nov-Dec 2025 (CPD) April-May 2025 (ITE)	20	16
<b>CSC (IT)</b>	20	19	November 2025 (CPD) June 2025 (ITE)	11	11
<b>DANMAR (PL)</b>	21	20	October 2025	20	19
<b>dieBERATER (AT)</b>	18	13	September 2025 (CPD) Oct-Nov 2025 (ITE)	10	-
<b>GO! (BE)</b>	20	59	October 2025	30	
<b>KMOP (GR)</b>	50	29	April-June 2025 (CPD) November 2025 (ITE)	50	8
<b>OLAE (PT)</b>	20	25	January 2026 (CPD) February 2026 (ITE)	-	-
<b>TOTAL</b>	225	225		270	

Table 1. Overview of Training Participation and Assessment Completion Across MILES Partner Organisations

Partner organisation	Trainee groups	Total number of training hours	Number of training hours		
			Face to face	Synchronous online	Asynchronous online
ALSDGC (RO)	CPD 1	17	8	2	7
	CPD 2	17	9	2	6
	ITE	17	2	8	7
BUPNET (DE)	CPD 1	17	10		7
	CPD 2	17	2	2	13
	ITE	17	9		8
CARDET (CY)	CPD 1	15	5	7	3
	CPD 2	15	8		7
	ITE	15	15		
CSC (IT)	CPD	15	4	5	6
	ITE	15		9	6
DANMAR (PL)	CPD	15	10		5
	ITE	15	10		5
dieBERATER (AT)	CPD	19	11		8
	ITE	10	6		4
GO! (BE)	CPD & ITE	16	8		8
KMOP (GR)	CPD	16		16	
	ITE 1	16	3	1	12
	ITE 2	16		4	12
OLAE (PT)	CPD	15	7.5	7.5	
	ITE	15	15		

Table 2. Overview of Training Structure and Delivery Formats Across MILES Partner Organisations

### Annex 3 – Comparative Overview of Training Approaches Across MILES Partner Organisations

Partner/ country	Delivery format	Key methods used	High-impact activities	Distinctive features
<b>ALSDGC (RO)</b>	Face-to-face, online synchronous + asynchronous	Group work, worksheets, gamification	Propaganda posters, <i>Bad News Game</i> , community worksheets	Strong focus on critical thinking, community MIL and cognitive bias work
<b>BUPNET (DE)</b>	Mixed: face-to-face, online, self-learning	Workshops, case-based learning, platform tasks	Genially scenarios, transfer workshops	Parallel CPD pathways; English-language ITE
<b>CARDET (CY)</b>	Face-to-face + guided platform use	Role-play, scenario-based learning, reflection	Get Bad News game, algorithm exploration	Strong emphasis on classroom adaptation and civic engagement
<b>CSC (IT)</b>	Mixed CPD; fully online ITE	Presentations, debates, breakout rooms	Logical fallacy spotting, article comparison	Analytical focus; reflective dialogue
<b>DANMAR (PL)</b>	In-person + online	Interactive exercises, case analysis, quizzes	Manipulation identification, media ecosystem mapping	Balanced CPD/ITE structure with multimedia tools
<b>dieBERATER (AT)</b>	Face-to-face workshops + self-study	Needs analysis, peer exchange, hands-on tasks	Mind-mapping, misleading content analysis	Strong transfer focus; collaborative consolidation
<b>GO! (BE)</b>	Large face-to-face event + platform	Expert lectures, workshops, interactive tools	Workshops on conspiracy theories,	Large-scale expert-led training day; co-design preparation

Partner/ country	Delivery format	Key methods used	High-impact activities	Distinctive features
			propaganda, image analysis	
<b>KMOP (GR)</b>	online synchronous (CPD); Sessions with varied formats (ITE)	Differentiated teaching, learning analytics, formative assessment	Lesson-plan development, scenario work, quizzes	Strong pedagogical design and personalised learning
<b>OLAE (PT)</b>	Fully face-to-face (ITE); Face-to-face, online synchronous (CPD)	Practical exercises, media analysis, verification tasks	Pre-bunking microdosing, fact-checking, manipulated post analysis	Intensive 6-day sequence; highly applied approach

Table 3. Cross-partner comparison of training delivery approaches

## Annex 4 – Cross-Country Overview of Strengths, Challenges, and Recommendations

Partner/ country	Key strengths	Main Challenges	Recommendations
<b>ALSDGC (RO)</b>	Strong critical thinking development; excellent group collaboration; deep reflection on community influence	Difficult Module II concepts; platform setup delays; uneven prior knowledge	Extend Module II; add conceptual scaffolding; expand data-literacy resources; tailor examples by age group; increase gamification; strengthen community-focused content
<b>BUPNET (DE)</b>	Strong classroom-transfer focus; high motivation; effective English-language ITE delivery	Platform navigation issues; unfamiliar terminology; uneven self-study engagement	Improve platform onboarding; modularise PDFs with training course support; clarify glossary; add translated subtitles; strengthen synchronous exchange; offer ECTS for ITE
<b>CARDET (CY)</b>	Deep debates; strong community building; high interest in fallacies and critical thinking	Limited time; difficulty categorising information disorders; limited time for platform use	Provide more practical exercises; expand multimedia materials; tailor examples by subject; increase pre-bunking activities; adjust pacing
<b>CSC (IT)</b>	Strong connection to real-life examples; high motivation; relevance to civic engagement	Online format limited interaction; complex topics required more time	Increase practical examples; extend sessions for complex topics; consider blended delivery; maintain reflective spaces
<b>DANMAR (PL)</b>	Strong analytical engagement; clear understanding of	Sessions often exceeded planned	Allocate more time for discussion; offer supplementary

Partner/ country	Key strengths	Main Challenges	Recommendations
	manipulation; relevance to students' online lives	time due to high engagement	materials; integrate pre-session tasks
<b>dieBERATER (AT)</b>	Strong transfer discussions; high engagement with practical tasks	Varying digital confidence; device issues; sensitive discussions required careful facilitation	Add tech buffer; strengthen early transfer prompts; extend self-study timeframe; add checklists for routines; differentiate support
<b>GO! (BE)</b>	Exposure to 9 specialists; strong thematic workshops; excellent co-design preparation	Difficulty enrolling ITE participants; platform not fully ready; limited time for some topics	Tailor content for OKAN students; deepen ITE partnerships; expand visual/interactive tools; offer additional trainings
<b>KMOP (GR)</b>	Integration of learning analytics; strong lesson-plan development; high classroom relevance	Workload constraints; limited time for reflection; initial anxiety with complex concepts	Integrate conversational agents; expand post-training support; modularise content; strengthen differentiated pathways
<b>OLAE (PT)</b>	Strong immersion in fact-checking and pre-bunking; high student enthusiasm; effective real-media examples	Limited time; varying levels of digital literacy; complexity of climate misinformation; uneven prior exposure to analytical tools; need for differentiated support	Provide differentiated tasks; expand guidance on analytical tools; strengthen practical exercises; offer structured strategies for identifying and debunking misinformation

Table 4. Cross-partner synthesis of implementation insights.



## Annex 5 - Country-by-Country Key Observations from Local Implementation

This annex summarises the most significant insights, engagement patterns, and participant reflections gathered from all partner organisations during the CPD and ITE implementation of the MILES training.

### RO Romania – ALSDGC

#### Engagement and Learning Dynamics

- Very high engagement across all modules, with participants showing curiosity and strong motivation from the outset.
- Interactive activities (debates, group work, hidden-message analysis, propaganda poster creation) were particularly effective in clarifying abstract concepts.
- Data literacy emerged as a key area of interest, with participants requesting more resources.

#### Notable Observations

- Participants connected strongly with community-mapping activities, recognising how misinformation circulates in their own networks.
- Teachers demonstrated immediate transfer of learning into counselling topics and curriculum planning.
- ITE students experienced “AHA moments,” especially when identifying subtypes of information disorders.

#### Representative Quotes

- “Extraordinarily engaging and very creative and brain-stimulating. Absolutely delighted!” – Teacher
- “The hands-on exercises complemented the theory brilliantly.” – University student
- “I learned new information that will help me be more attentive when reading news.” – Teacher

## DE Germany – BUPNET

### Engagement and Learning Dynamics

- Strong engagement in both CPD groups, with face-to-face sessions fostering rich peer exchange.
- Asynchronous learners appreciated flexibility but requested clearer platform guidance.
- ITE students valued the combination of MIL content with English-language practice.

### Notable Observations

- Participants emphasised the relevance of manipulation and framing examples.
- Some found the platform initially overwhelming due to long PDFs and loading times.
- Students showed increased confidence in evaluating sources and discussing digital risks.

### Representative Quotes

- “I wasn’t familiar with pre-bunking before, but I find it very useful.”
- “Now I check pictures more critically, and I can show friends how to do that too.”

## IT Italy – CSC

### Engagement and Learning Dynamics

- High engagement in both CPD and ITE groups, though online ITE sessions limited spontaneous discussion.
- Teachers openly shared frustrations about classroom disinformation challenges.
- Group work and debates were particularly effective in stimulating critical reflection.

### Notable Observations

- Participants valued the safe space to discuss sensitive classroom scenarios.
- Teachers requested additional materials for classroom use.
- Online ITE participants contributed actively through chat, showing consistent interest.

### Representative Quotes

- “The discussions helped me rethink my role in addressing disinformation.”
- “Spotting fallacies in real debates was eye-opening.”

## CY Cyprus – CARDET

### Engagement and Learning Dynamics

- Very high engagement, with educators actively sharing personal and professional experiences.
- Role-play, scenario-based learning, and the Get Bad News game were particularly impactful.
- Participants appreciated the strong link between theory and classroom practice.

### Notable Observations

- Participants emphasised the importance of pre-bunking and cross-checking information.
- Many described the training as “interesting,” “interactive,” and “enlightening.”
- ITE students connected the content to their own social-media habits and family discussions.

### Representative Quotes

- “We must learn to recognise false news.”
- “Everything needs cross-checking.”
- “The exercises were very helpful. I feel more confident spotting conspiracy theories now.”

## PL Poland – DANMAR

### Engagement and Learning Dynamics

- High engagement in both CPD and ITE groups, with active participation in brainstorming, case analysis, and quizzes.
- Students frequently connected course content to their daily online experiences.

### Notable Observations

- Participants valued the clarity of explanations and real-life examples.
- Trainers observed strong reflective thinking and meaningful contributions across modules.

### Representative Quotes



- “The sessions helped me better understand how to evaluate online content.”
- “I learned practical strategies for evaluating content on social media.”

### AT Austria – dieBerater

#### Engagement and Learning Dynamics

- Strong engagement in both CPD workshops, especially when content was linked to real teaching contexts.
- Peer exchange played a central role in deepening understanding.

#### Notable Observations

- Engagement dipped slightly during more abstract policy discussions but increased again during practical facilitation tasks.
- Participants sought clarity on theoretical foundations and classroom application.

#### Representative Quotes

- “The exercises helped me a lot. Also appreciated how the real cases were handled.”

### BE Belgium – GO!

#### Engagement and Learning Dynamics

- Very high engagement during the large-scale MILES Training Day with 60 participants.
- Expert-led lectures and thematic workshops created a strong foundation for co-design.

#### Notable Observations

- Participants appreciated exposure to specialists in media, disinformation, and radicalisation.
- Workshops on conspiracy theories, propaganda, cognitive bias, and image analysis were especially impactful.

#### Representative Quotes

- “Trainees participated actively. They showed interest and shared that they were eager to apply the knowledge in class.”
- “The lectures connected with each other and the workshops. It provided a very good learning experience.”

## GR Greece – KMOP

### Engagement and Learning Dynamics

- High engagement supported by differentiated teaching, learning analytics, and self-regulated learning strategies.
- Participants appreciated the structured progression and personalised feedback.

### Notable Observations

- Strong interest in lesson-plan development and classroom application.
- Participants valued the integration of ethical considerations and policy frameworks.

### Representative Quotes

“The activities helped me consolidate knowledge and apply it immediately.”

## PT Portugal – OLAE

### Engagement and Learning Dynamics

- Very high engagement in the fully face-to-face ITE training.
- Students responded enthusiastically to practical exercises, fact-checking tasks, and pre-bunking microdosing.

### Notable Observations

- Participants connected MIL concepts to personal data-sharing concerns.
- The Bad News game and hidden-message analysis were particularly well received.

### Representative Quotes

- “The lesson on echo chambers was an eye-opener.”
- “Now I can see how some pages use tricks to get my attention.”

## Closing Note

Across all countries, the MILES training generated strong engagement, deep reflection, and clear evidence of behavioural and pedagogical impact. The annex highlights the richness of local experiences and the shared enthusiasm for integrating media literacy into educational practice.

## Annex 6 – MILES Training – Cross-Country Engagement & Learning Patterns

### ALSDGC (RO)

Engagement Level: ★★★★★

Learning Style: Highly interactive, debate-driven, hands-on

Key Strengths:

- Strong critical thinking development
- Excellent group collaboration
- Deep reflection on community influence

Standout Activities:

- Hidden-message analysis
- Propaganda poster creation
- Data-literacy worksheets
- Bad News Game

Representative Quote:

“Extraordinarily engaging and very creative and brain-stimulating.”

### BUPNET (DE)

Engagement Level: ★★★★★☆

Learning Style: Structured workshops + self-learning

Key Strengths:

- Strong transfer to classroom practice
- High motivation in both CPD groups
- Effective English-language ITE delivery

Challenges:

- Platform navigation initially overwhelming

Representative Quote:

“I wasn’t familiar with pre-bunking before, but I find it very useful.”

## CARDET (CY)

Engagement Level: ★★★★★

Learning Style: Participatory, role-play, scenario-based

Key Strengths:

- Strong connection to real-life examples
- High motivation during game-based learning
- Clear relevance to civic engagement

Representative Quotes:

“The lesson on echo chambers was an eye-opener. I’m going to be more careful about the accounts I follow.”

“Everything needs cross-checking.”

## CSC (IT)

Engagement Level: ★★★★★☆

Learning Style: Analytical, discussion-based, reflective

Key Strengths:

- Deep debates on disinformation in classrooms
- Strong community building among teachers
- High interest in fallacies and critical thinking

Challenges:

- Online ITE format limited spontaneous discussion

Representative Quote:

“The discussions helped me rethink my role in addressing disinformation.”

## DANMAR (PL)

Engagement Level: ★★★★★☆

Learning Style: Interactive, case-based, quiz-supported

Key Strengths:

- Strong analytical engagement

- Clear understanding of manipulation strategies
- High relevance to students' online experiences

Representative Quote:

“I learned practical strategies for evaluating content on social media.”

### dieBerater (AT)

Engagement Level: ★★★★★☆

Learning Style: Peer-exchange, practice-focused

Key Strengths:

- Strong transfer discussions
- High engagement when linked to real teaching challenges

Challenges:

- Abstract policy content less engaging

Representative Quote:

“Pre-bunking was the biggest takeaway — it’s a simple structure I can actually use in my sessions.”

“Good methods and real examples... I wish we’d had more time, especially for opinion vs. interpretation vs. evidence practice.”

### GO! (BE)

Engagement Level: ★★★★★★

Learning Style: Expert-led, large-scale, workshop-intensive

Key Strengths:

- Exposure to 9 specialists
- Strong thematic workshops (propaganda, conspiracy, image analysis)
- Excellent preparation for co-design phase

Representative Quote:

“The lectures connected with each other and the workshops. It provided a very good learning experience.”



### KMOP (GR)

Engagement Level: ★★★★★☆

Learning Style: Differentiated, data-driven, reflective

Key Strengths:

- Integration of learning analytics
- Strong focus on lesson-plan development
- High relevance to classroom practice

Representative Quote:

“The activities helped me consolidate knowledge and apply it immediately.”

### OLAE (PT)

Engagement Level: ★★★★★★

Learning Style: Fully face-to-face, highly practical

Key Strengths:

- Strong immersion in fact-checking and pre-bunking
- High student enthusiasm and personal relevance
- Effective use of real social-media examples

Representative Quotes:

“The practical activities were very useful. I feel I can use and adapt these exercises in my classroom.”

“Learning about core concepts of misinformation and how they enter in our lives, makes me think about my own social media consumption and how i should engage more critically.”

## Annex 7 – MILES Training – Cross-Country Recommendations Summary

### A. Strengthen Conceptual Foundations

#### Key Actions:

- Extend time for complex modules (especially Module II).
- Provide clearer scaffolding, step-by-step explanations, and relatable examples.
- Expand glossary and visual aids for key terms (MIL, pre-bunking, algorithms, biases).

### B. Improve Platform Usability

#### Key Actions:

- Redesign onboarding with a short guided intro.
- Replace long PDFs with modular, interactive content.
- Fix loading issues, navigation flow, and language inconsistencies.
- Add subtitles, voice-overs, and accessibility features.

### C. Expand Practical, Classroom-Ready Resources

#### Key Actions:

- Provide downloadable lesson plans, templates, and ready-to-use activities.
- Offer subject-specific examples and differentiated materials.
- Increase real-case analyses, fact-checking tasks, and pre-bunking scenarios.
- Develop project-based learning modules (e.g., school fact-checking campaigns).

### D. Strengthen Blended & Face-to-Face Delivery

#### Key Actions:

- Prioritise blended models for deeper interaction.
- Use face-to-face sessions for sensitive topics and collaborative work.
- Maintain online flexibility but avoid fully online delivery where possible.

### E. Support Differentiated Learning Pathways:

#### Key Actions:

- Provide beginner and advanced tracks.
- Integrate optional readings, videos, and extension tasks.
- Use structured routines (e.g., source–evidence–context) to support learners.

### F. Strengthen Community & Policy Integration

#### Key Actions:

- Introduce community-based perspectives earlier in the training.
- Highlight local and European initiatives (StopFake, Ellinika Hoaxes).
- Encourage school-level dissemination and community outreach.

### G. Expand Institutional Partnerships & Sustainability

#### Key Actions:

- Deepen collaboration with ITE institutions.
- Offer follow-up sessions, mentoring, and communities of practice.
- Consider micro-credentials or ECTS recognition.

## Annex 8 – Pre- and post – assessment average scores

### 1. The MILES Partnership

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	3.95	4.49	0.54
fight disinformation	3.8	4.4	0.60
EU policies	2.45	3.83	1.38
social media	3.39	4.24	0.85
information disorder	3.21	4.37	1.16
debunking	2.93	4.18	1.25
cognitive bias	3.51	4.42	0.91
mechanisms	3.12	4.21	1.09
analysis of content	3.05	4.23	1.18
infuse MIL	3.94	4.48	0.54
pre-bunking	2.31	3.95	1.64
critical thinking	3.22	4.28	1.06
address challenges	4.02	4.46	0.44
community initiatives	3.38	4.28	0.90
practical strategies	2.93	4.15	1.22
	3.28	4.26	

Table 5. Partnership-Level Pre- and Post-Training Self-Assessed Competence Scores

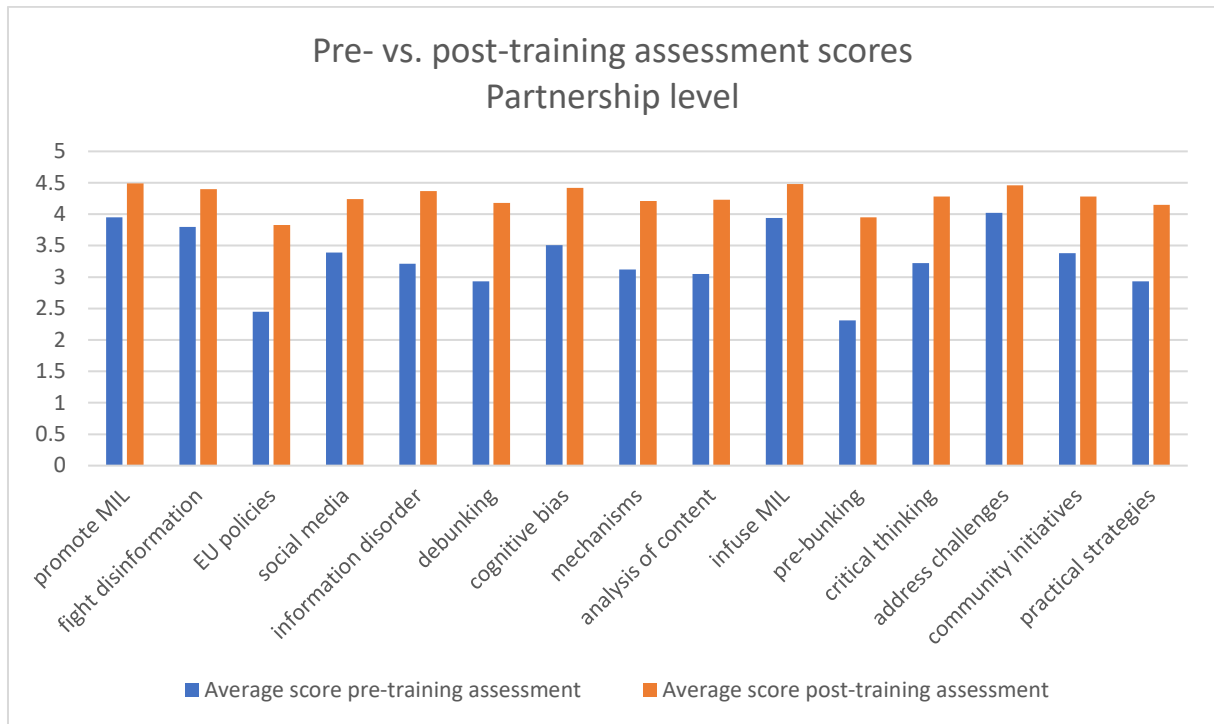


Figure 14. Partnership-Level Pre- and Post-Training Competence Scores Comparison

Table 6. Differences between pre-assessment and post-assessment scores per category & per organisation

Category	ALSDGC (RO)	BUPNET (DE)	CARDET (CY)	CSC (IT)	DANMAR (PL)	Die BERATER (AT)	GO! (BE)	KMOP (GR)	OLAE (PT)	Partnership
promote MIL	0.28	0.57	0.31	0.41	1.56	-0.23	0.56	0.35	1.45	0.54
fight disinformation	0.58	0.92	0.31	0.23	1.62	-0.1	0.53	0.27	1.55	0.6
EU policies	1.99	2.11	0.92	1	1.95	0.03	0.55	1.37	1.9	1.38
social media	0.89	0.76	0.59	1.04	1.55	-0.27	0.11	1.1	1.6	0.85
information disorder	1.7	1.36	0.84	1.18	1.77	0.43	0.37	1.05	1.55	1.16
debunking	1.61	1.41	0.83	1	1.93	0.1	0.42	1.43	1.3	1.25
cognitive bias	1.51	1.01	0.63	1.18	1.37	-0.03	0.46	0.68	1.45	0.91
mechanisms	1.63	1.12	0.7	1.28	1.72	-0.13	0.67	0.94	1.4	1.09
analysis of content	1.72	1.41	0.88	1.37	1.86	0.07	0.42	1.01	1.45	1.18
infuse MIL	0.5	0.71	0.35	0.45	1.3	0.23	0.36	0.25	1.55	0.54
pre-bunking	2.36	1.84	1.39	1.31	1.72	0.6	1.13	1.77	1.3	1.64
critical thinking	1.53	1	0.8	1	1.81	0.2	0.08	1.08	1.65	1.06
address challenges	0.34	0.69	0.12	0.5	1.39	-0.27	0.32	0.1	1.2	0.44
community initiatives	0.94	1.13	0.48	1.14	1.54	0.4	0.54	0.81	1.65	0.9
practical strategies	1.6	1.64	0.59	1.13	1.73	-0.17	0.82	1.36	1.75	1.22
AVERAGE	1.28	1.18	0.65	0.95	1.65	0.05	0.49	0.90	1.51	0.98

## 2. ALSDGC (RO)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	4.44	4.72	0.28
fight disinformation	4.21	4.79	0.58
EU policies	2.37	4.36	1.99
social media	3.7	4.59	0.89
information disorder	3.02	4.72	1.7
debunking	3.03	4.64	1.61
cognitive bias	3.21	4.72	1.51
mechanisms	2.88	4.51	1.63
analysis of content	2.87	4.59	1.72
infuse MIL	4.35	4.85	0.5
pre-bunking	2.05	4.41	2.36
critical thinking	3.09	4.62	1.53
address challenges	4.43	4.77	0.34
community initiatives	3.65	4.59	0.94
practical strategies	2.84	4.44	1.6
<b>AVERAGE</b>	3.34	4.62	1.28

Table 7. ALSDGC (RO): Category-Level Pre- and Post-Training Competence Scores Comparison

### 3. BUPNET (DE)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	3.89	4.46	0.57
fight disinformation	3.54	4.46	0.92
EU policies	1.89	4	2.11
social media	3.7	4.46	0.76
information disorder	3.35	4.71	1.36
debunking	3.05	4.46	1.41
cognitive bias	3.76	4.77	1.01
mechanisms	3.22	4.34	1.12
analysis of content	3.22	4.63	1.41
infuse MIL	3.92	4.63	0.71
pre-bunking	2.19	4.03	1.84
critical thinking	3.57	4.57	1
address challenges	3.97	4.66	0.69
community initiatives	3.38	4.51	1.13
practical strategies	2.73	4.37	1.64
<b>AVERAGE</b>	3.29	4.47	1.18

Table 8. BUPNET (DE): Category-Level Pre- and Post-Training Competence Scores Comparison

#### 4. CARDET (CY)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	4	4.31	0.31
fight disinformation	4.09	4.4	0.31
EU policies	2.74	3.66	0.92
social media	3.15	3.74	0.59
information disorder	3.3	4.14	0.84
debunking	3.11	3.94	0.83
cognitive bias	3.46	4.09	0.63
mechanisms	3.33	4.03	0.7
analysis of content	3.15	4.03	0.88
infuse MIL	3.85	4.2	0.35
pre-bunking	2.41	3.8	1.39
critical thinking	3.26	4.06	0.8
address challenges	4.11	4.23	0.12
community initiatives	3.52	4	0.48
practical strategies	3.15	3.74	0.59
<b>AVERAGE</b>	<b>3.38</b>	<b>4.02</b>	<b>0.65</b>

Table 9. CARDET (CY): Category-Level Pre- and Post-Training Competence Scores Comparison

## 5. CSC (IT)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	4.23	4.64	0.41
fight disinformation	4.09	4.32	0.23
EU policies	2.77	3.77	1
social media	3.14	4.18	1.04
information disorder	3.14	4.32	1.18
debunking	2.86	3.86	1
cognitive bias	3.14	4.32	1.18
mechanisms	2.95	4.23	1.28
analysis of content	2.95	4.32	1.37
infuse MIL	4.05	4.5	0.45
pre-bunking	2.55	3.86	1.31
critical thinking	3.32	4.32	1
address challenges	3.95	4.45	0.5
community initiatives	3.27	4.41	1.14
practical strategies	3.05	4.18	1.13
<b>AVERAGE</b>	<b>3.30</b>	<b>4.25</b>	<b>0.95</b>

Table 10. CSC (IT): Category-Level Pre- and Post-Training Competence Scores Comparison

## 6. DANMAR (PL)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	3	4.56	1.56
fight disinformation	2.56	4.18	1.62
EU policies	2.51	4.46	1.95
social media	3.12	4.67	1.55
information disorder	2.61	4.38	1.77
debunking	2.68	4.61	1.93
cognitive bias	3.17	4.54	1.37
mechanisms	2.49	4.21	1.72
analysis of content	2.68	4.54	1.86
infuse MIL	3.32	4.62	1.3
pre-bunking	2.51	4.23	1.72
critical thinking	2.73	4.54	1.81
address challenges	3.17	4.56	1.39
community initiatives	2.61	4.15	1.54
practical strategies	2.78	4.51	1.73
<b>AVERAGE</b>	<b>2.80</b>	<b>4.45</b>	<b>1.65</b>

Table 11. DANMAR (PL): Category-Level Pre- and Post-Training Competence Scores Comparison

## 7. dieBERATER (AT)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	4.13	3.9	-0.23
fight disinformation	4.4	4.3	-0.1
EU policies	3.27	3.3	0.03
social media	4.07	3.8	-0.27
information disorder	3.87	4.3	0.43
debunking	3.8	3.9	0.1
cognitive bias	4.13	4.1	-0.03
mechanisms	3.93	3.8	-0.13
analysis of content	3.73	3.8	0.07
infuse MIL	3.87	4.1	0.23
pre-bunking	3	3.6	0.6
critical thinking	3.6	3.8	0.2
address challenges	4.27	4	-0.27
community initiatives	3.8	4.2	0.4
practical strategies	3.67	3.5	-0.17
<b>AVERAGE</b>	<b>3.84</b>	<b>3.89</b>	<b>0.05</b>

Table 12. dieBERATER (AT): Category-Level Pre- and Post-Training Competence Scores Comparison

## 8. GO! (BE)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	3.83	4.39	0.56
fight disinformation	3.57	4.1	0.53
EU policies	1.87	2.42	0.55
social media	3.76	3.87	0.11
information disorder	3.43	3.8	0.37
debunking	3.03	3.45	0.42
cognitive bias	3.77	4.23	0.46
mechanisms	3.23	3.9	0.67
analysis of content	3.2	3.62	0.42
infuse MIL	3.83	4.19	0.36
pre-bunking	2.1	3.23	1.13
critical thinking	3.63	3.71	0.08
address challenges	3.97	4.29	0.32
community initiatives	3.3	3.84	0.54
practical strategies	2.7	3.52	0.82
<b>AVERAGE</b>	<b>3.28</b>	<b>3.77</b>	<b>0.49</b>

Table 13. GO! (BE): Category-Level Pre- and Post-Training Competence Scores Comparison

## 9. KMOP (GR)

Category	Average score pre-assessment	Average score post-assessment	Difference
promote MIL	4.15	4.5	0.35
fight disinformation	4.17	4.44	0.27
EU policies	2.57	3.94	1.37
social media	3.1	4.2	1.1
information disorder	3.33	4.38	1.05
debunking	2.7	4.13	1.43
cognitive bias	3.68	4.36	0.68
mechanisms	3.33	4.27	0.94
analysis of content	3.07	4.08	1.01
infuse MIL	4.2	4.45	0.25
pre-bunking	2.23	4	1.77
critical thinking	3.15	4.23	1.08
address challenges	4.31	4.41	0.1
community initiatives	3.57	4.38	0.81
practical strategies	2.92	4.28	1.36
<b>AVERAGE</b>	<b>3.37</b>	<b>4.27</b>	<b>0.90</b>

Table 14. KMOP (GR): Category-Level Pre- and Post-Training Competence Scores Comparison

## 10. OLAE (PT)

Category	Difference -perceived by the participants
promote MIL	1.45
fight disinformation	1.55
EU policies	1.9
social media	1.6
information disorder	1.55
debunking	1.3
cognitive bias	1.45
mechanisms	1.4
analysis of content	1.45
infuse MIL	1.55
pre-bunking	1.3
critical thinking	1.65
address challenges	1.2
community initiatives	1.65
practical strategies	1.75
AVERAGE	1.52

Table 15. OLAE (PT): Perceived Competence Gains by Category

Because OLAE (Portugal) did not administer the standard pre- and post-training spider-web assessment, the results presented in this table reflect participants' own perceived competence gains at the end of the training, rather than calculated differences between two measurement points. Participants were asked to evaluate how much they felt they had improved in each competence area, producing a set of self-reported gain scores that are comparable in structure to the other partners' categories but not directly equivalent in methodology. This approach still provides valuable insight into perceived learning and



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engagement, while acknowledging that it differs from the standardised assessment used elsewhere in the partnership.