

Digital Information Literacy

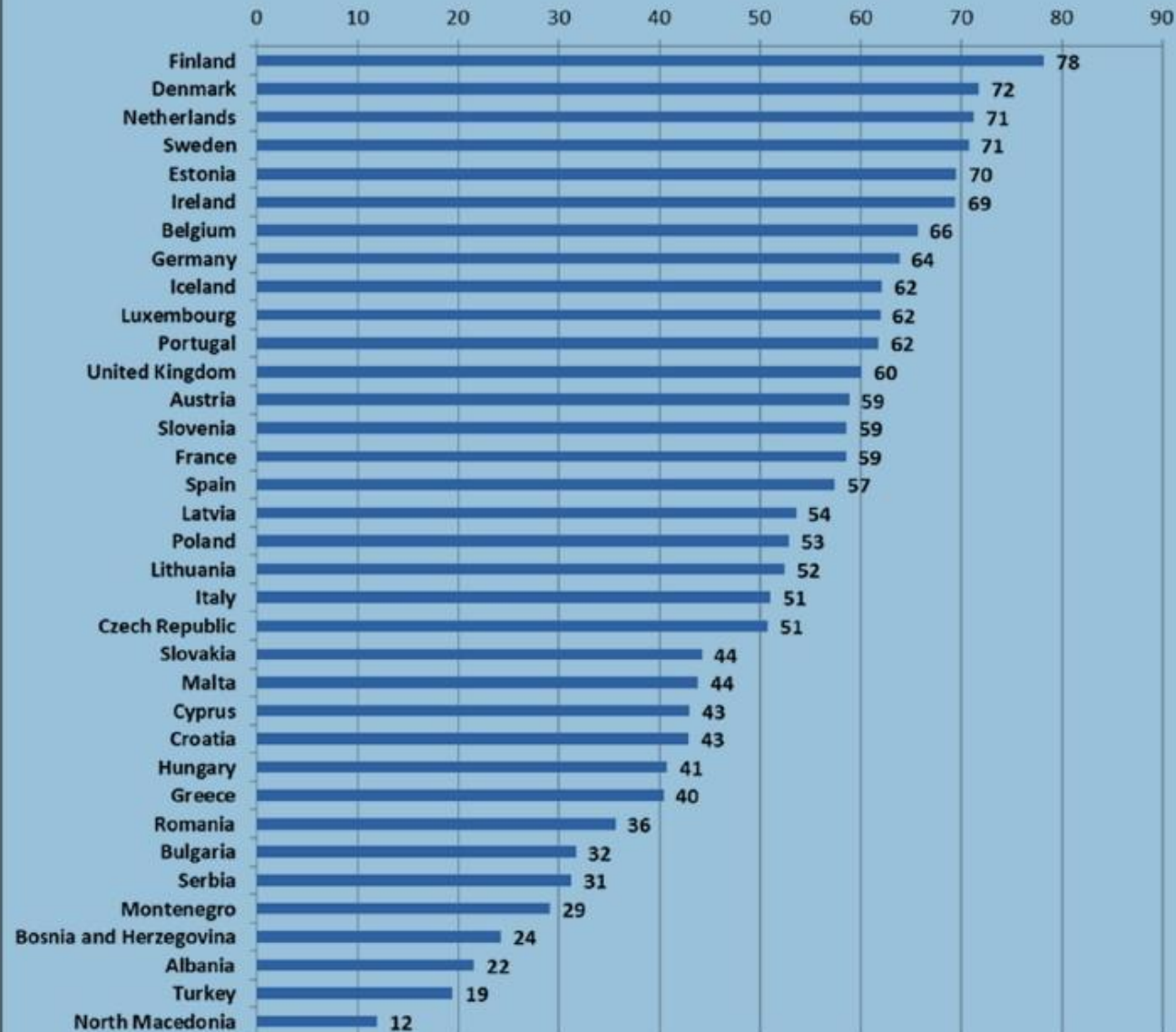
Practical tools for
teachers to deal with
information disorder



27.11.2020 - PhD Kari Kivinen

Media Literacy Index 2019 ranking and scores

■ Media Literacy Score 2019



Media and Information Literacy (MIL)

- Media and information Literacy education starts at very early childhood at home
 - Fairy tales
 - Stories & poems
 - Songs
 - Reading
 - Picture books
 - Cartoons
 - Films
 - Games
 - Etc

Finnish core curriculum

- According to the new core curriculum, all the Finnish schools should provide their pupils basic competences to use information independently and in interaction with others for problem-solving, argumentation, reasoning, drawing of conclusions and invention and they should have opportunities to analyse the topic being discussed critically from different viewpoints.
- **The pupils should be able to know where and how to search for information and they should be able to evaluate the usability and reliability of sources.**
- The schools should support the pupils' growth into active, responsible, and enterprising citizens.
- *(National Core Curriculum for Basic Education 2014, Finnish National Board of Education, Publications 2016:5, Helsinki.)*

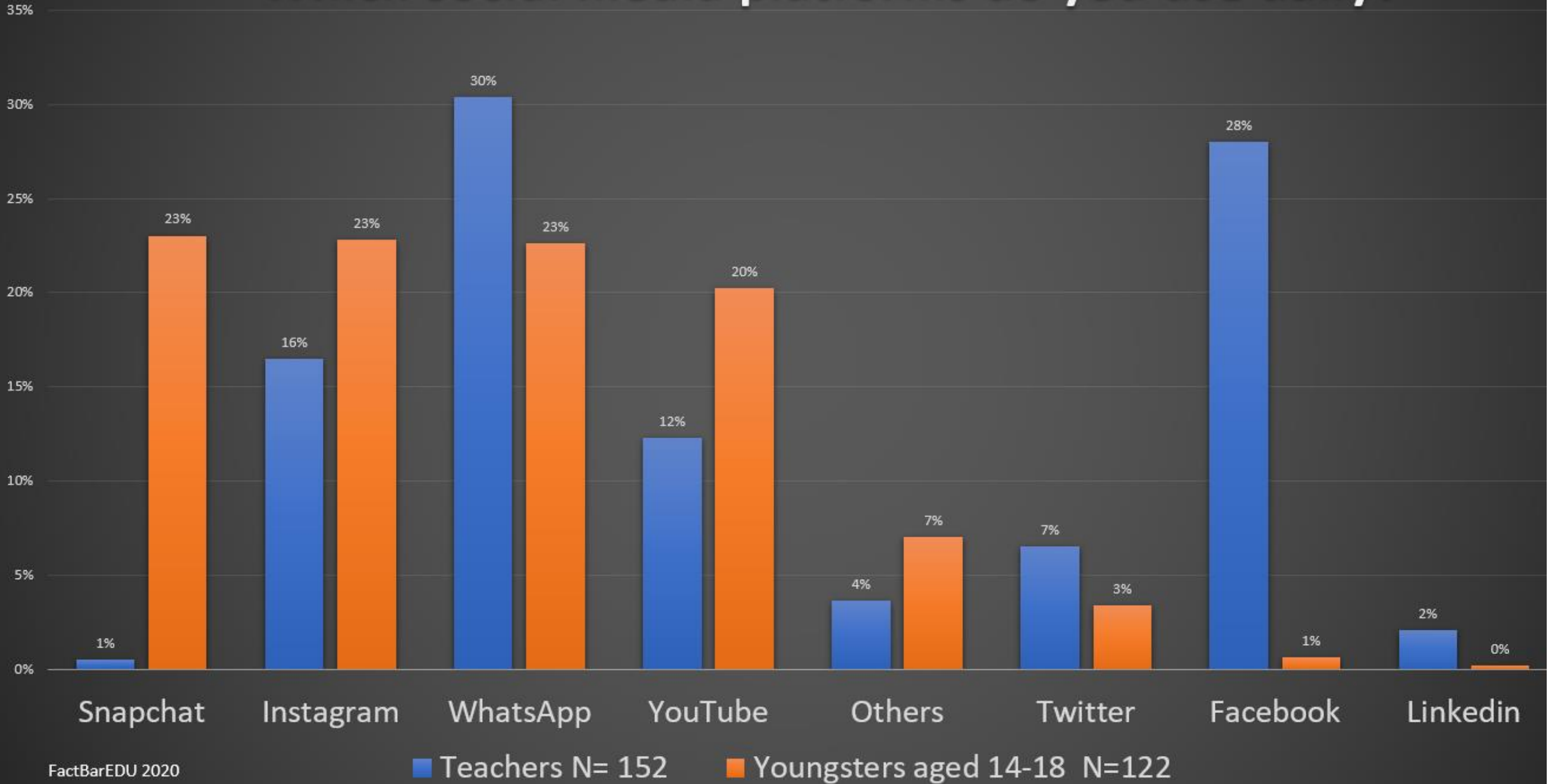




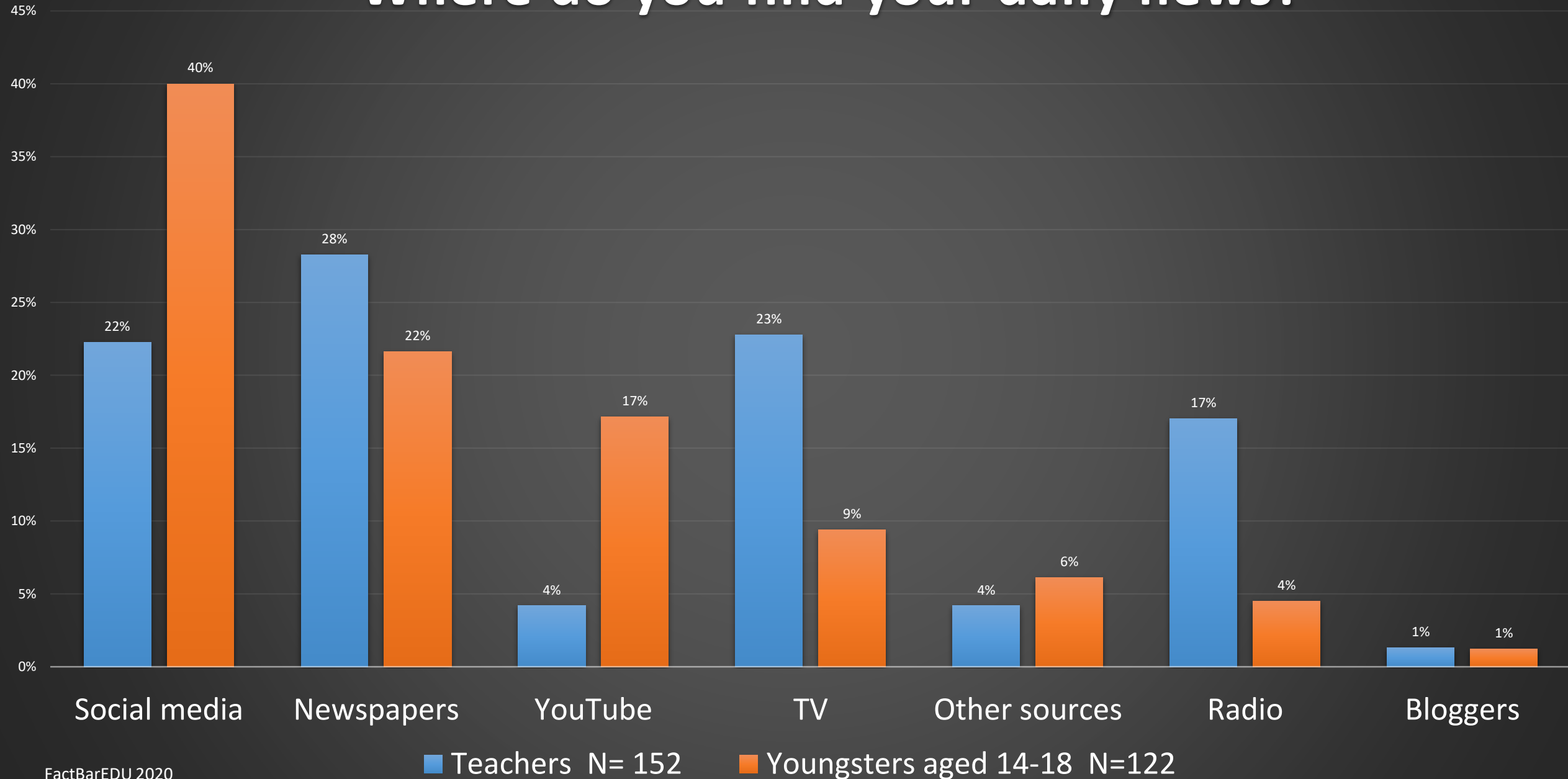
The FactBarEDU project brings together fact-checking experts, journalists, media specialists and pedagogues to create digital information literacy tools:

1. to support teachers in dealing with social media issues in the classroom context ;
2. to empower students with critical thinking and digital information literacy skills to resist mis- and disinformation
3. to activate students to verify their social media content

Which social media platforms do you use daily?



Where do you find your daily news?



Have you ever read a suspicious piece of news?

Youngsters aged 13-18 N=123



Teachers N= 152



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ YES ■ NO

Social media is an essential part of the life of youngsters

Social media services have brought to my life

	Disagree	Agree
Friends	30 %	70 %
Peer support	28 %	72 %
Feeling of togetherness	23 %	73 %
Information on interesting subjects	6 %	94 %
Way to spend time	5 %	95 %
Sorrow	47 %	53 %
Happiness	7 %	93 %

<https://www.ebrand.fi/somejanuoret2019/> N=6247 Year 2019

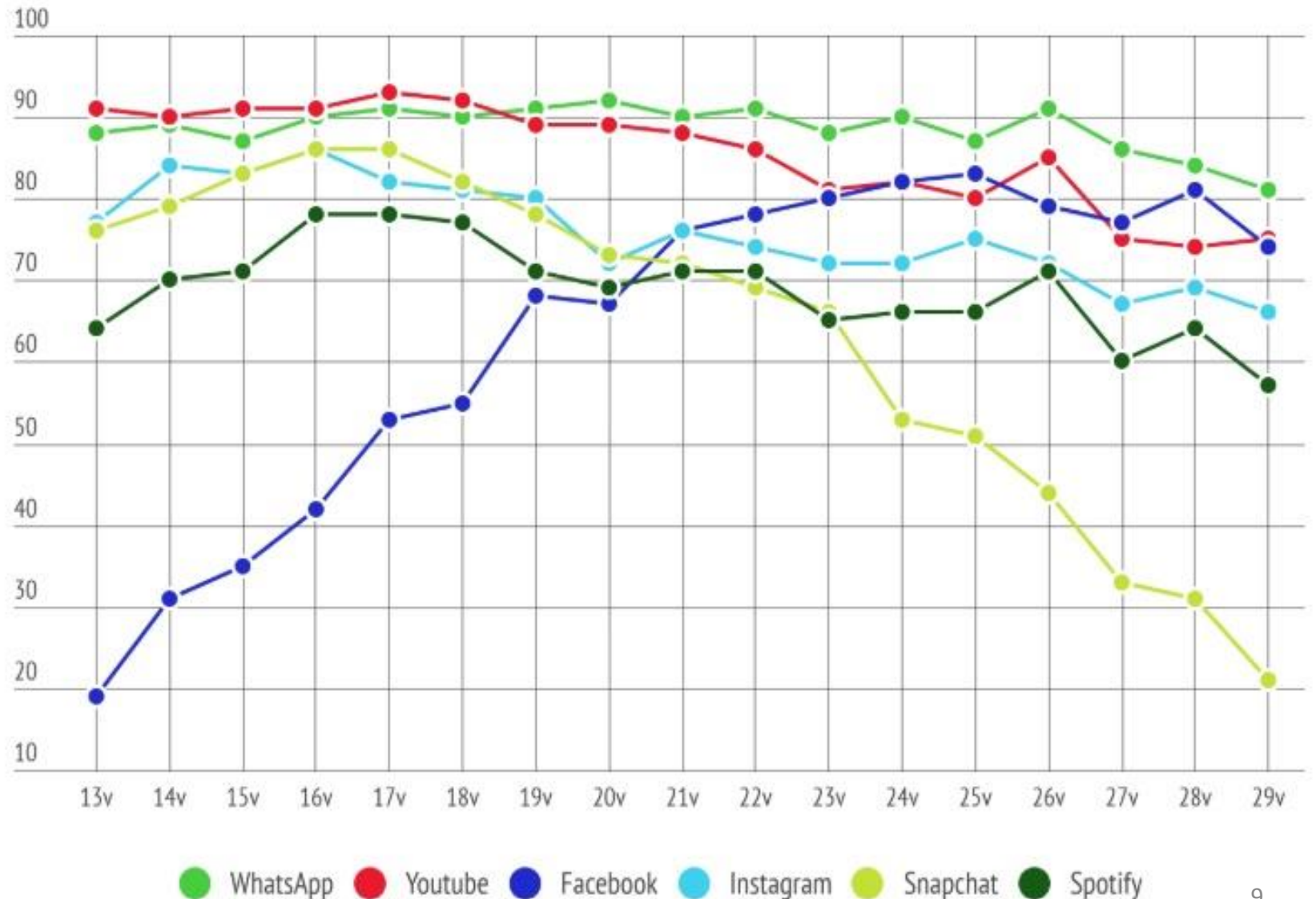


Social media use/scene of youngsters

Finnish study on media use of Finnish youngsters aged 13-29
N=6247

- Average use of social media 15 -20 hours weekly mainly during 15-01
- The most popular time is between 18-21.
- The most popular services are **WhatsApp, YouTube, Instagram, Snapchat, Spotify and Facebook.**

<https://www.ebrand.fi/somejanuoret2019/>



From library instruction to digital information literacy



camel

ALL WORK IMAGES VIDEOS NEWS

43 100 000 Results Language Region

Osta Camel Active - Säästä rahaa Vupia. | vupia.fi
<http://www.vupia.fi>
Ad Hae edullisin nettohintaa täältä

Camel active - Jopa 50 % alennusta | fi.shoptail.eu
<https://fi.shoptail.eu>
Ad Aina lyömättömät hinnat - Löydä paras nettidiilisi nyt!

Camel active - Jopa 50 % alennusta | pinshop.fi
<https://www.pinshop.fi>
Ad Aina lyömättömät hinnat - Löydä paras nettidiilisi nyt!

Camel - Wikipedia
<https://en.wikipedia.org/wiki/Camel>
A camel is an even-toed ungulate in the genus *Camelus* that bears distinctive fatty deposits known as "humps" on its back. Camels have long been domesticated and, as livestock, they provide food (milk and meat) and textiles (fiber and felt from hair). Camels are working animals especially suited to their desert habitat and are a vital means of transport for passengers and cargo.
Class: **Mammalia** Family: **Camelidae**
Kingdom: **Animalia** Order: **Artiodactyla**

Camel.com – Camel Cigarettes Official Website
<https://www.camel.com>
Register to receive special offers, promotions, and coupons for adult tobacco consumers (21 years of age or older) on Camel styles. Sign me up! R.J. Reynolds Tobacco Company only markets its tobacco products to tobacco consumers who are 21 years of age or older.

Amazon price tracker, Amazon price ... - camelcamelcamel.com
<https://camelcamelcamel.com>
camelcamelcamel: Amazon price tracker, Amazon price history charts, ... Welcome to camel camel camel, a free Amazon price tracker! Our free Amazon price tracker monitors millions of products and alerts you when prices drop, helping you decide when to buy. We help you save money.

Digital information literacy

Digital information literacy can be defined as a set of skills and abilities which everyone needs to undertake information-related tasks; how to discover, access, interpret, analyse, manage, create, communicate, store and share information in the digital environment.

- is the ability to think critically and make balanced judgements about any information we find and use - whether or not materials under analysis are valid, accurate, acceptable, reliable, appropriate, useful and/or persuasive.
- empowers us as citizens to reach and express informed views and to engage fully with society

“Every citizen is a creator of information/knowledge and has a message.

They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally – and a nexus of human rights.”

UNESCO 2nd MIL law

See e.g. Information literacy group:

<https://infolit.org.uk/ILdefinitionCILIP2018.pdf>

An information-literate person is able to

- Determine the extent of information needed
- Access the required information effectively and efficiently
- Evaluate information and its sources critically and incorporate selected information into his/her knowledge base and value system
- Use information effectively to accomplish a specific purpose
- Understand many of the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally
- [Susie Andretta, Information Literacy: A practitioner's Guide, Chandos publishing.](#)



Promoting critical thinking skills

- Schools should provide students with media and information literacy skills so that they would be able to make their decisions based on facts - not on disinformation or mal-information.
- Students should learn argumentation and debating skills and to use analytical and critical thinking in practice.
 - to search data and evaluate media sources independently
 - to clarify unclear information and to compare mutually opposed claims about reality and defer to their own judgment when evaluating contradictions



Teacher training

- **Teachers should be trained, and they should have tools and methods to deal with digital information disorder.**
 - According to our experience, teachers need in-service training to deal with the increase in the quantity of information and diversification of the variety of sources.
 - Besides, the media landscape is re-shaping constantly and it has become more and more difficult to distinguish information from disinformation.



Digital information literacy toolkit elements

1. Where do you get your news and information from? Analysing the media environment of teachers and students
2. Principles of good and ethical journalism
3. Reliability of information
4. What is true?
5. Science > opinion
6. Classification of misleading information - Mis-, dis- and malinformation
7. Useful checklists
8. Confusing contents
9. Algorithm awareness – search engines and social bubbles
10. Tools for verifying the authenticity of the photos and videos
11. Privacy and ethical reflection about our digital footprint – what do I want others to know about myself?

ETHICAL GUIDELINES FOR JOURNALISTS



A journalist is primarily responsible to the readers, listeners and viewers, who have the right to know what is happening in society...

- **The journalist must aim to provide truthful information.**
- **Information obtained must be checked as thoroughly as possible, including when it has been published previously.**
- **The public must be able to distinguish facts from opinions and fictitious material. Similarly, photographic and sound material must not be used in a misleading manner**
- **Information sources must be approached critically.** This is particularly important in controversial issues, since the source of the information may be intended for personal gain or to damage others.

Interaction with experts

- **The interaction between journalists, media experts and schools is warmly recommended.**
 - The basic idea of the Faktabaari EDU project was to adapt the proved fact-checking methods used by professional fact-checkers into the education field.
 - We have organized plenty of workshops, webinars, school visits, etc. to scale up the best practice tools for a larger public.



The image is a screenshot of a news article from The Guardian. At the top, there is a blue navigation bar with the Guardian logo on the right and a yellow 'Subscribe' button with an arrow on the left. Below the navigation bar, there are tabs for 'News', 'Opinion', 'Sport', 'Culture', and 'Lifestyle'. The main image shows a group of children in a classroom setting, looking at a large screen that displays the Finnish words for 'Disinformation?', 'Misinformation?', and 'Malinformation?'. Below the image, the article title is 'The upside How Finland starts its fight against fake news in primary schools'. The author is 'Jon Henley in Helsinki'. The date is 'Wed 29 Jan 2020 12:16 GMT'. There are social media sharing icons for Facebook, Twitter, and Email. The article text begins with 'You can start when children are very young, said Kari Kivinen. In fact, you should: "Fairytale work well. Take the wily fox who always cheats the other animals with his sly words. That's not a bad metaphor for a certain kind of politician, is it?"' and continues with 'With democracies around the world threatened by the seemingly unstoppable onslaught of false information, Finland - recently rated Europe's most resistant nation to fake news - takes the fight seriously enough to teach it in primary school.'

Subscribe →

The Guardian

News Opinion Sport Culture Lifestyle

Disinformaatio?
Misinformaatio?
Malinformaatio?

The upside
How Finland starts its fight against fake news in primary schools

Country on frontline of information war teaches everyone from school pupils to politicians how to spot slippery information

Jon Henley in Helsinki

@jonhenley

Wed 29 Jan 2020 12:16 GMT

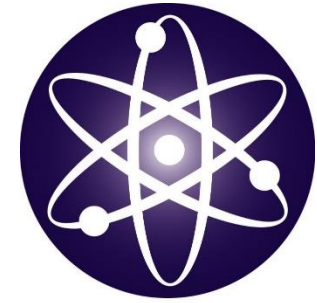
f t e

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With democracies around the world threatened by the seemingly unstoppable onslaught of false information, Finland - recently rated Europe's most resistant nation to fake news - takes the fight seriously enough to teach it in primary school.

Science > opinion

- Unfortunately, in social media, science and opinion are sometimes equated.
- **A scientific theory is not just a matter of opinion but is based on a proven and valid view**
- The task of science is to explain the surrounding world and its phenomena.
- Scientific research is the systematic and rational acquisition of new knowledge, but also the building on earlier scientific knowledge and the verification of explanations and predictions.
- Scientific evidence-based policy has been acquired by proven empirical or experimental methods and confirmed or refuted by repeated studies and often authorized by peer review.



Science

Science is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence.

<https://sciencecouncil.org/about-science/our-definition-of-science/>



“

Facing the coronavirus, we must cultivate the best of ourselves and rely on **science & education**, verify any **information** and share **knowledge.**

Audrey Azoulay
UNESCO Director-General



COUNTER
THE COVID-19
"INFODEMIC"

Beware of

false experts

False experts are often used
to manipulate information

Their role is to add credibility
to a message.

Debunk them! How?
Go online, check who that expert is.
Is he/she really an expert in this area?
Who does he/she represent?



milclicks
MEDIA AND INFORMATION LITERACY



Pseudoscience ≠ science

- We often come across misuse of science - pseudoscience.
- Products are marketed with misleading or non-existent references to various studies.
- Social media disseminates articles of scientific quality.
- Particular attention should be taken when reading articles on health and well-being



**RECENT STUDY
SHOWS GINGER IS
10,000 X
STRONGER THAN
CHEMO**

**10 Health Benefits of
GINGER**

- ✓ Controls Diabetes
- ✓ Promotes Healthy Heart
- ✓ Treats Morning Sickness
- ✓ Reduces Arthritis Pain
- ✓ Reduces Menstrual Pain
- ✓ Prevents Various Types of Cancer
- ✓ Settles Upset Stomach
- ✓ Treats Migraine
- ✓ Prevents Cold and Flu
- ✓ Suppresses Cough

Infodemic

- With the COVID-19 pandemic, a huge amount of right and wrong information has spread to the world.
- This flood of information is called **infodemic**.
- Due to the excessive amount of information, it is difficult for people to find reliable information when needed.
- Fact-checkers have been fighting against mis- and disinformation all around the globe. [The CoronaVirusFacts / DatosCoronaVirus Alliance database](#) already contains more than 7.000 coronavirus fact scans.



FaktaBaari **EDU**

INFODEMIC

With the COVID-19 pandemic, a huge amount of right and wrong information has spread to the world. This flood of information is called infodemic. Due to the excessive amount of information, it is difficult for people to find reliable information when needed.

Fact checkers around the world have struggled to combat misinformation. The [#CoronaVirusFacts Alliance](#) database already contains over 5,000 coronavirus fact scans.

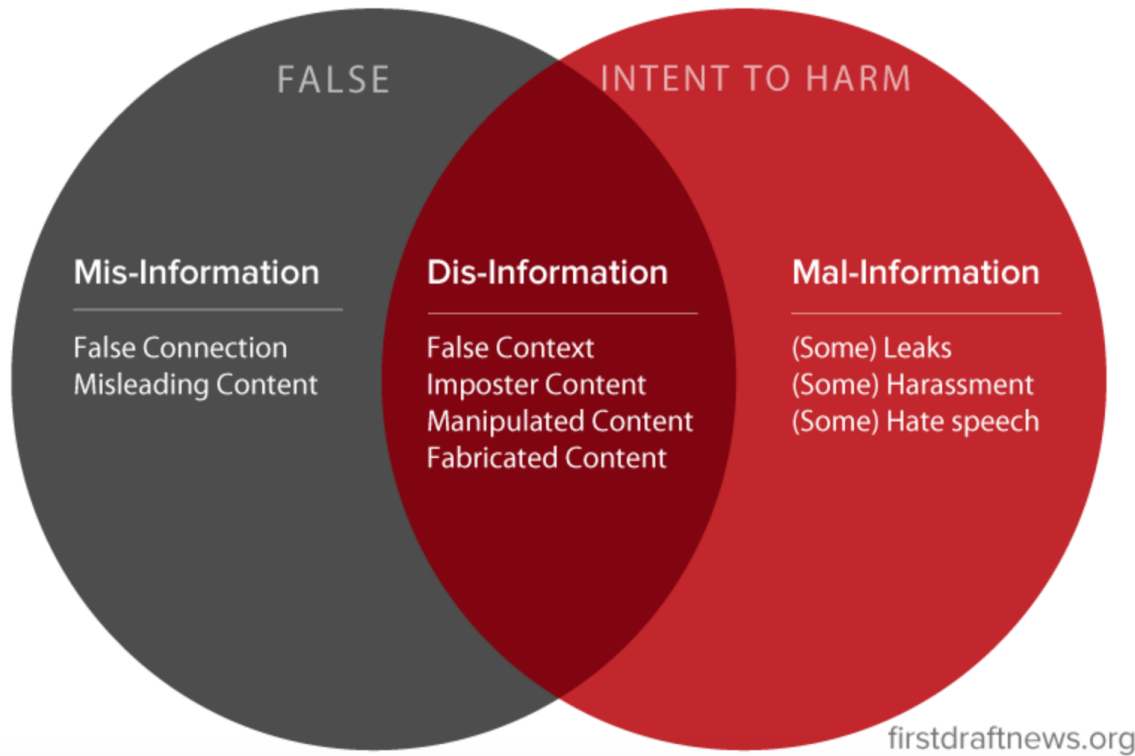
When you come across a suspicious message or claim, stop for a moment to reflect

- **Who is the writer?**
 - Is he an expert in the field? Where is it published?
- **Why is it done?**
 - Does somebody want to influence you in some way?
- **What information is it based on?**
 - Are there references to sources and sources of information?
 - Can you verify the message information from a trusted source?

You can easily check from the International Fact-Check Databank to see if the same claim has already been fact-checked: <https://www.poynter.org/ifcn-covid-19-misinformation/>

Description of mis-, dis- and mal-information

INFORMATION DISORDER






Mis-information - false information is shared, but no harm is meant.

Dis-information - false information is knowingly shared to cause harm.

Mal-information - genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere.

Traffic lights: true, untrue or “50/50”

-  • A **true** claim holds true in the context and there are sources to support it. But since fact-checking deals with very specific contexts, the claim can still be untrue in another context.
-  • An **untrue** claim is clearly false, i.e. the source material and the expert statements are at odds with it. The claim can be either a deliberate lie or simply a careless slip: fact-checking may not be able to pinpoint the motivation behind the claim.
-  • A **50/50** claim includes factual information but it cannot be regarded as completely accurate. This is especially common in the case of over-simplified views. For example, if an expert states that the claim cannot be either verified or refuted or that it is considered ambiguous or the source material is conflicting, the verdict is usually 50/50. So it is not a matter of being ‘half true’, but rather about not being entirely verifiable or certain.
- There are naturally claims that simply cannot be checked or the verification wouldn’t be meaningful from the point of view of public debate.

Greta has done her science homework

- February 2019 the Swedish climate activist Greta Thunberg (16) delivered a strong speech in Brussels before EU elections. Thunberg teamed up with IPCC science and scientists and encouraged politicians to take urgent action to combat climate change.
- Thunberg said that politicians should listen to scientists and "follow the Paris agreement and the IPCC reports".
- Her speech contained four science-based claims that lasted scrutiny of two independent top scientists Professors Ollikainen (University of Helsinki) and Breyer (LUT University).
- Faktabaari stated: Accurate

<https://faktabaari.fi/greta-thunberg-has-done-her-science-homework/>



Is there a greater chance of dying by being hit by a bus than by COVID-19?



Posted on 12 November 2020 by FactCheckNI



Fact Check!



Is there a greater chance of dying by being hit by a bus than by COVID-19?

No.

Someone in Great Britain has a 3,000 times greater chance of dying from COVID-19.

Think. Check. Share.

WWW.FACTCHECKNI.ORG

CLAIM: There is a greater chance of dying in a bus collision than by COVID-19.

CONCLUSION: INACCURATE. The probability of a randomly selected resident of Great Britain dying from January to October 2020, with COVID-19 mentioned on the death certificate, was over 3,000 times higher than the average probability of dying as a pedestrian in an accident involving a bus or a coach in the same period. [CONTINUE READING](#)

Posted in Articles, COVID-19, Fact checks, Health Tagged bus, coronavirus, death, fact check, health

FactCheckNI



<https://factcheckni.org/articles/is-there-a-greater-chance-of-dying-by-being-hit-by-a-bus-than-by-covid-19/#more-16677>

Simple checklist

It would be good to ask certain questions before liking or sharing a suspicious piece of news:

- **Who is the author ?**
 - Can you find a name or reliable web address ?
- **To whom it is made for?**
 - Where has it been published first and to which target audience?
- **What does it really say?**
 - Is it an advertisement, a piece of news or opinion of someone?
- **Why is it made?**
 - To whom it is targeted. How did you get it?
- **On what information it is based?**
 - Can you find references?
- **Are pictures authentic?**
 - Is there a real link between the title, photo and text?
 - Would it be wise to check the origin of the photo/video?



When to suspect disinformation?

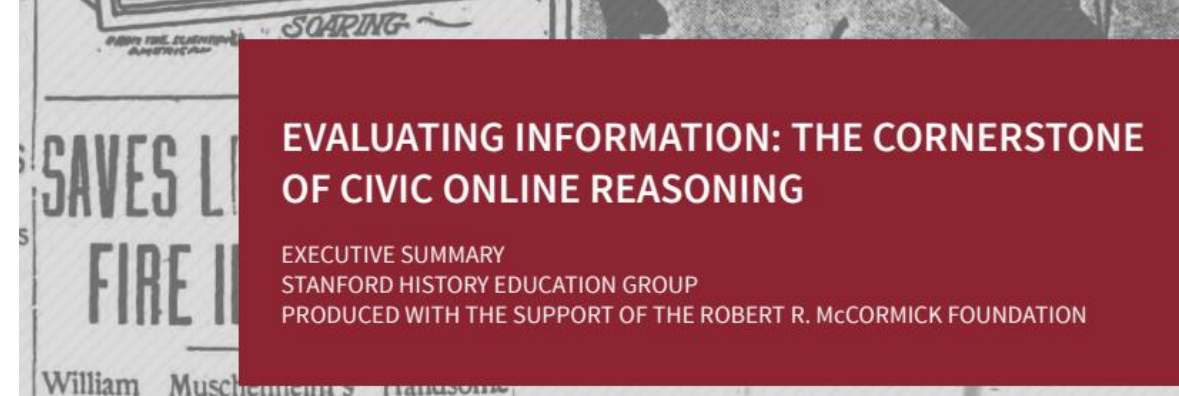
- The message is repeated very often
- There are striking pictures in the message
- The message seeks to elicit a strong emotional response
- The message has strong story elements
- The sources of the message are strange or extraordinary (eg. page metadata leads to a different country than the content of the message suggests)
- Search engines find the same or almost the same message, but with a much older date
- Images related to the message can be found on the web in other contexts with reverse image search
- The person spreading the message is spreading other suspicious content

When to suspect disinformation?



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Disinformation awareness



- **Most middle school students can't tell native ads from articles.**
 - Most students could identify the traditional ad, but more than 80 percent of them believed that the "sponsored content" article was a real news story.
- **Most high school students accept photographs as presented, without verifying them.**
- **Many high school students couldn't tell a real and fake news source apart on Facebook.**
- **Most college students didn't suspect potential bias in a tweet from an activist group.**
- **Most Stanford students couldn't identify the difference between a mainstream and fringe source.**
 - Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. <https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf>

Workshop idea 1

Fact-checking process in a school

1. Select a claim that you want to check in a group
2. Examine the claim using different sources and check the facts
 - Who, where, when and what said?
3. Write a fact-checking report based on the discoveries
4. Present your findings (“True, “False” or “50/50”)
5. Publish and share the results, e.g. as a blog text or a presentation paper



Workshop idea 2 – A role game – Pitch with a twist

1. Create your own campaign to support something close to your heart or protest against something
2. Give a name and slogan to your campaign
3. Develop at least 3 statements to support your campaign
4. One of claims should be misinformation or disinformation
5. Pitch your campaign idea to others (max 2 min)



- Do you recognize the mis- or disinformation the other teams are feeding you?
- Discussion about the exercise.

Confusing information

- **Conspiracy theory** tries often to explain complex issues in a simple way as response to uncertainty. It can be e.g. a belief that an event or situation is the result of a secret plan made by powerful people. Rejects experts and authority.
- **Pseudo science** is a phenomenon very similar to conspiracy theory, but different in that it claims to be science.
- **The misleading title** is that the title does not match the content. Just effective headlines can lead to effective propagation, or trend-setting, in social media. This is the so-called "**Clickbait** " when the goal is to get the user to click on a link that does not match the content.
- **Incorrect attribution:** Shows something that someone hasn't said in the name of someone or entity.
- **Content distortions** include fake or misplaced pictures, stats, videos, recordings, etc.
- **Sponsored content:** Advertising is made to look like editorial
- **An echo chamber** is about when like-minded people have drifted (online or offline) to talk only to each other.
- **Satire** can embarrass people who confuse the content as true.
- Etc.

<p>propaganda</p> 	<ul style="list-style-type: none"> adopted by governments, corporations and non-profits to manage attitudes, values and knowledge appeals to emotions can be beneficial or harmful  	<p>partisan</p> 	<ul style="list-style-type: none"> ideological and includes interpretation of facts but may claim to be impartial privileges facts that conform to the narrative whilst forgoing others emotional and passionate language  	<p>IMPACT</p> <ul style="list-style-type: none">  neutral  low  medium  high <p>MOTIVATION</p> <ul style="list-style-type: none">  money  politics/power  humour/fun  passion  (mis)inform 	
<p>clickbait</p> 	<ul style="list-style-type: none"> eye catching, sensational headlines designed to distract often misleading and content may not reflect headline drives ad revenue  	<p>conspiracy theory</p> 	<ul style="list-style-type: none"> tries to explain simply complex realities as response to fear or uncertainty not falsifiable and evidence that refutes the conspiracy is regarded as further proof of the conspiracy rejects experts and authority  		
<p>sponsored content</p> 	<ul style="list-style-type: none"> advertising made to look like editorial potential conflict of interest for genuine news organisations consumers might not identify content as advertising if it is not clearly labeled  	<p>pseudoscience</p> 	<ul style="list-style-type: none"> purveyors of greenwashing, miracle cures, anti-vaccination and climate change denial misrepresents real scientific studies with exaggerated or false claims  often contradicts experts 		
<p>satire and hoax</p> 	<ul style="list-style-type: none"> social commentary or humour varies widely in quality and intended meaning may not be apparent can embarrass people who confuse the content as true  	<p>misinformation</p> 	<ul style="list-style-type: none"> includes a mix of factual, false or partly-false content intention can be to inform but author may not be aware the content is false false attributions, doctored content and misleading headlines  		
<p>error</p> 	<ul style="list-style-type: none"> established news organisations sometimes make mistakes mistakes can hurt the brand, offend or result in litigation reputable orgs publish apologies  	<p>bogus</p> 	<ul style="list-style-type: none"> entirely fabricated content spread intentionally to disinform guerrilla marketing tactics; bots, comments and counterfeit branding motivated by ad revenue, political influence or both  		

Workshop idea 3

Different types of misleading information

- Choose one type of misleading information, explore it and share your findings with others!
- https://eavi.eu/wp-content/uploads/2017/07/beyond-fake-news_COLOUR_WEB.pdf

BEYOND 'FAKE NEWS'

10 TYPES OF MISLEADING NEWS

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false attribution <ul style="list-style-type: none"> authentic images, video or quotes are attributed to the wrong events or person 	misleading <ul style="list-style-type: none"> content does not represent what the headline and captions suggest 	
counterfeit <ul style="list-style-type: none"> websites and Twitter accounts that pose as a well-known brand or person 	doctored content <ul style="list-style-type: none"> content, such as statistics, graphs, photos and video have been modified or doctored 	

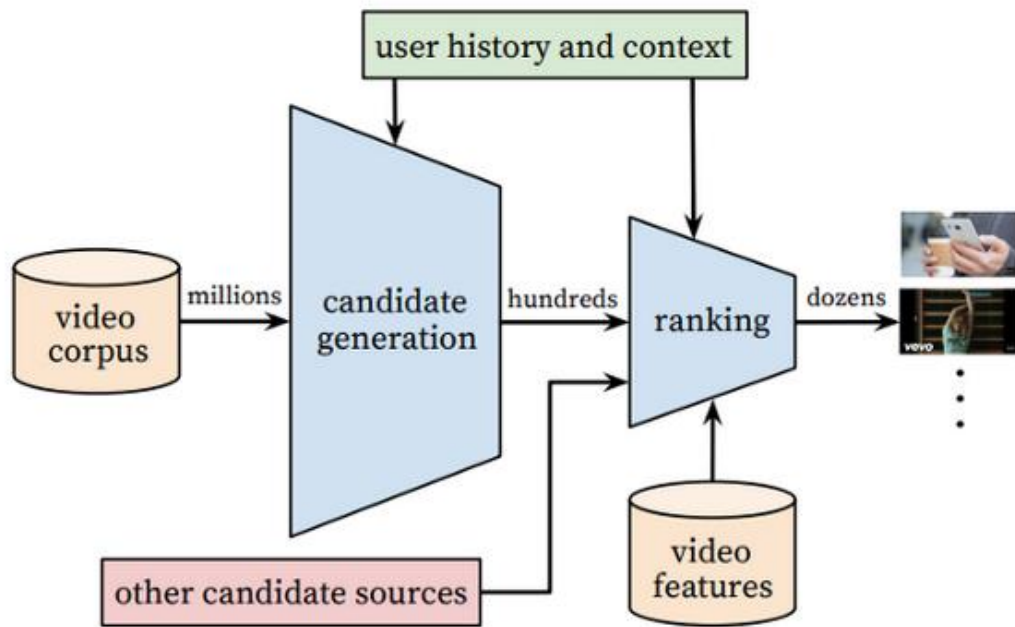
DIG DEEPER...

N.B. The impact and motivation assignments are not definitive and should just be used as a guide for discussion

ALGORITHMS SHAPE WHAT WE SEE

- An algorithm is a computer program that does things in a specific order. At their simplest, algorithms make everyday and mechanical work easier, for example, by sorting simple information.
- Social media platforms provide us with targeted information through algorithms
 - In practice, this means that you see different information than everyone else. Facebook, YouTube, Twitter, Instagram and other social media platforms select the content you see based on your profile.
 - YouTube ads, Spotify music recommendations, and Netflix movie suggestions are all based on highly sophisticated algorithms.
 - Search engine results are also based on personal profiling and artificial intelligence-based algorithms that decide on targeted content.
- Algorithms can produce results that people cannot predict.
- Thus, **the algorithm / artificial intelligence has the power to choose what kind of information is displayed to each individual and thus influences e.g. citizens' worldview and public opinion.**

YouTube recommendations as based on..



Candidate generation network takes events from users YouTube history: number of videos watched, demographic information and search query tokens.

The **ranking network** assigns a score to each video using a 'rich set of features describing the video and user'.

This two-tiered system allows the system to handle millions of videos, but also scale down to individual users and provide them with meaningful content.

- <https://towardsdatascience.com/using-deep-neural-networks-to-make-youtube-recommendations-dfc0a1a13d1e>

Workshop idea 4

Algoritmit & information bubbles

- Choose any word
- Make a search using your favorite search engine
- Compare your results!

Reflections:

- What are the advantages of algorithms?
- What are the possible dangers of them?



Academic search engines



- Refseek - academic search engine for students and researchers.
<http://www.refseek.com/>
- Plos - peer-reviewed articles are free to access, reuse and redistribute <https://www.plos.org/>
- Google Scholar - academic articles - not all of them will give you access to the full text
<https://scholar.google.co.uk/>
- DOAJ (Directory of Open Access Journals) <https://doaj.org/>
- Europe PMC is an open science platform that enables access to a worldwide collection of life science publications and preprints from trusted sources around the globe
<http://europepmc.org/>
- Public Library e-resources - Joint your local public library and find out what online resources they have for you to access



Authenticity of the images



- Pictures and videos are now easy to edit.
- Image editing is normally harmless and useful for improving image quality.
- By trimming and editing images and videos, it is also possible to convey distorted information and to be used in misleading contexts.
- Social media nowadays often encounters images that are linked to a click title and texts that have nothing to do with the image.
- Fortunately, various tools have been developed to verify the origin and use of images and videos.

GOOGLE reverse image search – <https://google.com>

- Select Google Image Search in the top right corner and enter any image or image link in the search box. Google's algorithms quickly search for the context in which an image has been used and suggest similar images.

YANDEX - <https://yandex.com/images/>

- A Russian site that allows you to find a huge amount of similar images. Particularly good with faces, places and objects!

BING <https://images.bing.com>

- A specialty of BING is the visual search feature. You can narrow down what you are looking for in the image. This is especially useful if the image contains a lot of "useless" information for the search.

INVID - <https://www.invid-project.eu/tools-and-services/invid-verification-plugin/>

- INVID provides tools for verifying images and videos. Invid's tools work especially on YouTube, Facebook and Twitter. The downloadable InVID verification plugin to the browser is particularly effective.

Look at the mess today's climate protesters left behind in beautiful Hyde Park



- An estimated 300.000 Australians took part in protests against inaction on the climate emergency.
- Hours later, an Australian pro-coal page reposted the photo. It was captioned: “Look at the mess today's climate protesters left behind in beautiful Hyde Park.”
- However, the photo is not from a climate strike, not from Friday and was not taken in Australia. It is from a marijuana-based festival called 420 held in London in April 2019.

Workshop idea 5: How to lie with photos?

Choose one of the exercises. Use image search engines.

1. How can you lie with pictures? Can you find any examples?
2. The combination of image and text can be misleading. Can you find any examples?
3. Make the most clicky news possible with a compelling headline and an engaging image



Supermodels apply these three simple tricks to look young. Click to know what they are.

thisimagedoesnotbelongtome.com

And in the next page the answer is...

- 1) *Get at least 8 hours of sleep*
- 2) *Exercise regularly*
- 3) *Maintain a positive attitude*

Be careful of on-line scams and frauds

- Online crimes are exploding
 - Rapidly growing market
 - Low investments
 - Very low chance to get caught
- Several countries have centralised the reporting of the online scams



Check the unknown site e.g. with scamadviser before making any purchase!

- <https://www.scamadviser.com/>

LITTLE BLACK BOOK OF SCAMS & FRAUDS

PART I



GEMMA
know, plan, act.

<https://gemma.gov.mt/wp-content/uploads/2020/05/Little-Black-Book-Of-Scams-and-Frauds-Part-1.pdf>

Protect yourself!

<https://gemma.gov.mt/wp-content/uploads/2020/05/Little-Black-Book-Of-Scams-and-Frauds-Part-1.pdf>

THE 10 COMMANDMENTS TO PROTECT YOURSELF

AGAINST SCAMS AND FRAUD

GEMMA strongly advises you that you follow these '10 Commandments' religiously at all times to protect yourself from scams and fraud:



1 Watch out for scams.
Scammers target you anytime, anywhere, anyhow.

2 Do not respond.
Ignore suspicious emails, letters, house visits, phone calls or SMS messages – press 'Delete', throw them out, shut the door, or just hang up.

3 Do not agree to an offer straightaway.
Do your research and seek independent advice if the offer involves significant money, time or commitment – and get the offer in writing.

4 Ask yourself who you are really dealing with.
Scammers pose as people or organisations that you know and trust.

5 Do not let scammers push your buttons.
Scammers will play on your emotions to get what they want, including adopting a personal touch.

6 Keep your computer secure.
Always update your firewall, anti-virus and anti-spyware software, and buy only from a verified source.

7 Only pay online using a secure payment service.
Look for a URL starting with 'https' and a closed padlock symbol.

8 Never send money to someone you do not know and trust.
It is rare to recover money from a scammer.

9 Protect your identity.
Your personal details are private and invaluable; keep them that way and away from scammers.

10 If you have spotted a scam, spread the word.
Tell your family and friends, and report it to scams.ccd@gov.mt

Digital footprint

- All Internet users have a digital footprint.
- **A passive digital footprint** is a data trail you unintentionally leave online (IP-address, webserver, service provider, your location, etc)
- **An active digital footprint** is all the data that you intentionally submit online (emails, social media posts, tweets, etc).
- Once data has been shared online – you might not be able to remove it from the Internet.

WHAT DATA DO INTERNET PROVIDERS COLLECT FROM YOU WHEN YOU BROWSE ONLINE?

Internet providers can collect your data without you being aware, sometime to improve your user experience, sometime to sell them to advertisers, and let them know:



- ✓ Who you are
- ✓ Where you have been
- ✓ Who you have been talking to, and
- ✓ What you are interested in



#MILCLICKS

Manage your privacy settings

Cookies store plenty of information about you. They

- store your login state
- store preferences on websites
- allow websites to provide personalized content

Websites use cookies to remember and identify you.

Tracking cookies are used to track you across the web to target ads to you

Manage your online choices

- <https://www.youronlinechoices.com/>

Google has a good collection of information about you.

- Check your datapoints with <https://adssettings.google.com/>

RESOURCES



Image created with <https://wordart.com/>

First draft basic toolkit

First draft has created a dashboard with a collection of useful tools, readings and resources to get you started. you can find the advanced toolkit at the bottom left of this dashboard.

- <https://start.me/p/vjv80b/first-draft-basic-toolkit>
- <https://firstdraftnews.org/training/>

First Draft - Basic Toolkit

Search the web

How to use this dashboard

This is a collection of tools, readings and resources to get you and your newsroom started with online social newsgathering, verification and responsible reporting. You can also find the advanced toolkit at the bottom of this dashboard.

What are the tools for?

Hover over any of the tools to get a more detailed description of why they might be useful for you.

Stay updated

Keep up to date with new trends, tools, and resources by following us on Twitter and Instagram at [@firstdraftnews](#) or more training resources at www.firstdraftnews.org/training

Got a new tool you'd like to share with us?

Email training@firstdraftnews.com

Resources

- READING - Fake news. It's complica...
- READING - How to label misleading i...
- READING - UNESCO Fake news, dis...
- READING - Misinformation has creat...
- TWITTER LIST - Disinfo Essentials
- VIDEO - How YouTube converted pe...
- TOOLS - Fact-Checking & Verificati...
- RESEARCH - on fake news and fact...
- PODCAST - Why Facts Don't Always...
- The ABC of disinformation
- MediaWell Reading list
- Reporting in an era of disinformation

Verifying Images - Reverse Image ...

- Google Images Search
- RevEye - Reverse Image Search
- TinEye - Reverse Image Search
- BING - visual search
- Reverse Image Search (@SearchBy...

Verifying images - Exif/metadata

- Jeffrey Friedl's Image Metadata Viewer
- View Exif data online, remove Exif o...

Verifying Video

- Fake video news debunker by InVID
- Reuters course - Manipulated Media
- Amnesty Youtube data viewer

Geolocation

- Google Earth
- Wikimapia
- OpenStreetMap
- Google Maps
- Baidu - 百度地图

Ad Transparency

- Ad Library
- Google Transparency Report
- Adobservatory.org

Investigating websites

- domainbigdata
- ViewDNS.info

Twitter

- Tweetdeck
- Twitonomy
- Followerwonk
- TweetBeaver
- Twitter List Copy
- Trendsmap

Facebook

- CrowdTangle Search
- CrowdTangle x Investigation Resour...
- US Politics CT Live Displays

Instagram

- Instagram Web Viewer
- Pikdo.info

TikTok

- How to Use TikTok
- TikTok OSINT tool
- Researching OSINT - TIKTOK
- Tikster - Online viewer
- Tiktoka.com - Online viewer
- How TikTok's 'For You' Algorithm Wo...

Finding People

- Spokeo
- Advanced LinkedIn Search
- hunter.io
- <https://www.social-searcher.com/>
- WebMii



- UNESCO: Media and information literacy curriculum for teachers in different languages
- <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/>
- UNESCO: Five Laws of Media and Information Literacy
- <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/five-laws-of-mil/>

Global Media and Information Literacy Week 2019

MIL Citizens: Informed, Engaged, Empowered

Worldwide, 24-31 October



#GlobalMILWeek



- Together with [@UNESCO](https://twitter.com/UNESCO) Twitter developed a handbook to help educators empower youth with the digital skills they need to critically analyse news they engage with online!
- <https://about.twitter.com/content/dam/about-twitter/values/twitter-for-good/en/teaching-learning-with-twitter-unesco.pdf>

Teaching and Learning with Twitter



ACT Journal on Information Disorder is out soon!

TEACHING citizenship

Information Disorder: Teaching critical media literacy and citizenship in a digital age

Do you REVIEW? ACT
Blackford & Joy, 2019

R	E	V	I	E	W
Reputation	Evidence	Verify	Intent	Emotions	Weigh it up
Have you heard of the source? Have they been reliable before?	What facts are cited in the story? Are there holes in the story?	Compare to other sources Does everything match up?	Why was the story published? Is it factual and impartial?	How do you feel about the story? Are you swayed by your feelings?	Think about what you know Does the story sound plausible?

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<https://www.teachingcitizenship.org.uk/journals> Issue 51

In this edition:

Expert briefings on digital media and citizenship, teacher case studies of what works, practical ideas and resources for improving practice. Plus reviews and networking opportunities.



ACT

Issue No 51
Summer 2020

Journal of the Association for Citizenship Teaching
www.teachingcitizenship.org.uk

DigCompEdu

The European Framework
for the Digital Competence
of Educators



- **Welcome to the DigCompEdu Check-In**

Learn more about your personal strengths and the areas where you can enhance the ways in which you use digital technologies for teaching and learning. Answer the 22 questions of this self-assessment to receive detailed **feedback** with useful **tips** and the **key milestones** on your personal roadmap to innovating teaching.

This tool will help you to reflect on your digital competence as an **academic** teaching in **higher and further education**.

- If you work in **primary, secondary** or initial **vocational** education and training, we recommend that you use the following version of the tool:
<https://ec.europa.eu/eusurvey/runner/DigCompEdu-S-EN>
- If you work in **adult education** or provide continuous professional development, we recommend that you use the following version of the tool:
<https://ec.europa.eu/eusurvey/runner/DigCompEdu-A-EN>
- Please note that, by using this tool, you agree to [EU survey's rules on data protection](#).

Voter literacy

- Faktabaari has co-created with teachers a simplified version of its fact-checking methodology for educators in 2019.
- It encourages critical thinking and participation for fact-based public debate and to resist disinformation.
- The method is compatible with IFCN code and "information disorder" vocabulary and ideally adaptable.
- It brings fact-checking and media literacy communities together for apparent synergies.
- The toolkit for educators include examples to inspire, create and share new lesson plans.
- https://faktabaari.fi/assets/FactBar_EDU_Fact-checking_for_educators_and_future_voters_13112018.pdf

FactBar[®]
EDU

Fact-checking
for educators
and future voters

**Elections
approach**
- are you ready?

When is there a reason to suspect disinformation?



- The message is repeated very often
- There are striking pictures in the message
- The message seeks to elicit a strong emotional response
- The message has strong story elements
- The sources of the message are strange or extraordinary (eg page metadata leads to a different country than the content of the message suggests)
- Search engines find the same or almost the same message, but with a much older date
- Images related to the message can be found on the web in other contexts with reverse image search
- The person spreading the message is spreading other suspicious content

Dis-information is false information which is knowingly shared to cause harm.

Information disorder



Mis-information- false information is shared, but no harm is meant.



Dis-information - false information is knowingly shared to cause harm.



Mal-information - genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere.

The foregoing categorisation is not exhaustive but it is a more analytical and to the purpose than the somewhat harmful 'fake news' tag. The widespread use of this tag usually sparks needless distrust even towards responsible, fact-based journalism.

How to check the authenticity of the images!

Pictures and videos are now easy to edit and modify

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FaktaBaari[®] **EDU**

More: www.faktabaari.fi/edu
kari@kivinen.net

References

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- Information literacy group: <https://infolit.org.uk/ILdefinitionCILIP2018.pdf>
- Invid, <https://www.invid-project.eu/tools-and-services/invid-verification-plugin/>
- Guidelines for journalists: http://www.jsn.fi/journalistin_ohjeet/
- Kivinen, How to build up resilience among school aged youngsters? – FaktabaariEDU approach <https://kivinen.wordpress.com/2019/10/01/how-to-build-up-resilience-among-school-aged-youngsters-faktabaariedu-approach/>
- Lie Detectors, Journalists’ findings from classroom https://lie-detectors.org/wp-content/uploads/2019/09/JournalistsFindings_final.pdf
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- Twitter, Teaching and Learning with Twitter, <https://about.twitter.com/content/dam/about-twitter/values/twitter-for-good/en/teaching-learning-with-twitter-unesco.pdf>
- Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. <https://stacks.stanford.edu/file/druid:fv751yt5934/SHEG%20Evaluating%20Information%20Online.pdf>

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www.faktabaari.fi