



T-ACT

List of Questions for Competence Evaluation

M1. Media: ownership, funding, agenda	3
M2. Media bias	3
M3. Role of media in democracy	3
M4. Facts and opinions	3
M5. Sources of information	4
M6. Claim verification	4
M7. Evaluation of multiple sources	5
M8. Evaluation of contradicting information	5
M9. Ethical considerations	6
D1. Content amplification	6
D2. Echo chambers and info bubbles	6
D3. Search engines and user profiling	7
D4. Detection of digital deception	7
D5. AI tools and disinformation	8
S1. Action triggers	9
S2. Fact-checking	9
S3. Conspiracy theories	9
S4. Official and unofficial sources	10
S5. Content credibility	10
S6. The role of individual actions	11
S7. Communicator's intent	11
S8. Potential harm	12





M1. Media: ownership, funding,

agenda

The learner demonstrates that they understand the mix of media ownership, funding and editorial policy.

M1-1. How much do you agree with these sentences?

A. If I don't know a media outlet, I always check its ownership, team and editorial policy.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. The media should report objectively regardless of their ownership and funding sources.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. It doesn't matter who owns the media or who the journalists are; the media always twist the truth.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. It is usual for the media to have different agendas, so I consume information from various media outlets.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I do not trust a media outlet without published information about its ownership, team and editorial policy.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



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M2. Media bias

The learner explains the meaning of 'media bias.'

M2-1. What is *the most accurate definition* of 'media bias'?

- A. Media bias means that a news source only reports on popular stories.
 - B. Media bias is when a media outlet only uses photos or videos in their stories.
 - C. Media bias refers to how news outlets occasionally make mistakes or errors in their reporting.
 - D. Media bias is the perceived or real tendency of journalists and news producers within a specific media outlet to favour certain events, individuals, or topics, often reflecting their beliefs, culture, or interests.**
-

M3. Role of media in democracy

The learner elaborates on the role of media in a democratic society and how this role changes in repressive states.

M3-1. Finish the sentence with *the most accurate description of the role of media in a democratic society*: The role of the media in a democratic society is to:

- A. Conduct the official information from the authorities to the people
 - B. Provide information with correct facts and opinions from different points of view
 - C. Support the government and propagate its policies**
 - D. Advocate for various causes and interests
 - E. Entertain people and generate revenue.
-

M4. Facts and opinions

The learner differentiates between facts, fact interpretation, and opinions.

M4-1. Question: Think about when you're reading or watching the news. How much do you agree with these sentences?

A. Facts, opinions, and interpretations are all the same; they reflect what a person or media outlet believes to be true.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. A fact is something that a person believes strongly. Interpretation is changing the meaning of a fact. An opinion is an unproven idea.

- Strongly Disagree
- Disagree



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- Neutral
- Agree
- Strongly Agree

C. Facts are what you read in the news. Interpretations of facts are always subjective. Opinions are just what people say on social media.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. A fact is a statement that can be proven true or false. An interpretation explains or analyses what a fact means in a certain context. An opinion is a belief or judgement that can't be proven.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

M5. Sources of information

The learner traces the source of information in a media article to confirm it reports correctly on facts.

M5-1. Think about when you read news articles. How much do you agree with these sentences?

A. I don't really look at where the information in the article comes from.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. It is not a problem if an article doesn't mention any sources of information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. I don't check if the people or institutions providing the information in the article are trustworthy.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree





D. It doesn't matter to me if the website or newspaper that published the article is known for being reliable.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. If the article quotes people or institutions I don't know, I question the information but don't know how to check whether they are respected and trustworthy.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. If the article quotes people or institutions I don't know, I know how to check whether they are respected and trustworthy.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

M6. Claim verification

The learner checks the veracity of a claim seen online.

M6-1. To what extent do you agree with the following statements about how you deal with online claims or information?

A. I typically accept online information at face value without questioning its truthfulness.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I don't often check the original source of information that I receive.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



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C. When I see an online claim, I rarely check other sources to confirm it.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. I don't feel the need to confirm the date of an online post or article.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. When I see statistics or data online, I usually don't check how they were collected or interpreted.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I look for evidence in the information — data, quotes, or references that support what's being said.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

G. I don't feel confident in my ability to identify misleading or false information online.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

M7. Evaluation of multiple sources

When deciding on a particular action, the learner critically evaluates various information sources.

M7-1. To what extent do you agree with the following statements about how you evaluate the quality of an information source?

A. When I come across new information, I always look at where it comes from.



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- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I check who the author is and consider their qualifications or expertise.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. I think about whether the source is trustworthy and well-respected.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. I try to understand the purpose of the information — is it trying to inform, persuade, or entertain me?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I compare the information with other sources to make sure it's consistent.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I take note of when the information was written or last updated.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

G. I assess if the information is fair and balanced or favours a certain viewpoint too much.

- Strongly Disagree
- Disagree
- Neutral
- Agree





Strongly Agree

H. I pay attention to how my own opinions or beliefs might affect how I interpret the information.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

M8. Evaluation of contradicting information

The learner demonstrates that they approach with similar scrutiny information that corresponds to their beliefs/opinions and information that contradicts them.

M8-1. To what extent do you agree with the following statements about your information-seeking habits and how you react to new information, especially when it contradicts your beliefs?

A. I usually stick to a few sources for information rather than exploring multiple ones.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

B. I generally skip over information that doesn't align with what I already know.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

C. I find it difficult to weigh the reliability of different pieces of information when they contradict each other.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

D. Discussing topics that challenge my beliefs makes me uncomfortable.

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree





E. I don't often question my beliefs and opinions, even when presented with new information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I don't usually seek perspectives that differ from mine on a given issue.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

G. My own biases don't really affect how I interpret information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

H. I reflect on how my own opinions or beliefs might affect how I interpret the information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

M9. Ethical considerations

Ethical implications of sharing information.

M9-1. Question: To what extent do you agree with the following statements?

A. I'm not worried that I might share false information on social media.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I never share information on social media that I am not sure is reliable.

- Strongly Disagree



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- Disagree
- Neutral
- Agree
- Strongly Agree

C. Sometimes, I share information that I know is false because I think it's funny.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. Sometimes, I share information without being sure it is true, but only because it supports my own views.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. Sharing information on social media is not a big deal, so I don't waste time considering its consequences.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D1. Content amplification

The learner demonstrates that they understand various techniques used by media platforms to emphasise, amplify and extend the reach of their content.

D1-1. Question: To what extent do you agree with the following statements

A. I don't notice when a news story is being made to seem more important than others.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I don't pay attention to how often a news story is shown or talked about.

- Strongly Disagree
- Disagree
- Neutral
- Agree





Strongly Agree

C. I don't think about why some news stories are shown first or in bigger letters or pictures.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. I don't notice when a news story is trying to make me feel a certain way.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I don't think about how the way a news story is told can make more people see it or believe it.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I believe that the more a news story is repeated, the more important it must be.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D2. Echo chambers and info bubbles

The learner explains the concepts of 'echo chamber' and 'information bubble'.

D2 - 1. Question: Which of the following definitions accurately describes the 'information bubble' in the context of media literacy?

- A. An information bubble is a state where an individual is exposed to diverse perspectives on the Internet.
- B. An information bubble is a term used to describe the temporary nature of online posts.
- C. An information bubble refers to a situation in which an individual is exposed only to information that confirms their pre-existing beliefs, typically due to personalised online algorithms.**
- D. An information bubble is a network of computers sharing the same information.
- E. An information bubble refers to the rapid increase in the quantity of information available online.



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F. An information bubble is a term used to describe the circulation of false information on the Internet.

D3. Search engines and user profiling

The learner explains how search engines adapt their results based on user profiling.

D3-1. Which of the following definitions accurately describes a search engine?

Which of the following definitions accurately describes a search engine?

- A. Definition 1 (Search Engine A): A software program that sends automated requests to web servers and returns relevant web pages based on user queries.
 - B. Definition 2 (Search Engine B): A website that helps users find information by creating an index of web pages and allowing searches based on keywords.
 - C. Definition 3 (Search Engine C): A digital tool that scans the internet for various types of information and displays relevant results matching the user's query.
-

D4. Detection of digital deception

The learner explains how digital tools can be used to manipulate the appearance of websites, images, personal profiles, attributed statements, product/service reviews.

D4-1. How can digital tools be used to alter the appearance of a website?

- A. Change website layout and design
 - B. Create fake user profiles
 - C. Edit product images
 - D. None of the above
-

Manipulation of Images:

D4-2. Which of the following is a common technique used to manipulate images?

- A. HTML coding
 - B. Photo editing software
 - C. Social media posts
 - D. Blog writing
-



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Manipulation of Personal Profiles:

D4-3. How can personal profiles on social media platforms be manipulated using digital tools?

- A. Changing the date of birth
- B. Adding fake friends
- C. Editing profile pictures

D. All of the above

Manipulation of Attributed Statements:

D4-4. Which digital tool can be used to create fake attributed statements?

- A. Video editing software
- B. Social media apps

C. Text manipulation software

- D. Spreadsheet software

Manipulation of Product/Service Reviews:

D4-5. How can digital tools be employed to manipulate product or service reviews?

- A. Creating multiple accounts to post fake reviews
- B. Paying customers to write positive reviews
- C. Using automated bots to generate reviews

D. All of the above

D5. AI tools and disinformation

The learner demonstrates awareness of various AI-based tools for creating disinformation, such as deep-fake video generators, image generators, text generators.

D5-1. How much do you agree with these sentences?

A. I can identify potential signs that a video, image, or news article might be generated using AI technology.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I am familiar with the concept of AI-generated fake news and how it can influence public opinion.

- Strongly Disagree
- Disagree





- Neutral
- Agree
- Strongly Agree

C. I am aware of the existence of AI-based tools that can generate realistic-looking fake videos (deep-fakes).

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

S1. Action triggers

The learner can demonstrate an understanding of how a piece of information's structure, content and wording can be designed to influence opinions or trigger actions.

S1-1. How much do you agree with these sentences?

A. I always click on social media posts, starting with words like 'exclusive' or 'see how/what who.'

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I am more prone to share information on social media when it makes me angry.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. The colours of text and images don't influence my choice of news and information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. I prefer news media with bigger headlines and images.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree





E. It doesn't matter how the information is structured and written, I always have my own opinion.

- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
-

S2. Fact-checking

The learner is aware of the practice of fact-checking and recognises relevant (national and international) fact-checking outlets.

S2-1. To what extent do you agree with the following statements about fact-checking and its practice?

A. I rarely notice if the information I come across on social media has been fact-checked.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I have no idea about any dedicated websites or organisations that offer fact-checking services.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. I am unsure about what the process of fact-checking entails.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. Fact-checking is important, but I haven't really made it a part of my media consumption habits.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree





S3. Conspiracy theories

The learner explains the concept of 'conspiracy theories' and provides a few examples.

S3-1. Which of the following do you believe is the most accurate definition of a 'conspiracy theory'?

- A. A conspiracy theory is a popular belief that any significant event results from a secret plot carried out by a hidden group.**
- B. A conspiracy theory is a proven fact that everyone accepts.
- C. A conspiracy theory is a scientific theory that explains natural phenomena.
- D. A conspiracy theory is a belief that pop culture trends are designed by a secret group to influence the public.

S3-2: Which of the following do you think is the best example of a conspiracy theory?

- A. The belief that the Earth is flat and that this fact is being hidden from the public by powerful groups.**
- B. The proven fact that gravity pulls objects toward the Earth.
- C. The scientific theory of evolution explaining how species have evolved over millions of years.
- D. The trending belief that a famous celebrity is secretly a member of an underground music group.

S4. Official and unofficial sources

The learner differentiates between official and unofficial sources of information.

S4-1. To what extent do you agree with these statements about how you approach information sources?

A. I recognise that some sources of information are 'official', like government or company websites, while others are 'unofficial', like personal blogs or social media posts.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. When I find a piece of information, I usually look at where it comes from.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree





C. I think about the author or organisation behind the information to decide if it's official or unofficial.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. If I'm not sure about a source, I try to find more information about it, like looking up the author or the organisation.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I keep in mind that even official sources can sometimes get things wrong, and unofficial sources can sometimes be right.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I always check multiple sources, both official and unofficial, before I make up my mind about something.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

S5. Content credibility

The learner understands how the amount of information items in circulation that make a specific claim is not a measure of credibility.

S5-1. To what extent do you agree with these statements about assessing the credibility of a claim based on its circulation?

A. I'm not sure how the popularity of a claim impacts its truth.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree





B. I know that just because many people are sharing a claim, it doesn't make it accurate.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. When I see a claim shared often, I don't automatically believe it's true.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. If I see a claim everywhere, I take extra steps to check if it's true.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I always check the source of a claim, even if it's widely shared.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I often tell others that popular claims aren't always accurate, and it's essential to check their sources.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

S6. The role of individual actions

The learner explains how everyone's ability to create and share information impacts the information ecosystem.

S6-1. To what extent do you agree with these statements about how everyone's ability to create and share information influences the information landscape?

A. I haven't thought about how anyone can make and share information today.

- Strongly Disagree



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- Disagree
- Neutral
- Agree
- Strongly Agree

B. I realise that because anyone can create and share information, there's a lot of different content out there.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. I keep in mind that just because someone has posted something online, it doesn't make it accurate.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. I understand that checking who created a piece of information can help me assess its reliability.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I think it's important to use critical thinking when anyone can create and share information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I often remind others to think critically about information they find because anyone can create and share it.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

S7. Communicator's intent

The learner discusses critically the possible intent of the author/s of an information item.



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S7-1. To what extent do you agree with these statements about analysing an author's possible intentions when creating an information item?

A. I have not considered how an author's intentions might influence the information they create.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I realise that authors might have specific reasons or goals for creating their information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. I usually think about why an author might have created a piece of information before I trust it.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. I try to understand an author's point of view and what they might want me to believe.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I often question what an author's motives might be when I analyse information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I frequently discuss with others what an author's intentions might have been in creating certain information.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree





S8. Potential harm

The learner discusses critically the possible harm resulting from a suspected or identified disinformation/misinformation item.

S8-1. To what extent do you agree with these statements about discussing the possible harm from a piece of misinformation or disinformation?

A. I haven't thought much about the harm that can be caused by misinformation or disinformation.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

B. I'm aware that misinformation or disinformation can be harmful.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

C. When I encounter suspected misinformation, I consider what harm it could cause.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

D. I try to understand how misinformation could impact people's beliefs and behaviours.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

E. I often consider the societal harm that could be caused by misinformation or disinformation.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

F. I regularly discuss the potential dangers and harm of misinformation or disinformation with others.

- Strongly Disagree
- Disagree
- Neutral
- Agree





Strongly Agree

END



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