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APRICOT: Attentive parental education for wise being and co-being in changing times

2019-1-LT01-KA204-060481

Theme 4: Misinformation and Disinformation



How to:

- recognise *different kinds* of Misinformation and Disinformation
- recognise and differentiate *the intentions* behind its generation
- plan and implement hands-on, learner-oriented tasks in order to teach parents/grandparents to be more critically literate when using digital media.
- facilitate discussion with parents and grandparents that will engage them in the importance of working together in order to support the critical digital literacy of the children in their care;
- use methodical framework for teaching target groups in practice;
- help adult learners reflect upon concepts learnt as well as the learning process;

Two overlapping circles, one orange and one green, are positioned at the top left of the slide.

Fake News, Misinformation and Disinformation (in Digital Technologies)

- o Fake News: Why should we care?
- o Fake News: What is it and what is it for?
 - o Definitions and the different types
 - o How it is created and spread online
 - o Intentions behind its creation
- o Fake News: How to spot it!
 - o Using Critical Thinking Skills
 - o The 3 stages of applying critical digital literacy
 - o Analysing content
- o Using Fact-checking and reporting Tools

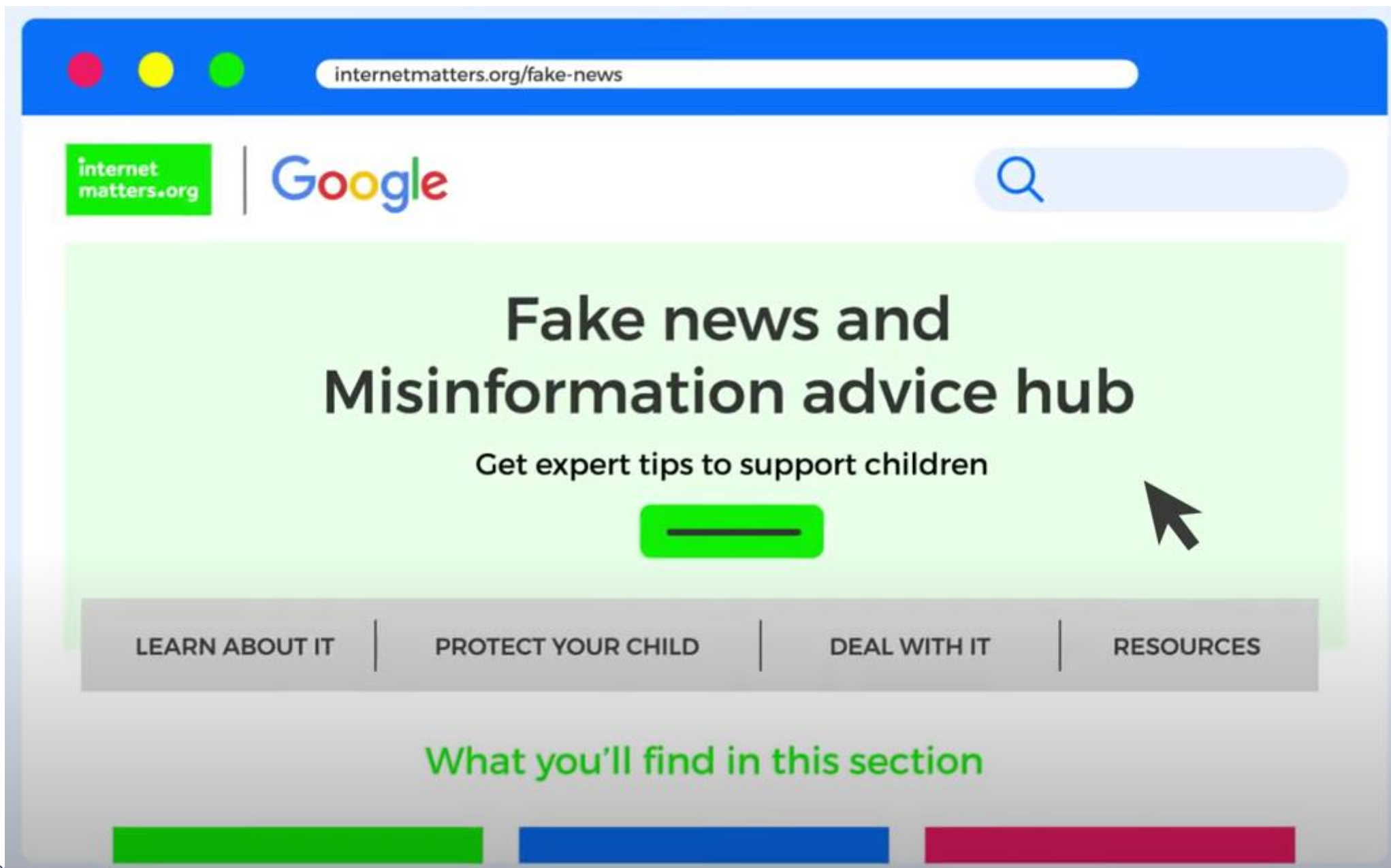
EN

<https://www.bbc.com/ownit/the-basics/real-or-fake-news-quiz>

or: https://youtu.be/HnNOv-vak_k

or: <https://www.theguardian.com/newswise/2021/feb/04/fake-or-real-headlines-quiz-newswise-2021>

OR OTHER LANGUAGE/COUNTRY VERSIONS



'FAKE NEWS', MISINFORMATION & DISINFORMATION: WHAT IS IT AND WHAT IS IT FOR?



What do we mean by 'Fake News'?

In Groups (of 3?):

1. Define what you think it is, and
2. Provide an example or illustration of what you have defined

What is the difference?

LIES

DISINFORMATION
MISINFORMATION
MALINFORMATION

FALSEHOOD

FAKE
NEWS

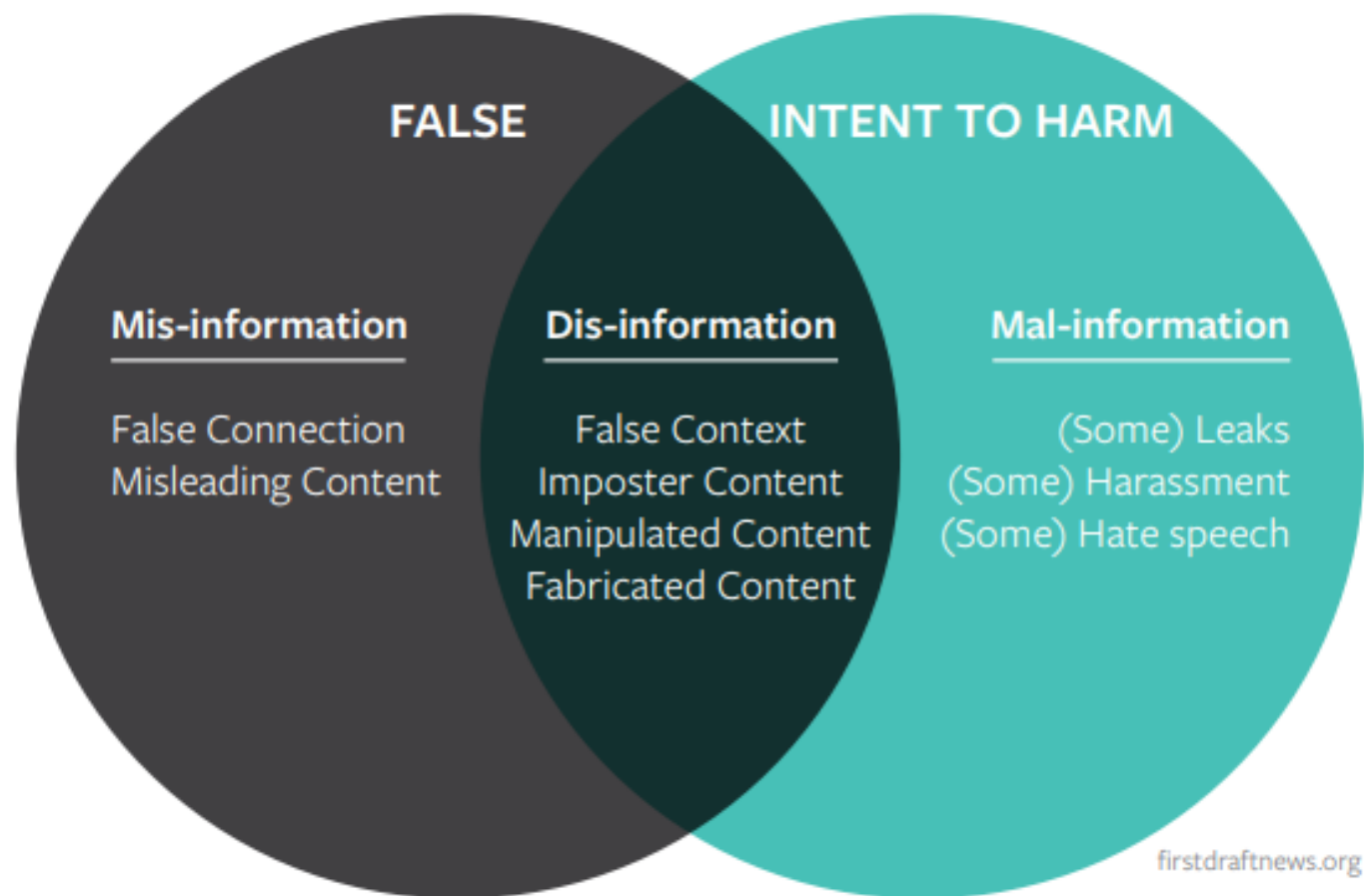
ALTERNATIVE
FACTS

TRUTH











Alternative facts Fake Falsehood Untrue Lie Perjury



Misinformation and Disinformation



10 TYPES OF MIS- AND DISINFORMATION

 FALSE CONNECTION When headlines, visuals or captions don't support the content	 FALSE CONTEXT When genuine content is shared with false contextual information
 MANIPULATED CONTENT When genuine information or imagery is manipulated to deceive	 SATIRE OR PARODY No intention to cause harm but has potential to fool
 MISLEADING CONTENT Misleading use of information to frame an issue or individual	 IMPOSTER CONTENT When genuine sources are impersonated
 FABRICATED CONTENT Content that is 100% false, designed to deceive and do harm	 PROPAGANDA When content is used to manage attitudes, values and knowledge
 SPONSORED CONTENT Advertising or PR disguised as editorial content	 ERROR When established news organisations make mistakes while reporting

Types of Mis- and Disinformation:

1. False Connection
2. False Context
3. Manipulated Content
4. Satire or Parody
5. Misleading Content
6. Imposter Content
7. Fabricated Content
8. Propaganda
9. Sponsored content
10. Error

Is anything wrong with these pictures?



But it has become better over time.

Real

Modified



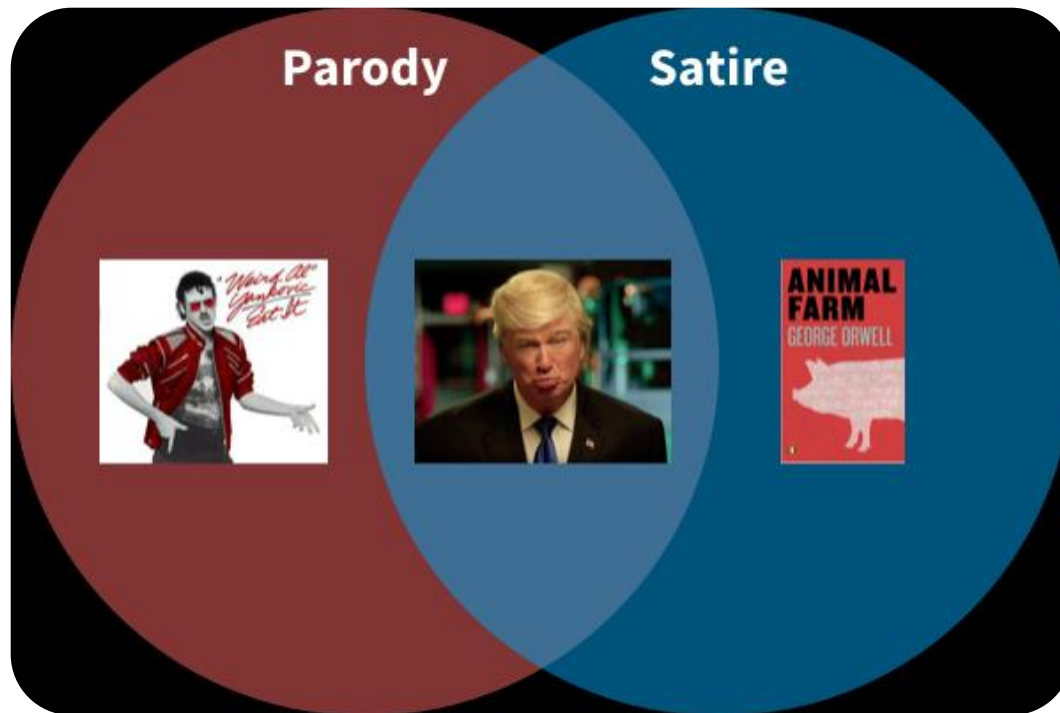
How I became a deepfake



Satire/Parody



“Satire is often used to expose society’s flaws.”



No intention to cause harm ...but has the potential to fool!



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Project-Nr: 2019-1-LT01-KA204-060481



What are the Intentions and Motivations behind Misinformation and Disinformation?

Why is it created?

The Intentions and Motivations behind disinformation

- Propaganda
- To discredit
- Economic / Monetary gain
- Political
- Personal fame
- To cause harm to individuals (including defamation)
- Polarisation
- Fun/comedy
- Because I can!



Intention is like bias, but more calculated!

Fundamentally it is about influence!

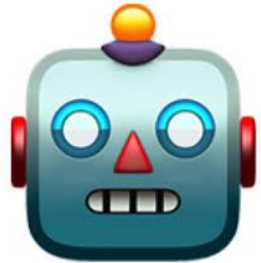
How disinformation is spread online:

- o From audience to co-producer
- o Going 'Viral'
- o Weak Critical Digital Literacy
- o Selective exposure

The senders of Disinformation on the internet



Trolls



Bots



Humans!

Some other techniques used...

■ Astroturfing	🔗 Flooding	🔗 Point and Shriek
■ Bandwagon effect	🔗 Forgery	🔗 Potemkin Village
■ Impersonator BOT	🔗 Hacking	🔗 Raining
■ Spammer BOT	🔗 Laundering	🔗 Satire and Parody
■ Botnet	🔗 Leaking	🔗 Shilling
■ Cheerleading	🔗 Malign Rhetoric	🔗 Sockpuppets
■ Dark Ads	- Name calling	🔗 Spiral of Silence
■ DDoS Attacks	- Ad Hominem	🔗 Symbolic Action
■ Deepfakes	- Whataboutery	🔗 Tainting
■ Echo Chamber	- Gish Gallop	🔗 Terrorism
■ Fake Platform	- Transfer	🔗 Woozle Effect
■ Filter Bubble	- Strawman	
	🔗 Manipulation	
	🔗 Misappropriation	
	🔗 Phishing	

MISINFORMATION & DISINFORMATION: HOW TO SPOT IT!



Activity:

- o Do you consider yourself well-informed?
- o Here is a challenge for you!
- o Pick the right answer to each of the following 10 questions



Activity: Factfulness quiz

- Do you consider yourself well-informed? We have a challenge for you. Pick the right answer to each of the 10 questions:
- <https://factfulnessquiz.com/>



Quiz

1. In all low-income countries across the world today, how many girls finish primary school?



- A. 20%**
- B. 40%**
- C. 60% +**

2. Where does the majority of the world population live?



- A. Low-income countries**
- B. Middle-income countries +**
- C. High-income countries**

Quiz

3. In the last 20 years, the proportion of the world population living in extreme poverty has.....



- A. Almost doubled**
- B. Remained more or less the same**
- C. Almost halved +**

4. What is the life expectancy of the world today?



- A. 50 years**
- B. 60 years**
- C. 70 years +**

Quiz

5. There are 2 billion children aged 0 to 15 years old in the world today. How many children will there be in the year 2100, according to the UN?



- A. 4 billion**
- B. 3 billion**
- C. 2 billion +**

6. The UN predicts that by 2100 the world population will have increased by another 4 billion people. What is the main reason?



- A. There will be more children (age below 15)**
- B. There will be more adults (age 15-74) +**
- C. There will be more very old people (aged 75+)**

Quiz

7. How did the number of deaths per year from *natural disasters* change over the last hundred years?



- A. More than doubled**
- B. Remained about the same**
- C. Decreased to less than half +**

8. How many of the world's 1-year-old children today have been vaccinated against some disease?



- A. 20%**
- B. 50%**
- C. 80% +**

Quiz

9. In 1996, tigers, giant pandas, and black rhinos were all listed as endangered. How many of these three species are more critically endangered today?



- A. Two of them**
- B. One of them**
- C. None of them +**

10. Worldwide, 30-year-old men have spent 10 years in school, on average. How many years have women of the same age spent in school?



- A. 9 years +**
- B. 6 years**
- C. 3 years**

Harder than it looked?

- o The media tend to favour bad news stories over positive ones
- o The same is true for the human brain – we tend to focus on risk aversion rather than gain; negatives rather than positives
- o The Dunning-Kruger effect – people (including you and us) tend to overestimate their cognitive ability
- o Political actors have certain ‘agenda’, favouring some points of view over others
- o If you got most of the answers right, than you are probably already aware of some of these facts and are already using **critical thinking**.



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Critical Thinking Techniques for Fact-checking



Critical Thinking and Tackling Disinformation



By thinking critically we can:

- weigh up the trustfulness of the information we read;
 - consider the soundness of the content and information communicated;
 - question the author's statements.
-
- The aim of critical thinking is to try to maintain an **'objective' position**.
 - Fact-checking is not rocket science, it is driven by the basic question: **"How do we know that?"**

Disinformation elements

In order for disinformation to be produced and disseminated it goes through 3 phases – Creation, Production and Distribution with 3 main elements:

- o **Agent:** The agent is involved in all three phases of the disinformation chain and could be 3 different people – an agent who fabricated the message, an agent who produced the message, and an agent who distributed the message.
- o **Message:** The content of the disinformation. This can be communicated by agents in person (via gossip, speech, etc.), in text (newspaper articles, social media posts, website content, etc.) or in audio/visual material (images, videos, TV, edited audio-clip, etc.).
- o **Interpreter:** The ‘audience’ which is made up of different individuals, everyone of which interprets information according to his/her own values, beliefs, political positions and personal experiences.

Questions to ask about the Agent

- o Is the agent acting as an official person/group, a politician, a news organisation or an unofficial person/group?
- o Is the agent organised as an individual, an official business group or a group casually organised around common interests?
- o Is the agent motivated:
 - o financially to profit from the information?
 - o politically to discredit a candidate/ to win electorate?
 - o socially to connect with a specific group of people?
 - o psychologically to gain status?
- o Is the agent human, automated by technology or both?
- o Which audiences does the agent intend to reach? (members/social groups/ entire society)
- o Does the agent intent to harm? (yes/no)
- o Does the intent to mislead? (yes/no)



Questions to ask about the Message

- o Is the message for short-term or long-term intent?
- o How accurate is the message?
(misleading/manipulated/fabricated/true)
- o Is the message posing as an official source to appear credible?
(no/use official branding unofficially /steal name or image of individual)
- o Who or what is intended target of the message? (those who are being discredited)? (individual/organisation/social group/entire society)
- o Is the message legal or does it include hate speech or privacy infringements, etc.?
- o Who is the intended audience?



Questions to ask about the Interpreter

- What actions did the Interpreter take? (ignored/shared in support/shared in opposition/comment)
- If the Interpreter has shared the message, have they done so with the same intent as the original agent, or have they shared it to, for example, show their disagreement? How did the Interpreter read the message?

Hegemonic. Accepting the message as it was encoded.

Negotiated. Accepting aspects of the message, but not all of it.

Oppositional. Declining the way the message was encoded.



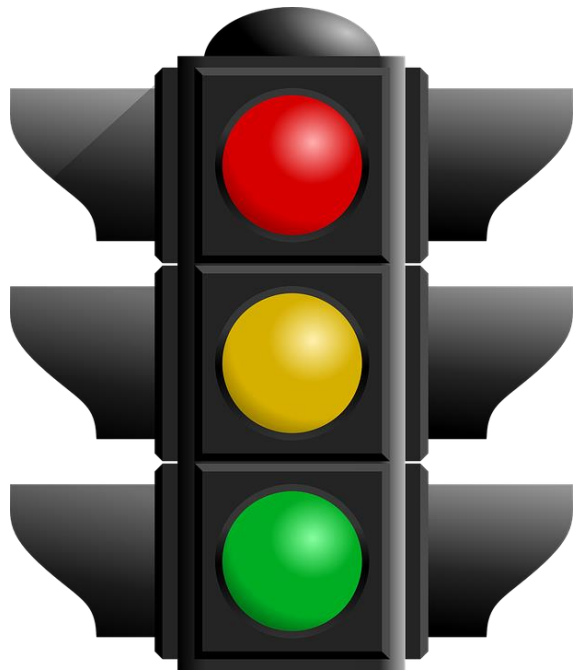
Activity



Task:

Find one example of disinformation message online in 3 different medias (e.g. Facebook, media websites, Forums, etc.). Analyse and compare the Agents, Messages and Interpreters in the 3 different sources you have chosen by using the guiding questions above.

	Source 1	Source 2	Source 3
Agent			
Message			
Interpreter			



In order to analyse a statement, it is useful to distinguish between what can be checked for truth and what cannot:

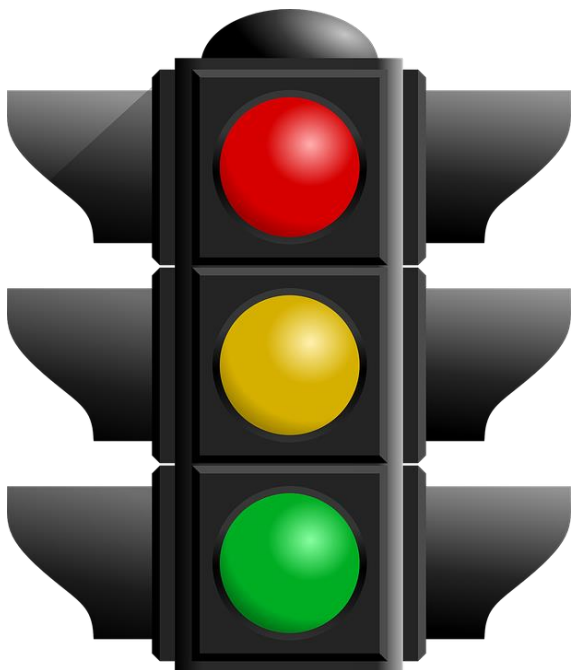
‘Old people said they don’t remember a winter as cold as this.’

Cannot be verified, whereas this sentence can:

‘On this day, the temperature in the city reached an all-time record low.’

The Traffic light fact-checker

Traffic light fact-checker

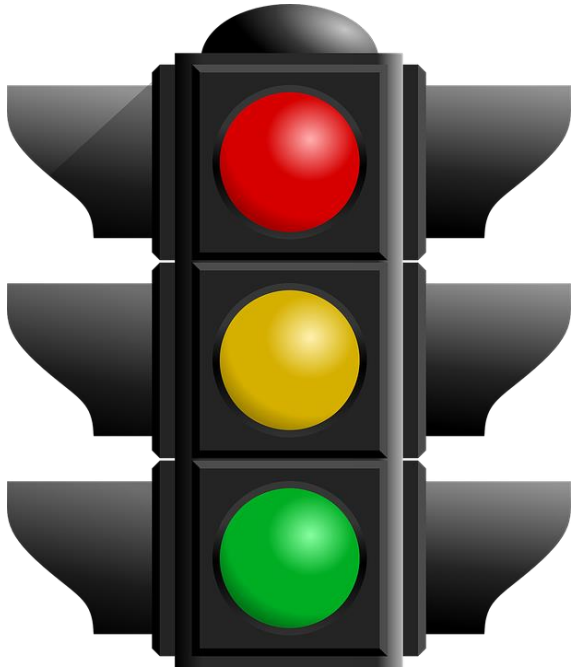


News, speeches of public figures, social media posts and all information that is disseminated can be checked by searching for facts and/or figures whose truthfulness can be objectively verified.

On the next page, read the speech of Mark Zuckerberg, CEO of Facebook at WASHINGTON, DC on 10 April 2018 and notice the colours that are used to highlight the text.

- **Green** are statements that can be fact checked and backed-up with official sources of information;
- **Red** are statements that cannot be fact checked;
- **Yellow** are statements that lie in between the Red and Green.

Traffic light fact-checker



“Facebook is an idealistic and optimistic company. For most of our existence, we focused on all the good that connecting people can bring. As Facebook has grown, people everywhere have gained a powerful new tool to stay connected to the people they love, make their voices heard, and build communities and businesses. Just recently, we’ve seen the #metoo movement and the March for Our Lives, organised, at least in part, on Facebook. After Hurricane Harvey, people raised more than \$20 million for relief. And more than 70 million small businesses now use Facebook to grow and create jobs.”

Activity



Task:

Apply the Traffic light fact-checker by extracting a fragment of a recent article or speech by a public figure. After you have researched the statements communicated – mark them in **green**, **yellow** or **red** according to the system described above.

In order to check your Traffic light you can apply this activity with a colleague who has went trough the analysis of the same fragment of text. Compare and discuss.

For now, we are suggesting you have a look at the following article based on a spech by French president Macron:

<https://www.ft.com/content/7e7e1bb8-0223-11ea-be59-e49b2a136b8d>

The CRAAP Method

- A team of librarians from USA devised a set of steps helping to determine whether a source is trustworthy.



The CRAAP method looks at 5 main criteria:

apricot
for parents



○ Currency (timeliness)

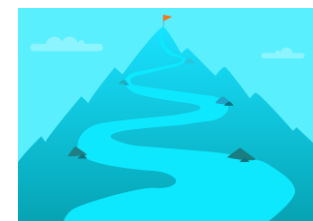
○ Relevance (importance)

○ Authority (source)



○ Accuracy (reliability)

○ Purpose (reason)



C for Currency - the Timeliness of the Information

- When was the information published or posted?
- How recent is the information?
- Has the information been revised or updated?
- Is the information current or out of date for your topic?
- Are the links functional?



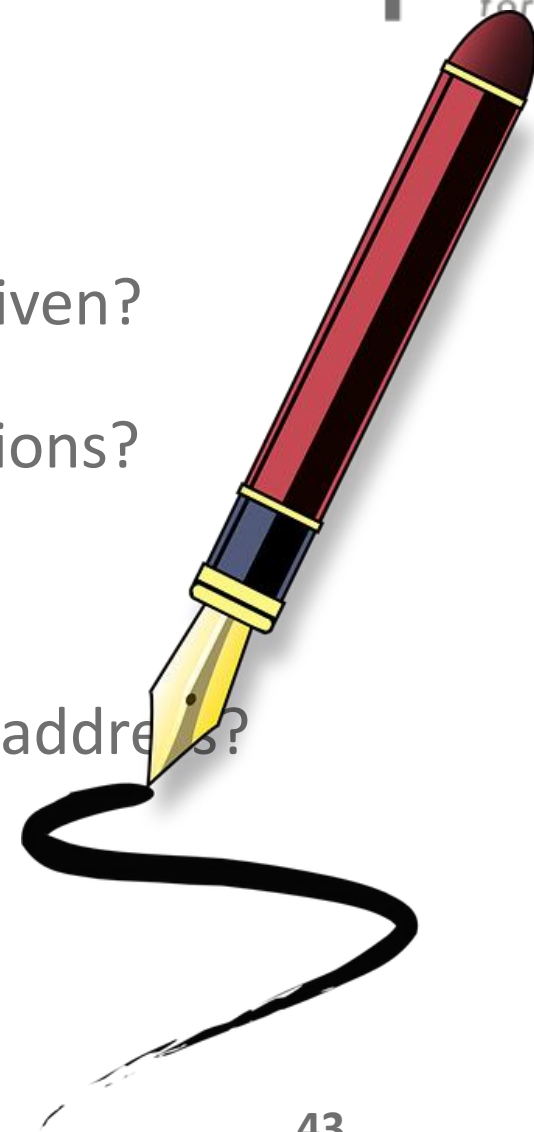
R for Relevance

- Does the information relate to your topic or answer your question?
- Does it help me answer a question or solve a problem?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?
- What kind of information is included in the resource?
- Is content of the resource fact or opinion? Is it balanced?
- Does the creator provide references or sources for data or quotations?



A for Authority – of the Source

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?
- Are there advertisements on the website?



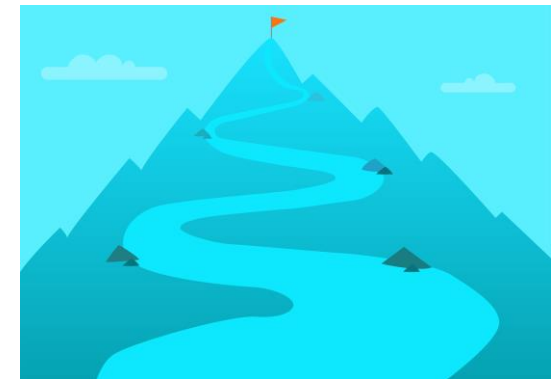
A for Accuracy – Reliability and Truthfulness

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar, or other typographical errors?



P for Purpose – why it Exists

- What is the purpose of the information? To inform? Teach? Sell? Entertain? Persuade? Manipulate?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? Opinion? Propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?
- Is the creator/author trying to sell you something?
- Is it biased?



C	Currency: <i>The timeliness of the information.</i> <ul style="list-style-type: none"> • When was the information published or posted? Revised or updated? • Does your topic require current information, or will older sources work as well?
R	Relevance: <i>The importance of the information for your needs.</i> <ul style="list-style-type: none"> • Does the information relate to your topic or answer your question? • Who is the intended audience? / an appropriate level?
A	Authority: <i>The source of the information.</i> <ul style="list-style-type: none"> • Who is the author/publisher/source/sponsor? • What are the author's credentials or organizational affiliations? • Is the author qualified to write on the topic? / contact information?
A	Accuracy: <i>The reliability, truthfulness and correctness of the content.</i> <ul style="list-style-type: none"> • Where does the information come from? / supported by evidence? • Has the information been reviewed or refereed? • Does the language or tone seem unbiased and free of emotion?
P	Purpose: <i>The reason the information exists.</i> <ul style="list-style-type: none"> • What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade? • Does the point of view appear objective and impartial? • Are there political, religious, institutional or personal biases?

Activity

Task:

<https://www.peta.org/issues/animal-companion-issues/animal-companion-factsheets/animal-abuse-human-abuse-partners-crime/>



Examine the article through the lenses of a CRAAP test.

Can you trust it or not?

If you can, are there elements you nevertheless doubt?

If you cannot, is there anything true about the article at all?



STRESS MATTERS!

- Focus is a very important part of a message
- Sometimes small changes in form can produce quite different meaning
- Decoding a message requires paying attention to small details that can drastically affect it
- On the next page, you will see how just changing the emphasis in a sentence produces different meaning

Same words, different message. Can you connect:



The change of emphasis...

1. On Tuesday you are going to speak to the director alone?
2. On Tuesday **you** are going to speak to the director alone.
3. On Tuesday you are going to speak to the **director** alone.
4. On Tuesday you are going to speak to the director **alone**.
5. **On Tuesday** you are going to speak to the director alone.
6. On Tuesday you are going to **speak** to the director alone.

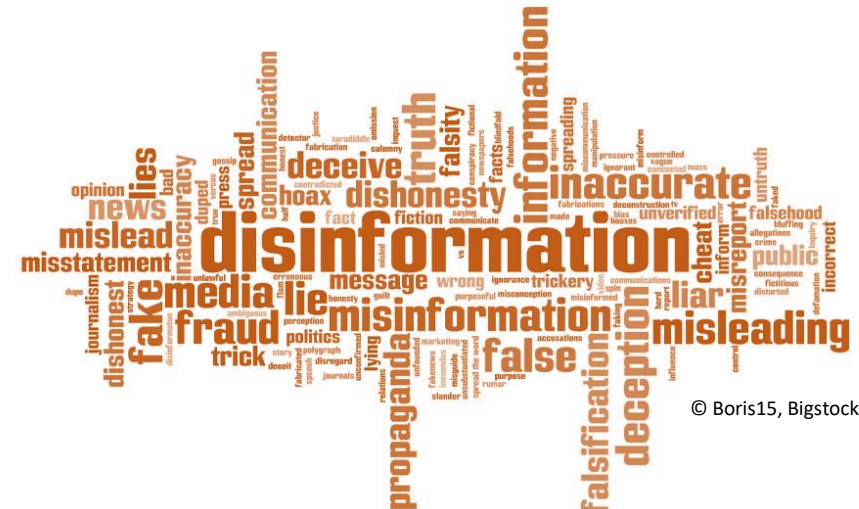
...and the meaning?

- A. I will not speak with the director. You .
- B. We will not come with you. You're on your own.
- C. The director is busy on Monday. He won't see you then.
- D. I will not speak with you any further. Take your problem to the director.
- E. Are you sure going to the director is the best idea?
- F. I have arranged a personal meeting for you. No more emails.

Critical Digital Literacy



'FAKE NEWS', Misinformation & Disinformation: using Fact-checking and Reporting tools



© Boris15, Bigstock.com.



oBECOME A FAKE NEWS DETECTIVE

- o Discovering what is real and what not can be quite challenging
- o Luckily, there are tools available that you can use:
 - To test whether an image is real or has been modified;
 - To examine the authenticity of a website;
 - And even to find out if a news story can be trusted.
- o Still, it is up to your skill to put this tools to use and find out the truth

Is anything wrong with this picture?



Manipulated images

- Sometimes fake images are easy to spot – especially if you know what you're being shown cannot be real
- Since the early 20th century, political powers has been using picture manipulation in order to remove their enemies or add their friends to historical photos
- Image editing has come a long way since then
- Nowadays a good quality fake can be virtually indistinguishable from the real thing – often different real elements can be combined to create something new
- Especially dangerous are deepfakes (deep learning + fake) – replacing one person with another creating realistic looking images

or even videos

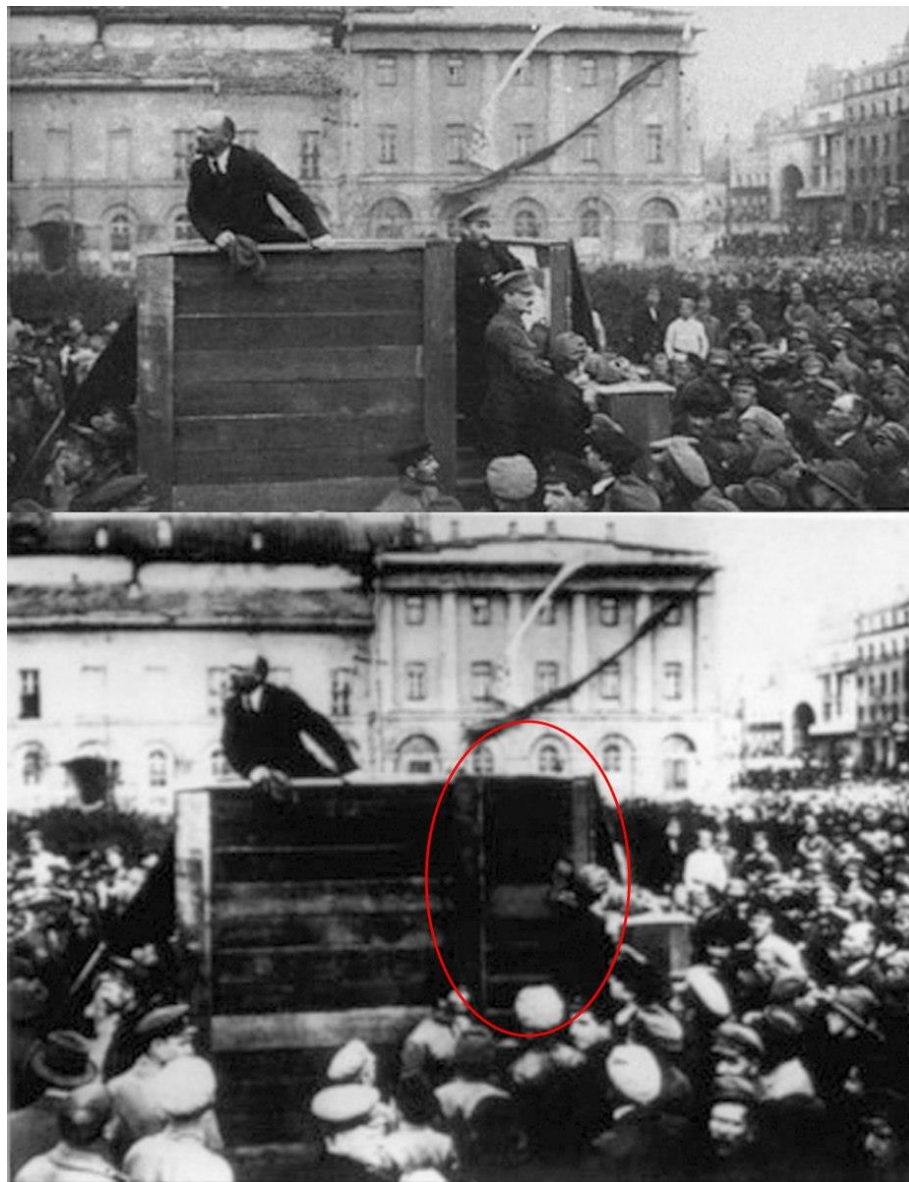


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Manipulation of
images is not
new...

Where is Trotsky
gone?



But it has become better over time.

Real

Modified



How often does it happen?

Most people have fallen prey to some form of image manipulation. On this link, you will find 30 examples where:

- Parts of an image have been cut;
- Two images have been combined;
- A part of an image has been manipulated digitally;
- People deliberately staged a picture.

All in order to create an image that is far from reality.

Sometimes just for fun.

More often than not, for less innocent motives.

https://www.boredpanda.com/fake-news-photos-viral-photoshop/?utm_source=google&utm_medium=organic&utm_campaign=organic



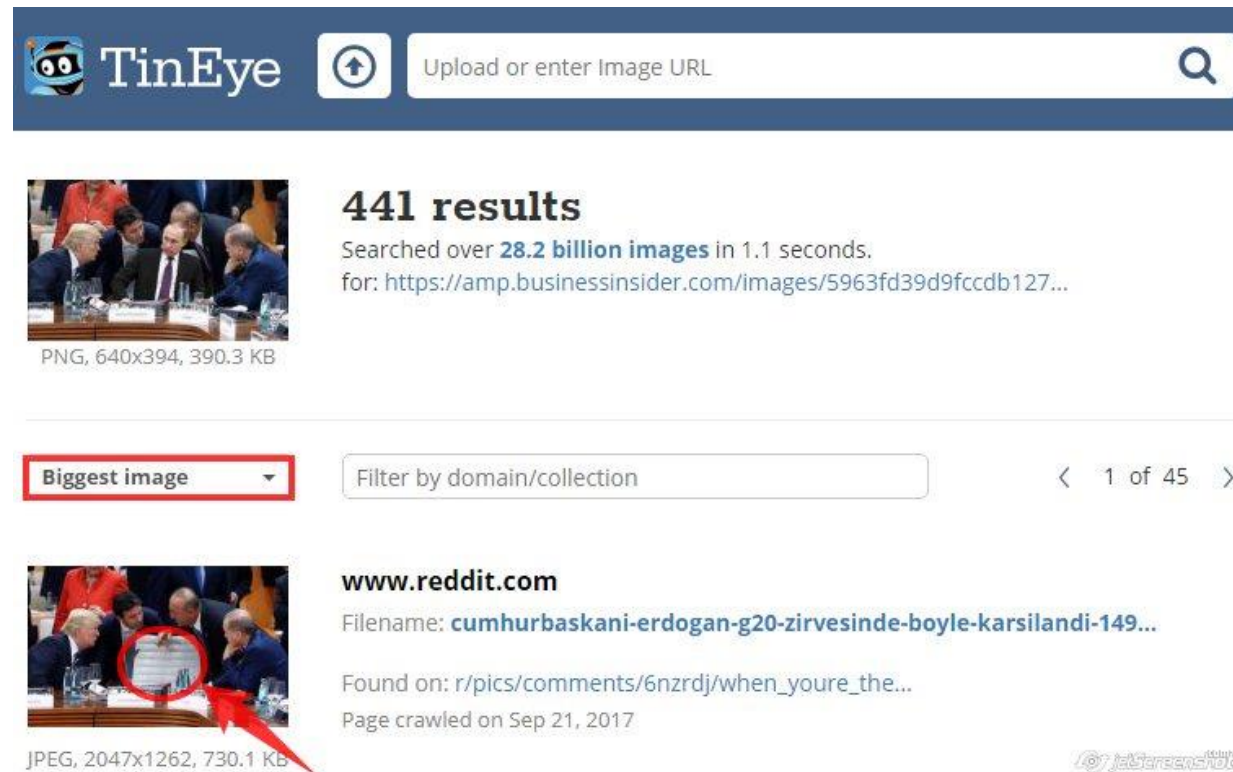
What can be done?

- o **Reverse** search: see where else the image is used on the internet
- o **Plagiarism** search: see if a file or image is original or plagiarised
- o **Domain** and back link check: Make sure you can trust the source of information
- o **Fact checking:** Have a professional do the research for you



Tin eye (<https://tineye.com/>) is a useful web site for reverse image search. If you drag an image or copy the URL the website will tell you where it is used in the net. In this way you can find out if the same image has been modified.

Another way to do this is by using [Google Images reverse search](#)



The screenshot shows the TinEye search interface. At the top, there is a search bar with the text "Upload or enter Image URL" and a magnifying glass icon. Below the search bar, the results for a specific image are displayed. The image is a group of men in suits sitting at a table. The results show "441 results" and "Searched over 28.2 billion images in 1.1 seconds." The source URL is "https://amp.businessinsider.com/images/5963fd39d9fccdb127...". Below the search bar, there is a dropdown menu set to "Biggest image" and a filter box labeled "Filter by domain/collection". The results list shows the image is from "www.reddit.com" with the filename "cumhurbaskani-erdogan-g20-zirvesinde-boyle-karsilandi-149...". It was found on "r/pics/comments/6nzdj/when_youre_the..." and the page was crawled on Sep 21, 2017. The image is a JPEG, 2047x1262, 730.1 KB. A red circle and arrow highlight the image in the results list.

COPYSCAPE

Search for copies of your page on the web.

About Copyscape
Watch the video



Copyscape Premium
Check if content is original



Copysentry
Automatic plagiarism alerts



Banners
Defend your site

- Copyscape allows to search if an image or a file is original, or plagiarised.

- You can access it at:
<https://www.copyscape.com/>




- Fotoforensics is a free service that provides an introduction into photo forensics;
- It is available on:
<http://fotoforensics.com/>
- With its help, you can determine if a picture is real or computer graphics, if it was modified, and even how it was modified.

Google Fact Check Explorer

Fact Check Explorer

Brexit


English

 A three month extension to Brexit will cost £1 billion a month.

Full Fact rating:
No it won't. The UK would still pay that amount if it left in October under Boris Johnson's deal.

[Boris Johnson repeats his false claim that extending Brexit costs £1 billion a month](#)
2 days ago

Brexit Full Fact

 A majority of voters say violence against MPs is "worth it" to get their way in Brexit.

Full Fact rating:
Incorrect. A majority said the "risk of violence" is "a price worth paying". There's a big distinction between the two, and survey it's based on suffers from a number of flaws.

[View article](#)

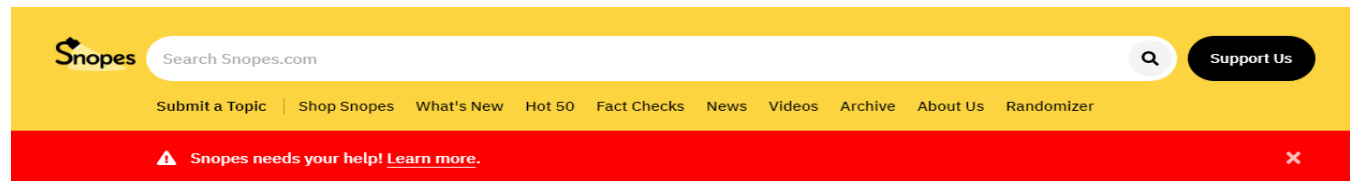
Member of Parliament
Violence
2016 United Kingdom
European Union

- <https://toolbox.google.com/factcheck/explorer>

Google provides an opportunity to access fact checks made by journalists and researchers.

Fact Checking sites eg. Snopes

- o <https://www.snopes.com/fact-check/>
- o Snopes takes pride at being the oldest and largest fact-checking site on the Internet



Fact Check

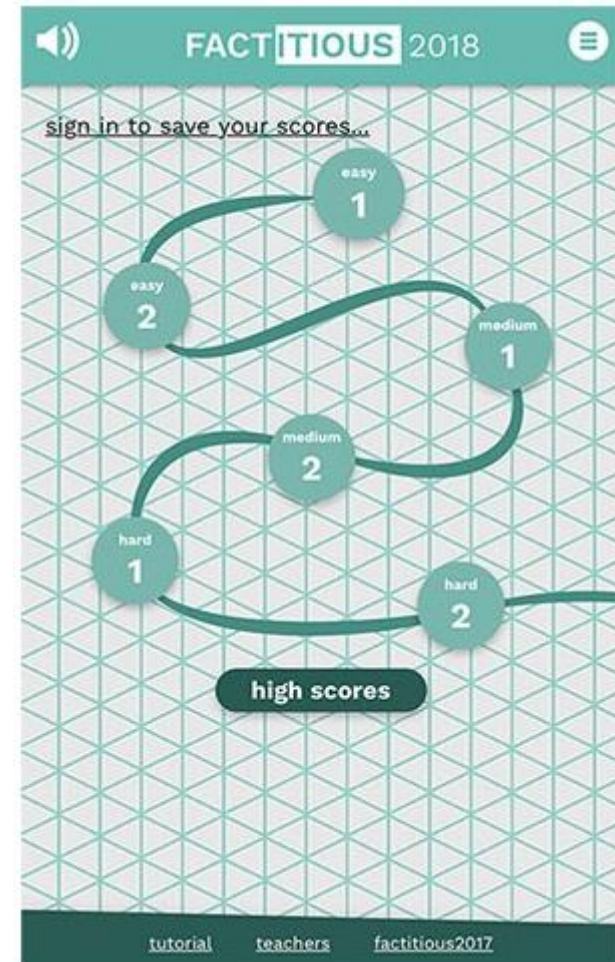
Rumors and questionable claims we have researched recently.

Play a game!

- Now that you know so much about detecting disinformation, challenge yourself!
- You are presented with a selection of COVID news stories. All you have to do is decide if they are real or not.
- <http://factitious.augamestudio.com/#/>

OR

- <http://factitious-pandemic.augamestudio.com/#/>





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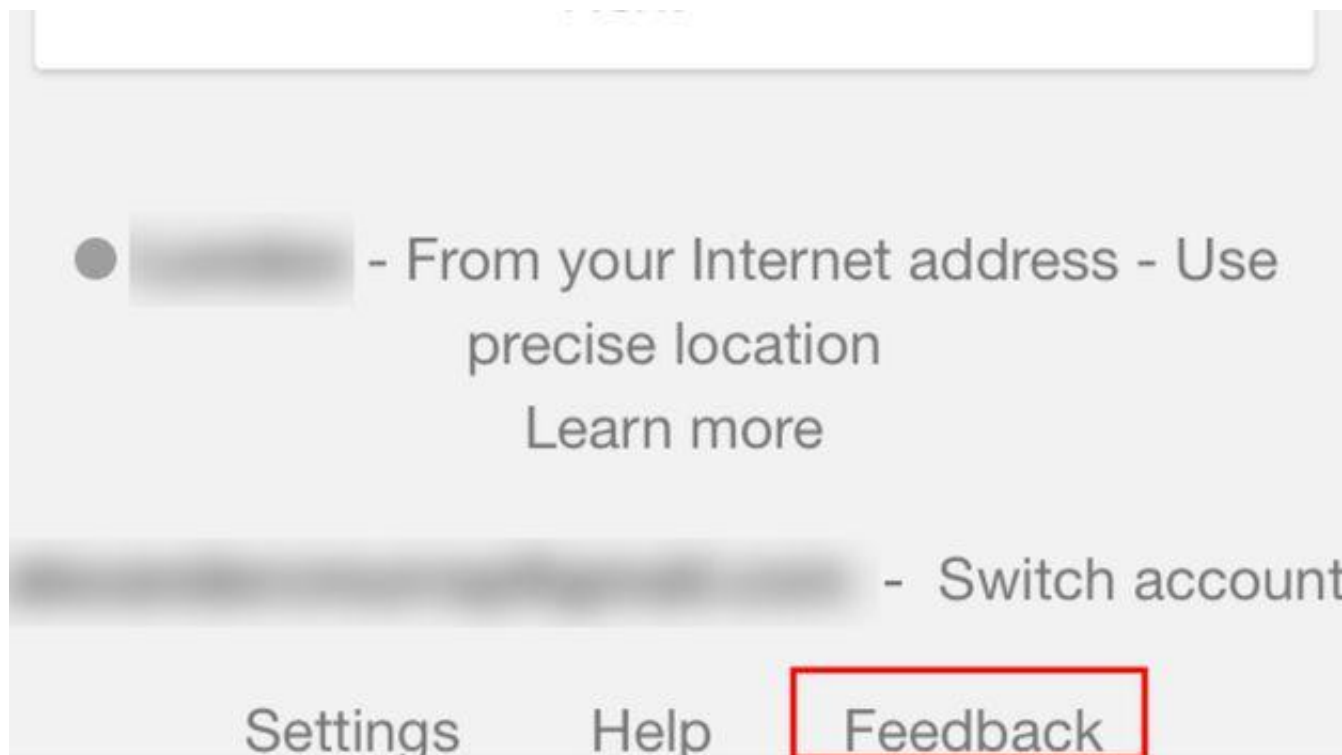
apricot
for parents

Reporting Disinformation

65



Reporting on Google



- If you find a piece of disinformation, you can send feedback to Google
- You need to explain what is wrong with it
- Don't forget to include a screenshot as evidence

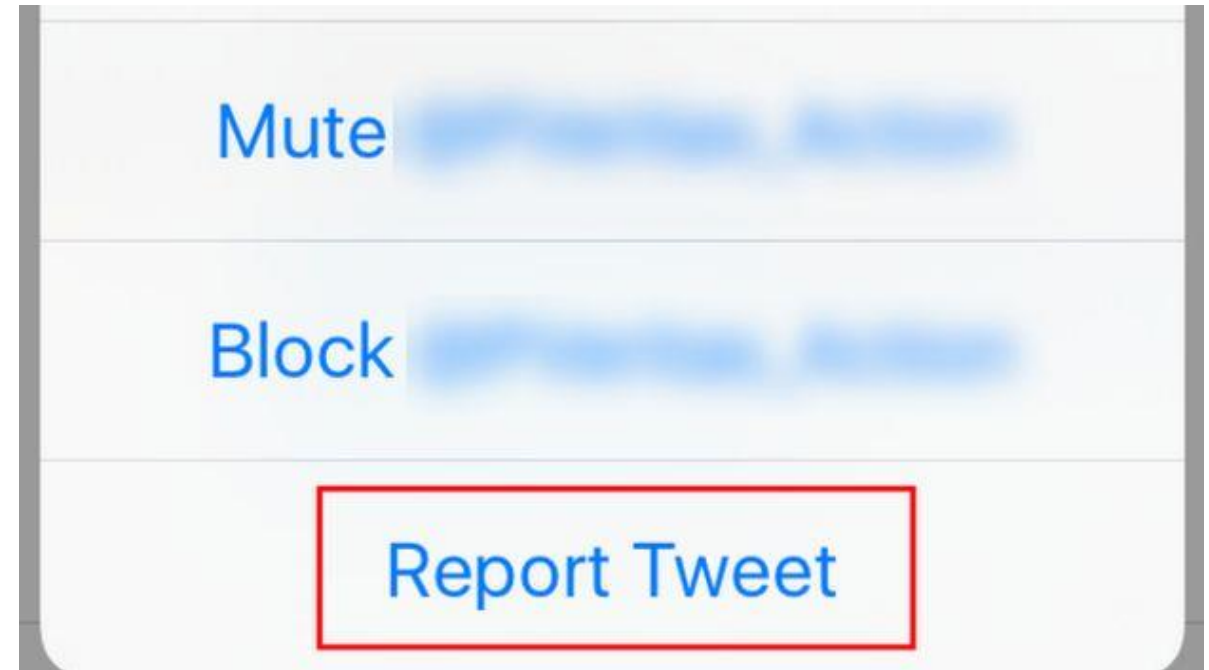
Independent actors offer more options on Facebook



- o [Graph.tips](#) – experimental graph search
- o [StalkScan](#) - a tool for scanning all public information on a profile, at the moment only works with your own
- o [WhoPostedWhat.com](#).- a keyword search for people who work in the public interest

Your options on Twitter

- Unfortunately, Twitter is a lot more limited than other platforms.
- It does not allow to report a story as disinformation.
- You can still report tweets for violation of the terms of service.
- You will need to be creative with the reasoning.



- o How did we learn?
- o What did we learn?
- o How could we use it in our professional practice

Self-study

1. Have a look at some of the different approaches that countries around the world are using to tackle disinformation.

CLICK Here

Click here:

Or follow this link: <https://www.poynter.org/ifcn/anti-misinformation>

(Scroll down the website to read details about individual countries).



CLICK Here

2. And explore UNESCO's Handbook for Journalism education and training (2018)

Or follow this link: <https://en.unesco.org/fightfakenews>



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