MEDIA LITERACY TO IMPROVE YOUNG PEOPLE'S INFORMATION SKILLS AND COMBAT DISINFORMATION

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INTRODUCING THE TRAINEES AND THE TRAINEES

★ Who are the trainers?

★ Who are the trainees? Please, write in the chat:
  ○ Your country;
  ○ The school subjects you teach.

INTRODUCING THE WORKSHOP

⭐ **Theme:** Media literacy to improve young people's information skills and combat disinformation

⭐ **Main aim:** Address the concept of disinformation and its dimensions and work with teachers on ways to improve young people's critical information skills.

⭐ **Dynamics:**

- o Icebreaker;

- o Brief approach to topics related to the workshop theme;

- o Group work;

- o Discussion of the results of the group work;

- o Conclusions.
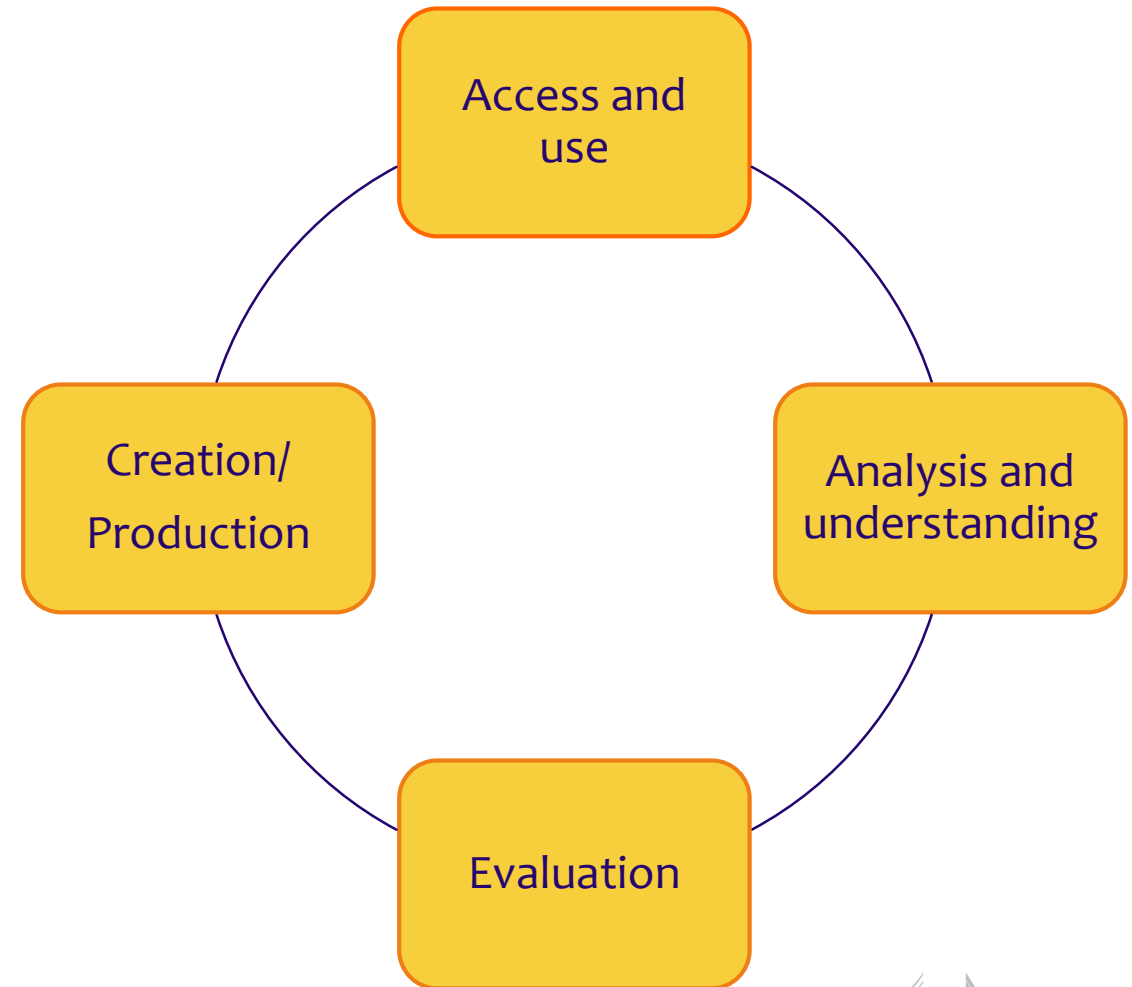
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AGREE OR DISAGREE?

Let's do a quiz on VoxVote!
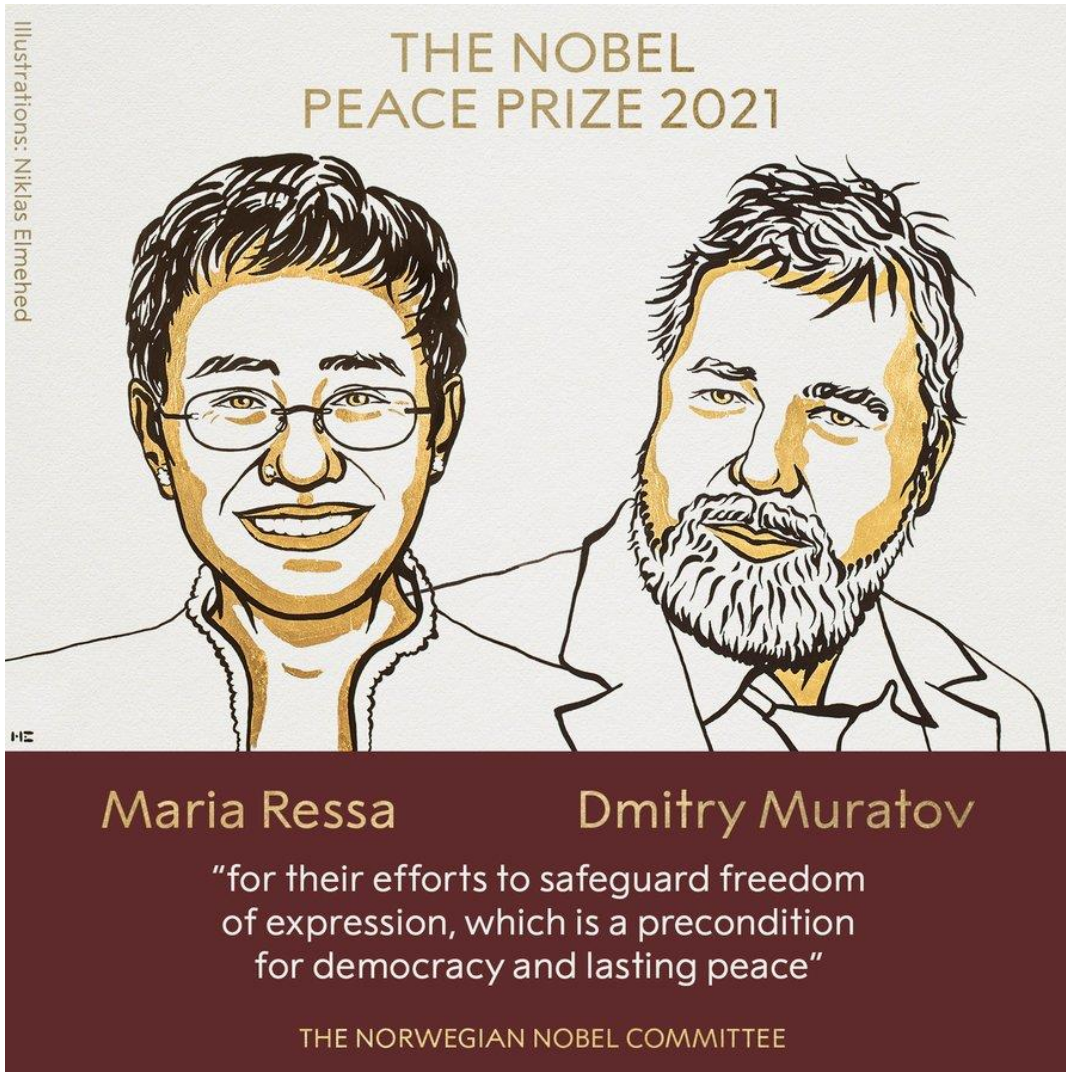
WHAT IS MEDIA LITERACY?

Media Literacy is the capacity to access, use, analyse, interpret and critically evaluate the powerful contents and languages of a convergent media culture and express ourselves in multiple media forms.

Access and use

Analysis and understanding

Evaluation

Creation/ Production

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THE IMPORTANCE OF LEARNING TO READ THE MEDIATIZED WORLD

★ Media (re)present the world, they are not a mirror of social reality;

★ People form their opinions based on what media provide;

★ We need to learn what they show and publish, but also their silences.

(Photo credits: Shutterstock)

COMBAT DISINFORMATION WITH GOOD INFORMATION

Illustrations: Niklas Elmehed

THE NOBEL PEACE PRIZE 2021

Maria Ressa   Dmitry Muratov

"for their efforts to safeguard freedom of expression, which is a precondition for democracy and lasting peace"

THE NORWEGIAN NOBEL COMMITTEE

In awarding the prize, the Nobel Committee reinforced the importance of protecting and defending "the values of **freedom of expression**," "**the right to an informed public**," and the idea that "the work of journalists is absolutely necessary to achieve these values and **develop democracy**.

HOW DO YOUNG PEOPLE GET INFORMED?

Survey conducted by Common Sense Media (in partnership with Survey Monk) – 2019, USA:

Sample: 1005 teenagers aged 13 to 17

- 78% considered important to follow current events;

- Teens get the majority of their news online, mainly from social media (54%), YouTube (50%) and often from influencers and celebrities;

- 41% get news from traditional news organizations, print or online;

- Just 37% get news on TV.

Study carried out in Portugal, 2018:

Sample: 562 students, average age of 20 years

- 53% access news on the Internet daily, especially on social networks.(68.1%), particularly on Facebook. This contact with the news is, sometimes, done in an accidental way, that is, not intentionally.

Pisa 2018 Report:

The average percentage of students who can **distinguish facts from opinions** is 47% in OECD countries.

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WHY EXPLORE CURRENT AFFAIRS WITH YOUNG PEOPLE?

★ A right established in the UN Convention on the Rights of the Child;

★ To be an involved and participant citizen implies knowing what is happening in the world, from the closest to the farthest;

★ It's important to listen to young people's voices and count on their perspectives;

★ Exploring news in the classroom can bring the school world closer to the outside world – a better integration of formal and informal learning.

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(Photo credits: Transliteracy Project, Portugal, 2018)

THE PHENOMENON OF DISINFORMATION - MORE THAN JUST FAKE NEWS

"Includes **all forms of false, inaccurate, or misleading information** designed, presented and promoted to **intentionally cause public harm or for profit**. It does not cover issues arising from the creation and dissemination online of illegal content (notably defamation, hate speech, incitement to violence), which are subject to regulatory remedies under EU or national laws."

Report of the independente EU High level Group on fake news and online disinformation, 2018, p.5

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Available at:
https://eavi.eu/beyond-fake-news-10-types-misleading-info/

GROUP WORK - NAME THE DISINFORMATION

★ Read and analyze the document distributed to each group;

★ Based on EAVI's infographic "Beyond Fake News" identify and classify the type of content;

★ Explain the reasons that lead the group to consider that the content corresponds to a certain classification and report the path taken to reach this conclusion.

(Photo credits: Transliteracy Project, Portugal, 2018)

NOTE: The content does not necessarily correspond to any classification indicated in the table, but may also fit into more than one classification.

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GROUP WORK – RESULTS AND CONCLUSIONS

PLEASE NOTE: At the end of the power point you can find
all exercises (6) and our readings/analysis of them.

HOW TO SPOT FAKE NEWS

CONSIDER THE SOURCE
Click away from the story to investigate the site, its mission and its contact info.

READ BEYOND
Headlines can be outrageous in an effort to get clicks. What's the whole story?

CHECK THE AUTHOR
Do a quick search on the author. Are they credible? Are they real?

SUPPORTING SOURCES?
Click on those links. Determine if the info given actually supports the story.

CHECK THE DATE
Reposting old news stories doesn't mean they're relevant to current events.

IS IT A JOKE?
If it is too outlandish, it might be satire. Research the site and author to be sure.

CHECK YOUR BIASES
Consider if your own beliefs could affect your judgement.

ASK THE EXPERTS
Ask a librarian, or consult a fact-checking site.

IFLA
International Federation of Library Associations and Institutions
With thanks to www.FactCheck.org

Available at: https://repository.ifla.org/bitstream/123456789/167/2/how_to_spot_fake_news.pdf

A SIMPLE ACTIVITY TO EXPLORE CURRENT AFFAIRS IN THE CLASSROOM

★ Use 5 minutes at the beginning of your class to ask students:

What's happening in the world?

★ Encourage them to research and read about the issues;

★ Involve them in the discussion;

★ Try to get everyone to participate, asking the quieter students;

★ Offer them challenges, so that they are interested in the activity.

RESOURCES

Media, Information and Literacy Observatory

milobs.pt

with resources in English and soon with an interface also in English

RESOURCES

- Buckingham, D. (2018). Deepfake: the end of representation? Disponível em: https://davidbuckingham.net/2018/09/13/deepfake-the-end-of-representation/

- Buckingham, D. (2019). *Beyond 'fake news': disinformation and digital literacy*. Disponível em: https://davidbuckingham.net/2019/02/27/beyond-fake-news-disinformation-and-digital-literacy/

- Gu, L., Kropplov, V. and Yarochkin, F. (2017) *The Fake News Machine: How Propagandists Abuse the Internet and Manipulate the Public*. Available at: https://documents.trendmicro.com/assets/white_papers/wp-fake-news-machine-how-propagandists-abuse-the-internet.pdf.

- Marwick, A. and R. Lewis (2017). *Media manipulation and Disinformation online*. New York: Data & Society Research Institute. Available at: https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf

- Wardle, C. (2017). *Information Disorder. Toward an interdisciplinary framework for research and policymaking*. Strasbourg: Council of Europe.

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REFERENCES

★ Common Sense Media (2019). *Teen News Engagement: Key Findings and Toplines*. Available at: https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/2019_cs-sm_summarytoplines_release.pdf

★ High Level Expert Group (2018). *A multi-dimensional approach to disinformation. Report of the Independent High level Group on fake news and online disinformation.* Belgium: European Commission - Directorate-General for Communication Networks, Content and Technology.

★ Melro, A. (2018). *O (des)interesse dos jovens pela atualidade: estudo sobre o papel dos media na informação sobre o mundo* [The dis(interest) of young people in current events: study on the role of the media in the information about the world]. Doctoral thesis. Braga: University of Minho. Available at: http://hdl.handle.net/1822/64830

★ OECD (2018). *PISA 2018 Results Combined Executive Summaries.Volume I, II, III*. PISA, OECD Publishing, Paris. Available at: https://www.oecd.org/pisa/Combined_Executive_Summaries_PISA_2018.pdf

★ OECD (2021), *21st-Century Readers: Developing Literacy Skills in a Digital World*. PISA, OECD Publishing, Paris. Available at: *https://doi.org/10.1787/a83d84cb-en*.

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GROUP WORK
Instructions

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INSTRUCTIONS FOR THE GROUP WORK:

★ Read and analyse the article (or video, or...) – see the next slide;

★ Based on EAVI's infographic "Beyond Fake News" identify and classify the type of content. **Link for the EAVI infographic:** https://eavi.eu/beyond-fake-news-10-types-misleading-info/

★ Explain the reasons that lead the group to consider that the content corresponds to a certain classification and report the path taken to reach this conclusion.

★ Choose a spokesperson to present the group's conclusions in **4 minutes.**

★ **Duration: 20 minutes**

NOTE: The content does not necessarily correspond to any classification indicated in the table, but may also fit into more than one classification.

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GROUP WORK
Exercises and our readings/analysis

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★ **Exercise 1:**

- "'The dog couldn't eat the homework': three tech-savvy teachers making digital learning rock":

https://www.theguardian.com/100-teachers/2021/mar/16/the-dog-couldnt-eat-the-homework-three-tech-savvy-teachers-making-digital-learning-rock

★ **Possible analysis:**

Sponsored content/propaganda/clickbait

As it may be more than one category, with this exercise we wanted to draw attention to the **sponsored content**. And not all the people will understand it. The "Paid Content" reference you see on the top of the page can confuse the readers. It may be understood as a news article that the reader should pay to read and not as an advertisement disguised as news, in this case by The UK Department of Education.

The news article is in a section called "Guardian Labs", which, although not identified clearly, is an advertising section. If you put "What's guardian labs" on Google, you would find immediately that it is all about commercial content. But it is a kind of a "exquisite" advertisement which can be confused with journalism.

A reader could easily think that it was news and that's the advertisers' goal. When passing through news, the degree of acceptance by public opinion is much greater: while advertising is partial, intended to sell, journalistic information is seen as (and should be) independent, objective, impartial, and rigorous. Clearly identifying advertising content in the press is mandatory. And the media should make this distinction in a clear way, otherwise they are confusing readers and losing credibility with them.

We should ask the question: why "The Guardian Labs" and not simply "Advertisement"?

⭐ Exercise 2:

- CO2 Science: http://www.co2science.org/

⭐ Possible analysis:

Propaganda/partisan/conspiracy theory/pseudoscience

This site is a cocktail of disinformation! It could be seen as propaganda: it is a non-profit association trying to influence attitudes. It's partisan as well: it highlights some facts and forgets others, but invokes impartiality; conspiracy theory: rejects experts and authority; pseudoscience: misrepresents real scientific studies with exaggerated or false claims and contradicts the experts.

After analysing the site, it was easy to think that it is credible: it is up to date, it has its own publication, what is said in the "about us" section is that this is an impartial site.

In order to find out whether or not the site was reliable it was important to do internet searches – to do the so-called "lateral or side reading". Lateral reading is a key technique in combating online disinformation, allowing you to investigate more about a given information and source, checking its veracity and reliability. The technique is better understood in opposition to the reading that Internet users usually do, the 'vertical reading'. While in the latter, one does not leave the site where the information was found, we just scroll down, click on the links mentioned in the article and, eventually, search for information about the site in the section 'About '. When it comes to 'side or lateral reading', internet users open other tabs, searching for further information about what they found or about the site where they found that information but on other pages, other sources.

If you searched for the name of the person at the head of the CO2Science group, you would see on Wikipedia that he is a climate change denier; if you searched for the name of the site, you would also find a Green Peace alert and would know that the site is funded by fossil fuel companies.

Even so, on the site itself there are strange things. In Position Papers, the third article: "What Motivates the Center for the Study of Carbon Dioxide and Global Change?" says they are often asked where to get funding for the project, but that they don't discuss this issue. "We believe that ideas about how the world of nature operates must stand or fall on their own merits, regardless of the source of support for the person or organization that produces them." It's also strange that in contacts only an email address is given.

Actually, this post was used in a Stanford University test to test students' abilities to identify false news. Only about 3.2% found out what kind of site it was.

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Exercise 3:

- "Men with high testosterone levels are more sexually active and more likely to CHEAT on their partners, study finds":

https://www.dailymail.co.uk/sciencetech/article-10111045/Men-high-testosterone-levels-sexually-active-likely-CHEAT-study-finds.html

Possible analysis

Clickbait/pseudoscience/misinformation

Because it has a sensationalist title, which attracts (the capital letters on CHEAT already says something...), but the title is misleading and is not faithful to the content presented. The title is "Men with high testosterone levels are more sexually active and more likely to CHEAT on their partners, study finds", but on the fourth paragraph of the news you can read "However it may be the behaviour which is causing testosterone to rise, instead of the hormone leading men to behave that way". Despite this possibility they choose to title the more appealing angle. So it could also be pseudoscience because it misrepresents real scientific studies with exaggerated or false claims. It could also be misinformation: it mixes factual content with what is false or partially false. Our problem to catalogue this news as misinformation has to do with the intentionality. We do not think they do this unintentionally...

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⭐ **Exercise 4:**

- "Selfie Shoes by Miz Mooz":

https://www.youtube.com/watch?v=Dw72zFX2rsk

⭐ **Possible analysis:**

Satire and hoax/ advertisement

This video fits in <u>Satire and hoax</u> and it's also an <u>advertisement.</u> A successful advertisement of this brand, we can say, since the joke was even reported in newspapers all over the world! It was considered one of the best April fools of 2015. "Unfortunately" the selfie shoes don't exist.

⭐ **Exercise 5:**

- "Mutant daisies spotted near Fukushima nuclear plant, photo goes viral":

https://www.indiatoday.in/world/story/daisies-fukushima-nuclear-plant-japan-photo-viral-twitter-284282-2015-07-23

⭐ **Possible analysis:**

Error/clickbait

This may be an <u>error</u>. A serious error for a newspaper. Journalists clearly haven't done their <u>job</u>. He didn't confirm the facts. The post on Twitter is true, but a newspaper should not reproduce it without checking the information before and without speaking about it with specialists. All the sources mentioned are indirect sources. And the result is a newspaper reporting a post which was completely false. If the newspaper suspected that the post was false and still published it, then it is <u>clickbait</u>. When a newspaper is wrong, it is obliged to rectify the information. Sadly, this news has been online since 2015 and is still wrong. A quick lateral reading would immediately demonstrate that the post was false.
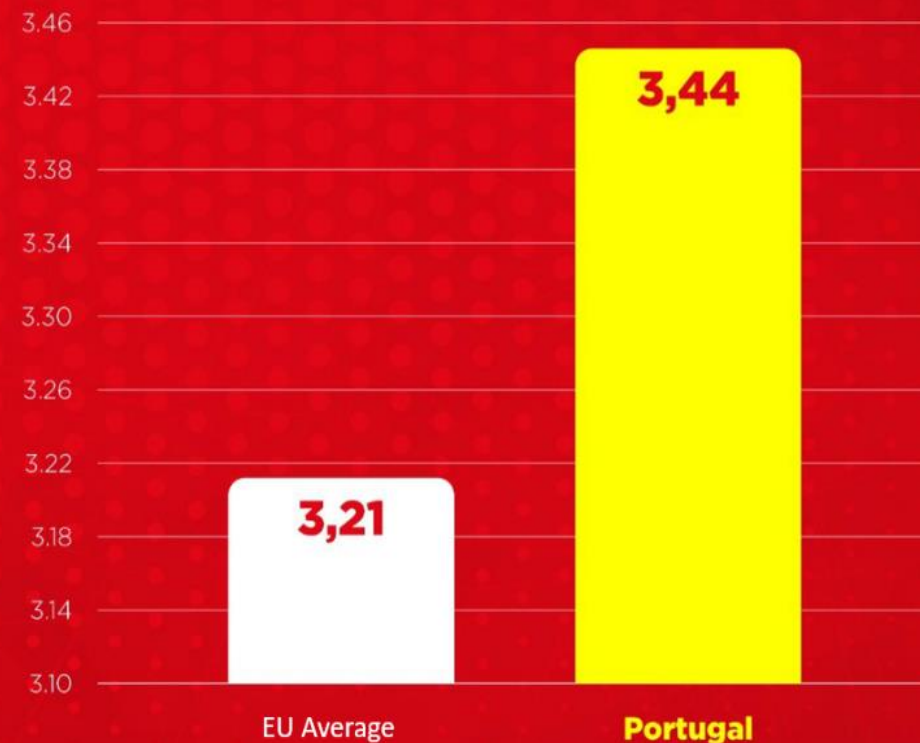
Some advice: always be suspicious of strange things and very surprising photos or news. It's a strategy that misinformation uses to make people click on it.

✦ **Exercise 6:**

Graph published on February 4, 2021, on the social networks of the Parliamentary Bench of the Portuguese Socialist Party (currently the government party), on the situation of vaccination in Portugal compared to other countries of the European Union

(please see below the original graph)

Vaccination Plan: number of vaccines administered per 100 people

⊙ PARTIDO SOCIALISTA PARLAMENTO # **Eveyone counts**

Socialist Party Parliament

	3.46		3,44
3.42			
3.38			
3.34			
3.30			
3.26			
3.22			
3,21	3.18		
	3.14		
	3.10		

EU Average   **Portugal**

Source: European Center for Disease Prevention and Control

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⭐ Exercise 6 -
Original graph

[Gráfico publicado no dia 4 de fevereiro de 2021, nas redes sociais da Bancada Parlamentar do PS, sobre o estado da vacinação em Portugal em comparação com os outros países da União Europeia]
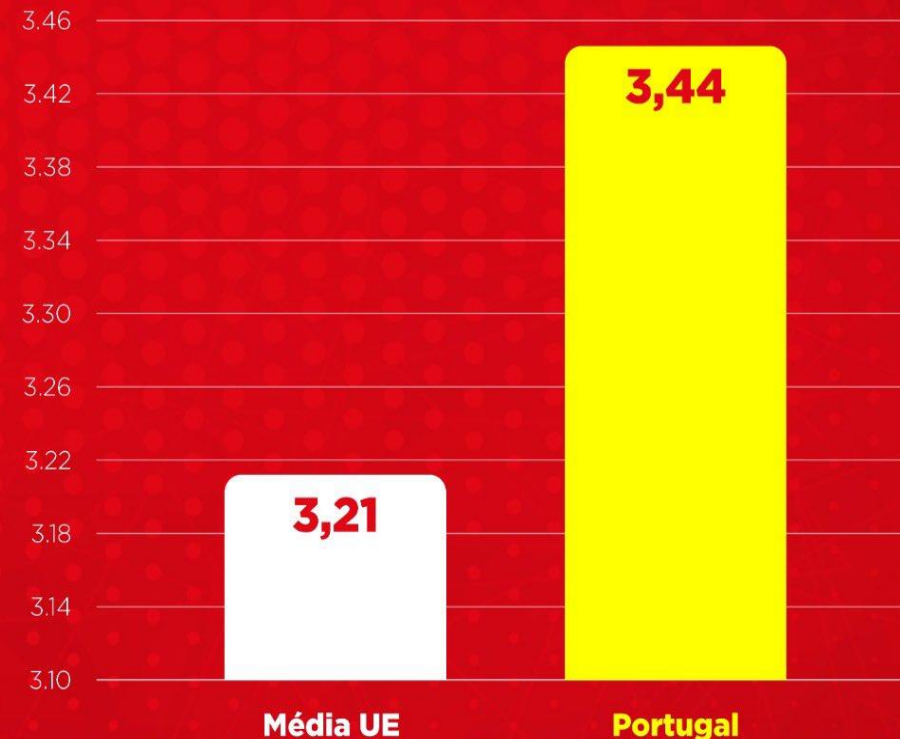
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⭐ Exercise 6:

Graph published on February 4, 2021, on the social networks of the Parliamentary Bench of the Portuguese Socialist Party (currently the government party), on the situation of vaccination in Portugal compared to other countries of the European Union

⭐ Possible analysis:

Partisan/propaganda

The graph presented data from the European Center for Disease Control and Prevention to show that, at that time, Portugal was above the European average in vaccination against Covid-19 per 100 inhabitants: 3.44 people vaccinated in Portugal, compared to 3.21 for the European Union. The data are right, the problem here is the way they present the numbers, which is manipulative, biased. The difference between Portugal and the EU average was minimal but by seeing the graphic one thought that there was a huge difference. Not just tenths, as was the case… That's why it can be seen as propaganda or partisan content: it manages knowledge, interprets and privileges facts that conform to the narrative that benefits the party.

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THANK YOU FOR PARTICIPATING!

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