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## WORK PACKAGE N° 5

# “HOW TO DISTINGUISH THE RIGHT AND THE FAKE” WORKSHOP IN SPAIN

Delivered by Instituto Ikigai



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## Document Identification:

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<b>Project acronym</b>	MEDMAS
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EVENT DESCRIPTION			
<b>Event number:</b>	5		
<b>Event name:</b>	"How to distinguish the right and the fake" workshop in Spain		
<b>Type:</b>	[workshop]		
<b>In situ/online:</b>	[in-situ]		
<b>Location:</b>	[Spain], [Zaragoza]		
<b>Date(s):</b>	[12, May, 2025][26 May, 2025]		
<b>Website(s) (if any):</b>	<a href="https://institutoikigai.org/media-masters-aprendiendo-a-pensar-criticamente-sobre-l-os-medios-de-comunicacion/">https://institutoikigai.org/media-masters-aprendiendo-a-pensar-criticamente-sobre-l-os-medios-de-comunicacion/</a>		
Participants			
<b>Female:</b>	48		
<b>Male:</b>	16		
<b>Non-binary:</b>			
<b>From country 1 [name]:</b>	Spain		
<b>From country 2 [name]:</b>			
<b>From country 3 [name]:</b>			
<b>...</b>			
<b>Total number of participants:</b>	64	<b>From total number of countries:</b>	1
Description			
<i>Provide a short description of the event and its activities.</i>			
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- **Event Photos**

### **3. Workshop in Instituto Ikigai**

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## **1. Introduction**

Media Masters is a European project that helps young people recognize and respond to misinformation and disinformation through fun, hands-on learning. Led by a group of experienced partners from across nine EU countries, the project addresses the growing threat that fake news poses to democracy and civic life in Europe.

At the heart of the project is an educational board game and mobile app, which present real-world media examples and help players develop critical thinking and decision-making skills. These tools are designed not only to enhance proper judgment and decision-making but also to create opportunities for young people, educators and media professionals to participate in dialogues and civic engagement to share their experiences and opinions.

With 42 local events planned—including workshops, conferences, and training sessions—and a final summit in Brussels, Media Masters aims to promote inclusion, dialogue, and media awareness across different age groups. This report focuses on three of those events, organized by Instituto Ikigai.

The work package was divided into three events in order to reach the targeted number of the attendees. The first workshop took place on 12 May, 2025, bringing together 30 journalists and media educators at the Asociación y Colegio de Periodistas de Aragón, located at Calle 5 De Marzo,9, Zaragoza, Spain. The second workshop was held on 26, May, 2025 at Instituto Ikigai with 34 students, located at Plaza José María Forqué, Zaragoza, Spain. The third one is the conference organized on 16, June,2025 at the I.E.S. Leonardo de Chabacier situated at P.º San Nicolás de Francia, 10, Calatayud, Zaragoza, Spain with 23 students.



## 2. The conference held in the Asociación de la Prensa de Aragón

### Event Structure

Asociación de la Prensa de Aragón is a collective organization that defends and promotes journalism in the Spanish region of Aragón. The association, founded in 1902, is an official professional organization with over 500 journalists, whereas the Professional College, established in 2018, is an official institution of representatives of journalists who hold a university degree in journalism. They all do this together, fostering press freedom, imposing a sense of ethics, and serving as a bridge between journalists, public institutions, business, and citizens. They offer all types of services, ranging from training courses to professional events and excellence awards in journalism annually such as the "Periodistas de Aragón – Ciudad de Zaragoza" award. They also co-organize main events like the Huesca Journalism Congress, collaborate with public outreach by means of initiatives like the "Voice of the Citizen" platform, and provide services like a job board, library, and legal aid to their members. With President-Dean Isabel Poncela Laborda and an even board, they have their headquarters in Zaragoza and remain committed to establishing the role of journalists and the ethics of media within society.

We began collaborating with the Asociación de la Prensa de Aragón after they discovered our project on the Ikigai website and wanted to learn more about it. Noting their interest and having a similar vision, we at Ikigai believed this was the ideal opportunity to partner with them—especially since they are already one of the local stakeholders with whom we work from time to time on community-based projects. In a representative body of journalists, their experience and exposure to communication, media ethics, and public relations made them the most appropriate team for this project. Not only do they bring their expertise with visibility and credibility, but they also ensure that our message is imparted responsibly and effectively to the larger society.

During our collaboration, the Asociación de la Prensa de Aragón played an important role in helping Ikigai bring the game into a real educational setting. Thanks to their cooperation, we had the opportunity to present and test MEDMAS during one of their journalism training classes. The class was composed of young aspiring 22 journalists who will become the future gatekeepers of information and truth in the public sphere. The students showed genuine interest in the topic, engaging actively with the game and the broader discussion around fake news. We are deeply grateful to APA for offering the opportunity to test the board game in a real-world educational context. It reinforced the idea that MEDMAS can be a



powerful pedagogical tool—not only for schools but also for specialized train environments such as journalism programs.

During the 3-hour workshop, we covered the following topics:

- **Introduction to media literacy**

The event began with an introduction to the concept of media literacy, where the representative from Ikigai presented the goals of the Media Masters project in order to give the audience a general picture of it that allowed the attendees to quickly grasp the essential elements of MEDMAS. This part included a brief overview of the growing challenges posed by misinformation in the digital age and the importance of equipping young people with critical thinking tools to defend the right heading direction of European democracy.

- **Reflection on the impact of fake news on today's society**

The ikigai team then delivered an impactful talk on how fake news spreads, the emotional and political mechanisms behind it, and its consequences on public opinion and democratic processes. Real-world examples were discussed, prompting the audience to reflect on how disinformation affects both personal lives and broader social cohesion. This moment set the stage for a deeper, collective awareness of the stakes involved.

- **Practical workshop aimed at students**

Ikigai presented the structure and educational goals of the workshop designed for young people. The representative explained how the Media Masters board game and app are used in school and youth settings to develop critical media skills. The presentation included examples of how the workshop is implemented, the age-specific content included in the game, and the learning outcomes observed in previous sessions. Journalists and media educators in the audience were given an overview of the pedagogical approach, enabling them to understand how the workshop engages young people in identifying fake news and fostering critical thinking through interactive tools.

- **Open and participatory space to share reflections and experiences**

Following the game session, participants were invited to share their thoughts, reactions, and personal experiences related to misinformation. This space was designed to be inclusive and respectful, encouraging dialogue between students, educators, and journalists. A diversity of perspectives emerged—some sharing



frustrations with the current media landscape, others suggesting ways to improve digital literacy in schools and communities.

- **Explanation of the board game and the app**

Before and during the gameplay, a clear explanation of the Media Masters board game and its mobile app was provided. Facilitators detailed the game's educational objectives, the detailed instructions on how to play the game and its broader vision of using gamification to promote critical thinking. The journalists involved praised the game's potential to bridge education and civic engagement, and suggested it could be useful in their own training sessions or classrooms.

- **Final debate and completion of an evaluation questionnaire**

The event concluded with a final debate, where key observations and critiques were shared. This closing conversation helped consolidate learning and gather ideas for improvement. Finally, participants completed two evaluation surveys: one for internal project feedback and another for the European project framework. The data collected will help refine the next stages of the project.





## Feedback

The feedback collected from those journalists was a quite complete evaluation of the game testing and provided a comprehensive and nuanced understanding of participants' experiences with the game. This process proved valuable for identifying strengths, pinpointing weaknesses, and generating ideas for improvement. The comments covered multiple dimensions of the gameplay experience, ranging from structural and mechanical elements to content quality, accessibility, overall user engagement and suggestions for future improvement of the game.

To facilitate a systematic analysis and ensure clarity, the feedback was rearranged into five thematic categories based on the suggestions and reflections that emerged during the discussions and the online questionnaires.

### 1. Relevance of the Project and Its Educational Value

The attending media professionals emphasized the urgency and relevance of equipping younger generations with tools to critically assess the information they consume. Many praised the educational foundation of the Media Masters project, especially its alignment with current challenges in combating fake news and disinformation.

Several participants described the initiative as “timely and necessary,” particularly in the context of the growing influence of social media and AI-generated content on public discourse. They also appreciated the project’s emphasis on critical thinking, media ethics, and fact-checking as core educational components.

### 2. Applicability in Formal and Informal Settings

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Participants were particularly interested in how the Media Masters game and app could be adapted for use in a variety of settings. Suggestions included incorporating the game into:

- Journalism training programs
- Media literacy workshops in schools
- Public awareness campaigns run by press associations

Several professionals from the education sector suggested that the content could serve as a practical supplement to classroom theory, especially in high schools or introductory university courses in communication and journalism.

However, they also noted the importance of providing clear pedagogical guidelines and flexible formats (individual, team-based, or facilitator-led) to suit different educational environments.

### **3. Accessibility and Inclusiveness**

Participants stressed the importance of making the project accessible to diverse audiences, particularly in multilingual or multicultural contexts. They welcomed the availability in multiple languages of the board game, noting that this significantly broadens its potential reach.

Some suggestions were made to include more localized examples of fake news, tailored to specific countries or media ecosystems. This, they argued, would increase cultural resonance and allow facilitators to adapt the tool to local needs and media habits.

In terms of inclusiveness, a few participants raised concerns about ensuring that the content remains age-appropriate and free from cultural or political bias, particularly when applied in schools or youth programs.

### **4. Clarity of Communication and Presentation**

The presentation by the project representative, Anna Frigo, was widely praised for being clear, structured, and engaging, with well-paced transitions between the conceptual framework and the technical explanation of the game. The visual aids and bilingual support materials were appreciated, although a few attendees



suggested that additional short demo videos or tutorials might help to better visualize the gameplay experience.

During the Q&A, some professionals asked for further clarification regarding the differences between the digital app and the physical board game, as well as how user data and feedback would be collected, analyzed, and used for future improvements.

## **5. Positive Aspects**

Overall, participants expressed strong support for the Media Masters project, particularly its proactive approach to tackling misinformation through interactive and educational formats. They valued the opportunity to reflect on their own roles as media professionals and to engage in a dialogue about the evolving challenges of information literacy in Europe. Several attendees offered to stay in contact with the project team and explore potential collaborations, particularly in terms of dissemination and integration of the game into future events or educational materials developed by APA and other organizations.

### **Communication and Promotion of the Initiative**

The communication and promotion of the initiative were led jointly by Ikigai and the Asociación y Colegio Profesional de Periodistas de Aragón, using a combination of formal media and informal community outreach. The strategy was designed to effectively reach a wide audience, including media professionals, educators, and young adults interested in media literacy.

Given the professional profile of the event's audience—mainly journalists, educators, and civil society actors—the dissemination strategy relied more heavily on institutional and professional networks rather than school-based youth groups. The Journalists Association helped promote the event via email, chats and informal communication among professors and students during classrooms, ensuring visibility within Aragón's media community.

At the same time, Ikigai activated its own channels including Instagram, LinkedIn, and its institutional mailing list to invite collaborators, media education specialists, and past participants of related programs. These informal channels were essential for building a diverse and engaged audience, particularly those already involved in youth education and anti-disinformation initiatives.

These promotional efforts not only helped to attract a relevant and well-informed audience but also reinforced the credibility and educational mission of the Media Masters initiative.



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### 3. The workshop held in Instituto Ikigai

#### Event structure

Another workshop was held in the Instituto Ikigai located at Pl. de José María Forqué, 2-3, Casco Antiguo on 26 May 2025. 19 university students attended the event. This event brought together 19 young people from a diverse background. The participants came from various countries—including France, Italy, Spain, the United States, China, Morocco, and Netherlands—and were mostly university students from different academic backgrounds, ranging from political science to economy and international relations. Many of them are interested in projects carried out in the association related to education, media, or social inclusion, which made them particularly aligned with the objectives of the MEDMAS initiative. In order to efficiently carry out the activities, the event followed the following agenda.

#### Introductory Session

The session began with a clear and efficient introduction delivered by Anna Frigo, the representative of the MEDMAS project. She provided an overview of the project's goals, the design concept behind the Media Masters board game, and its educational value in promoting media literacy. Given the international composition of the group—with participants speaking both English and Spanish—the presentation was conducted entirely in English to ensure inclusivity and comprehension for all attendees.

#### Introduction to the Media Masters Game

Following the introductory remarks, Anna Frigo guided the participants through the operational instructions of the Media Masters board game and its accompanying app. Students were invited to download the application on their devices. A detailed explanation of the game's structure, content, and mechanics was provided. Questions were encouraged to clarify any doubts, and the dual-language functionality of the game was highlighted as a major advantage.

#### Media Masters Game Session

Participants were then divided into four mixed-language groups to play the board game. Some groups chose to play in English, while others opted for Spanish, demonstrating the game's flexibility and bilingual accessibility. Throughout the gameplay, students were actively engaged, discussing the questions and sharing their reasoning.

Although the experience was mostly smooth, some players experienced technical



issues, such as difficulty scanning the QR codes on question cards to r questions. These issues were promptly noted by participants and reported to the MEDMAS representative at the end of the session for documentation and future improvements.

Despite minor setbacks, the students showed enthusiasm and collaboration. Correct answers boosted their confidence, while incorrect ones encouraged reflection and learning—underscoring the game's educational value.

### **Post-Game Discussion**

After the game session, a collective discussion was held where participants had the opportunity to share their thoughts and suggestions. The open dialogue fostered a positive and reflective atmosphere. Participants appreciated the bilingual format of the game and offered constructive feedback regarding the technical aspects and content structure. Their contributions were invaluable in helping to enhance the usability and educational impact of the Media Master's tools.

### **Completion of Questionnaires**

To conclude the session, participants were asked to complete two surveys. The first focused on evaluating the workshop experience and self-assessing their knowledge of misinformation and fake news before and after the event. The second was a standard EU project questionnaire designed to collect consistent feedback across all project activities.

The feedback received was detailed and sincere, offering useful insights into how the workshop influenced participants' understanding of media literacy and where improvements could be made in both content and functionality.



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## Conclusion

The three MEDMAS events held in Zaragoza and Calatayud successfully engaged professional journalists, university students, and high school students in dialogue around misinformation. The collaboration with the Asociación de Periodistas de Aragón facilitated constructive feedback on the project's educational potential and relevance in formal training. Meanwhile, the sessions at Instituto Ikigai and I.E.S. Leonardo de Chabacier allowed students from different age groups to test the board game directly, providing valuable input on its content, usability, and accessibility. All groups recognized the value of Media Masters as an innovative tool to promote critical thinking and media literacy across diverse audiences.

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HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0		Initial version

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