apricot
for parents

Media literacy program and material for adult educators

@ MISINFORMATION & DISINFORMATION

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FRAUEN COMPUTER SCHULE

ŠIUOLAIKINIŲ DIDAKTIKŲ CENTRAS

THE MODERN DIDACTICS CENTER

Project APRICOT:

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

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@ MISINFORMATION AND DISINFORMATION

(for distance teaching & learning)

The objective of this learning activity is to enable learners and adult educators to apply critical digital literacy skills in order to better recognise different kinds of Misinformation and Disinformation and the intentions behind their generation.

AE will learn 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;

How it works:

- The learning is based on CEA approach and ERR framework (evocation/realization of meaning/reflection);

- The learning employs presentations of examples, videos, individual and group activities, learning quizzes, and practical case studies;

- The duration of delivery of this theme is 2.5 hours (+ individual research and study time).

Part I Presentation of a Model Activity

Evocation:

In the Digital Information Age, news and information are shared more rapidly on digital media than ever before. The ability to discern true information from false information has become highly important and at the same time very difficult. This activity includes the following topics:

- Fake News: What is it and what is it for?
  - Definitions and the different types
  - How it is created and spread online
  - Intentions behind its creation
  - Why should we care?

- Fake News: How to spot it!

- Using Critical Thinking Skills
- The 3 stages of applying critical digital literacy
- Analysing content

- Using Fact-checking and reporting Tools

Realisation

A.   Introduction to the different types of Misinformation and Disinformation

The topic is introduced with a presentation (See Annex 2 parts 1&2 and Presentation Slides 1-15) about Fake News, Misinformation and Disinformation. This includes definitions, examples and video to distinguish the different types and intentions behind Misinformation and Disinformation in Digital Media.

B.   Examination of the Intentions and Motivations behind Misinformation and Disinformation

Task 1: A Group Discussion: What are the intentions and motivations behind Misinformation and Disinformation? – Why is it created? Why should we Care? (10 minutes)

(Analysis, Reflection and sharing ideas)

The intentions, motivations and implications are captured, summarised and classified in a short presentation.

C.   Examination of how disinformation is spread online

A presentation (see Annex 2 part 4 & 5 and Presentation Slides 18-19) with group discussions on the creators and senders of Misinformation and Disinformation on the internet.

D.   How to spot Misinformation and Disinformation

This topic is introduced through **Task 2 – an individual and group activity.**

Task 2: A Learning Quiz on *Real* Facts: (15 minutes)

The participants are asked to select the right answer to 10 multiple choice questions, each has 3 answer options. The aim is to get them thinking critically in choosing the correct answer. It is very unlikely that the participants will know the answers in advance so their answers will need to be based on a critical assessment of probability.

Individually, course participants will consider each question in turn and record the option (Choose answer A, B, or C) they consider to be the correct answer. They will then be given the correct answers to each question and there will be a group discussion about the reasoning behind their choices.

The questions are:

1. In all low-income countries across the world today, how many girls finish primary school?
2. Where does the majority of the world population live?
3. In the last 20 years, the proportion of the world population living in extreme poverty has…..
4. What is the life expectancy of the world today?
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?
6. The UN predicts that by 2100 the world population will have increased by another 4 billion people. What is the main reason?
7. How did the number of deaths per year from *natural disasters* change over the last hundred years?
8. How many of the world's 1-year-old children today have been vaccinated against some disease?
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?
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?

E.   Critical Thinking Techniques for Fact Checking

A presentation on two techniques that are useful for Fact Checking: the "Traffic-light Checker" and the "CRAAP Method" (See Annex 3 and Presentation slides 29-51)

Task 3: Applying the CRAAP Method (20 minutes)

Working in pairs (or individually) participants examine an article through the lens of the CRAAP test: https://www.peta.org/issues/animal-companion-issues/animal-companion-factsheets/animal-abuse-human-abuse-partners-crime/

And to determine:

● Whether or not they trust the article – believe it is telling the truth.
● If they do, are there any elements that they doubt.
● If they do not, do they consider any of the article to be true/accurate.

F.   Fact-checking and Reporting Tools

A presentation (See Annex 3 and Presentation slides 52-63) on:
● methods for fact-checking digital media – images, clickbait, urls etc.
● Fact-checking websites
● Reporting 'fake' information on Facebook, Google, Twitter etc

Task 4: Play the game `Factitious` (10 minutes)

A game played on an individual basis to challenge the participant's ability to detect disinformation in a selection of COVID-19 news stories

G.   Summary, Review and Reflection

Part II. Analysis of the Process

1. Recalling all steps of a model activity/lesson.
2. Analysis of a model activity/lesson from learner's perspective.
3. Analysis of a model activity/lesson from adult educators' perspective.
4. Discussions: how did we learn? /what did we learn?

Part III. Planning for Implementation

1. Discussions about how & to whom this lesson/activity can be applied at local contexts
2. Development of a draft plan for implementation

References

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