



NEWSARCADE@CLASSROOM: SERIOUSLY PLAY THE NEWS IN THE CLASSROOM! FOSTERING CRITICAL THINKING IN NEWS LITERACY THROUGH GAMIFICATION IN EDUCATION

THE OFFICIAL NEWSLETTER OF NEWSARCADE@CLASSROOM PROJECT



WHAT IS THE PROJECT ABOUT?

NewsArcade@Classroom (Project no: 101186092) is an engaging and educational continuation of the NewsArcade – Seriously Play the News! project under Creative Europe Grants.. Originally designed to transform real news stories into interactive games, the project extends this approach for students aged 12 to 25 to encourage critical thinking in news, and allow to create news stories using an educational gamified authoring tool. Also, it provides teachers with practical resources and tools to teach media and news literacy in a fun and interactive way.



OBJECTIVES

1. **Enhance Media Literacy** – Help students (12–25) develop critical thinking, digital literacy, and media analysis skills through interactive, gamified news experiences.
2. **Scale Innovative Educational Practices** – Build on NewsArcade's best practices by creating new learning formats and providing educators with advanced tools for media literacy teaching.
3. **Foster Cross-Border Collaboration on news literacy**– Strengthen international partnerships across Cyprus, Denmark, Portugal, Germany, France, and beyond to share knowledge.

CONTEXT

Many young people engage with news through memes, short videos, social-media posts and trending content, often becoming passive viewers of news sources.

Research indicates that this form of incidental or “news-finds-me” exposure correlates with a higher susceptibility to misinformation, as individuals are less likely to actively verify sources or engage in critical analysis.

Simultaneously, scholarly studies show a marked decline in engagement with traditional news formats (such as journals & press media), suggesting a shift toward more passive consumption habits in digital-native cohorts.

The rapid proliferation of fake news further exacerbates these challenges, reinforcing biases and undermining independent thinking.

By actively engaging students in analyzing, questioning, and creating news content, NewsArcade@Classroom cultivates essential media literacy skills, equipping young people to navigate the contemporary information landscape with discernment, responsibility, and critical awareness.

Read more:

- European Commission. (2025). The 2025 European Media Industry Outlook report. Directorate-General CONNECT.
- Gil de Zúñiga, H., Weeks, B. E., & Holt, K. (2017). Effects of the News-Finds-Me Perception in Communication: Social Media Use Implications for News Seeking and Learning About Politics.
- Orfanidou, A. & Panagiotou, N. (2023). Digital Natives: Media Literacy, News Consumption and Habits.
- Vogler, J., et al. (2023). Mobile News Consumption and Its Relation to Young Adults' Knowledge About and Participation in Referendums.

“A lie can travel halfway around the world while the truth is putting on its shoes.”

Mark Twain

TARGET GROUPS



Direct Target Group:

- Educators
- Students aged 12-25 years old

Indirect Target Group:

- News media organizations and Media Networks
- Local and community organizations
- NGOs
- Educational Institutions e.g. Schools, Universities, Institutes
- Local/National/Regional governmental authorities
- Youth- centred organizations or centers
- Other stakeholders involved in media sectors or/and education



MEETINGS

Following the kick-off meeting on January 22–23, 2025, in Nicosia, Cyprus, hosted by DIAS, the project team has held bi-weekly meetings to coordinate project management, monitor tasks and deliverables, review financial reporting, and ensure clear communication among partners. These meetings have been essential for maintaining progress, addressing challenges, and completing key research activities on schedule.

RESEARCH- WP2

Work Package 2 (WP2) – Media and Information Literacy Education through Gamification focused on mapping existing practices, identifying educational needs, and engaging stakeholders to inform the development of gamified educational materials. WP2 began with desktop research, conducting a comprehensive literature review of academic studies, industry reports, and EU projects on media literacy and gamification to establish a solid knowledge base. This was followed by field-based research, including focus groups, interviews, and questionnaires with educators, curriculum developers, school administrators, media literacy experts, journalists and students (aged 12–25) across partner countries, to capture diverse perspectives, needs, and preferences regarding gamified learning approaches. These activities were completed by the end of October and have directly informed the State of the Art Report available to our website.



YOUTH FORUM

On June 13th, 2025, nearly 100 young participants from around the world gathered at the International People's College (IPC) in Denmark for the NewsArcade@Classroom Youth Forum on Media and News Literacy. The forum provided an international platform for critical engagement with contemporary challenges in news consumption and production, focusing on topics such as news values, critical media literacy, algorithmic influence, and disinformation. Through expert-led discussions, interactive workshops, and collaborative activities, participants explored how to identify reliable sources, detect bias, and differentiate news content types. Insights gathered from the forum reflect young people's perspectives on essential news values reflected in the **News Values Report** published in our website.



NEWS VALUES

The News Values available publicly in our website encompasses a compilation of insights and criteria defined by 100 young participants from countries across the world during the Youth Forum. It presents key recommendations and perspectives on news values as perceived by the youth, providing valuable guidance for the development of media literacy materials and educational formats. It reflects the collective input and perspectives of young people, aiming to align media literacy initiatives with their interests and needs.

AUTHORING TOOL

At the heart of NewsArcade is a user-friendly authoring tool that supports the creation of bespoke NewsArcade gamified stories. The tool resembles a web content management system, where a user can write, drag and drop and select what the different elements of their story is going to be. The process of creating a NewsArcade story is carefully guided, providing the user with a clear template for the editorial content that needs to be provided. The goal of the authoring tool is to make the process straightforward, automating the process whenever possible, but without compromising on flexibility and the creativity potential. The authoring tool is multilingual, allowing users from many different countries to create interactive story experiences. Based on the research carried out in WP2 we are now in the midst of the process of improving the tool and the format of the NewsArcade story in order to better fit the classroom needs.

EU Election Day in the Netherlands

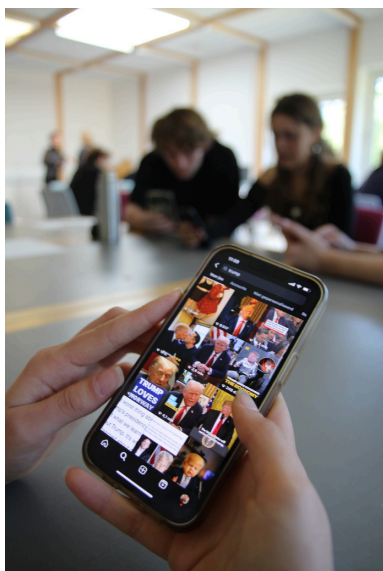
Early analysis of what to expect from the Dutch elections for the EU Parliament

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Pages

- Welcome**
This page gives users an introduction to the challenge and gives an explanation of how the system works. You can read more about all the news values which can be used as the challenge goal here.
- General Knowledge - Story**
Users should get a brief introduction to the story here, the information needs to give them enough overview about the story so they have a good understanding about it.
- Crafting Page First**
This is the first page where users start to create the story aligned with the given News Value. So they are provided with two different sections and they need to choose which one to use in their story.
- Crafting Page Middle**
Structure-wise, this page is identical to the last page.
- Crafting Page Last**
Structure-wise, the page is identical to all the other Crafting Pages. Please consider that the sections in this page will be the last paragraph that goes into the user's article.
- Picture**
In this page users choose a cover image to add to their story. This part is there to show the importance of adding images to your stories. Use landscape images for the options.
- Headline**
In this page users choose a Headline for their story. Each headline reflects a combination of different sections throughout the



STAKEHOLDER ENGAGEMENT

Under the stakeholder engagement activities, project partners have initiated targeted strategies to communicate the project's objectives and foster collaboration with key stakeholders and target groups. Efforts have focused on establishing strong connections with educational institutions to ensure their active involvement in future project phases, particularly during the piloting sessions. Partners are currently organizing meetings with EDMO hubs, media networks, and other relevant organizations to exchange insights and explore potential synergies. In parallel, outreach efforts are being intensified in each participating country to engage target groups more effectively, enhance project visibility, and build momentum for broader impact through dedicated awareness and dissemination campaigns.



DIAS PUBLISHING HOUSE LTD

DIAS Media Group – DIAS Media Group (Cyprus) is a leading media organization in Cyprus, providing publications, radio, television, and online content. It combines information, entertainment, and education, reaching over 400,000 people. The group focuses on delivering high-quality content and innovative advertising solutions. Its mission is to remain the top choice for both audiences and advertisers across all media platforms.

IN2 (Germany) designs and operates AI-powered web solutions and scalable digital platforms for content management, aggregation, and analysis. The company develops custom applications for diverse markets and emphasizes research and development, collaborating closely with top universities. IN2 is actively involved in European digital transformation initiatives and innovation networks. Its technologies support advanced data handling, automatic annotation, and content publishing.



AI-powered Web Solutions



PortaPlay specializes in creating digital learning tools, interactive experiences, and serious games. Since 2007, it has partnered with clients to develop e-learning and gamified educational solutions for web, mobile, and on-site platforms. The company focuses on the early concept and development stages to produce engaging and effective educational content. Its expertise bridges design, technology, and pedagogy.



Founded in 2019, APEM (France) represents 700 French newspaper and magazine publishers and has decades of experience in media literacy. It works closely with educators, the Ministry of Education, and NGOs to promote media literacy among students. APEM is active in national media education competitions and collaborates with organizations like Reporters Without Borders. Its network provides strong expertise and resources in media literacy education.

Founded in 1921, IPC (Denmark) is a Danish international folk high school promoting global citizenship and intercultural learning. It offers non-formal residential education, emphasizing active participation, civic responsibility, and personal growth. IPC hosts international workshops, conferences, and events, bringing together students from around the world. Its alumni network and century-long experience make it a leading institution in global education.



Lusófona University (Portugal) is a Portuguese university with strong programs in film, media arts, and communication. It combines research, innovation, and education, focusing on Portuguese-speaking countries and European collaboration. The university is active in European projects and initiatives, including the New European Bauhaus and FilmEU. Its expertise supports creative, educational, and technological advancement in media art.



FOLLOW UP

Following the completion of WP2, the project will move into its next stages, focusing on implementing and testing the strategic framework developed so far. Insights from stakeholder and partner meetings will guide the translation of recommendations into concrete actions, shaping the design and pedagogical direction of the educational materials for the NewsArcade@Classroom initiative.

The next phase will focus on developing and piloting educational resources that integrate Media and Information Literacy (MIL) and gamified learning. Prototype modules will be created to merge journalism, critical thinking, and interactive storytelling, with iterative testing to ensure their relevance, accessibility, and alignment with educational standards. At the same time, the NewsArcade@Classroom authoring tool will be refined based on WP2 guidelines. This tool will host gamified experiences that allow young people to explore and create their own news stories, fostering creativity, collaboration, and responsible media engagement in an age-appropriate environment.

Finally, the project will advance to pilot implementation, evaluation, and dissemination. The platform will be tested in real educational settings, and feedback will inform improvements. Outcomes and best practices will be shared through workshops and training activities, ensuring long-term impact and supporting educators in embedding MIL and gamification in their teaching practices.

LEARN MORE ABOUT THE PROJECT

If you are interested in learning more about our project or getting involved in the upcoming activities, follow us on social media:



@NEWSARCADE@CLASSROOM

OUR WEBSITE:



Co-funded by
the European Union