

FactBar[®]_{EDU}

Fact-checking
for educators
and future voters

**Elections
approach**
- are you ready?

FaktaBaari[®]_{EDU}

Elections approach – are you ready?

Fact-checking for educators and future voters

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Fight disinformation with media literacy event
organized by Evens Foundation

Fact-checking for educators and future voters

1. Introduction
2. Description of mis-, dis- and mal-information;
3. Information about the key principles of journalism and fact-checking;
4. How to use fact checking approaches in learning contexts;
5. Workshop: sharing good practice and tools for educators on how to activate young and future voters to become active and *voter literate* citizens, who are taking part in discussions about elections with critical thinking, argumentation, and media and information literacy skills.



Helsingin ranskalais-suomalainen koulu
Lycée franco-finlandais d'Helsinki

FaktaBaari  EDU

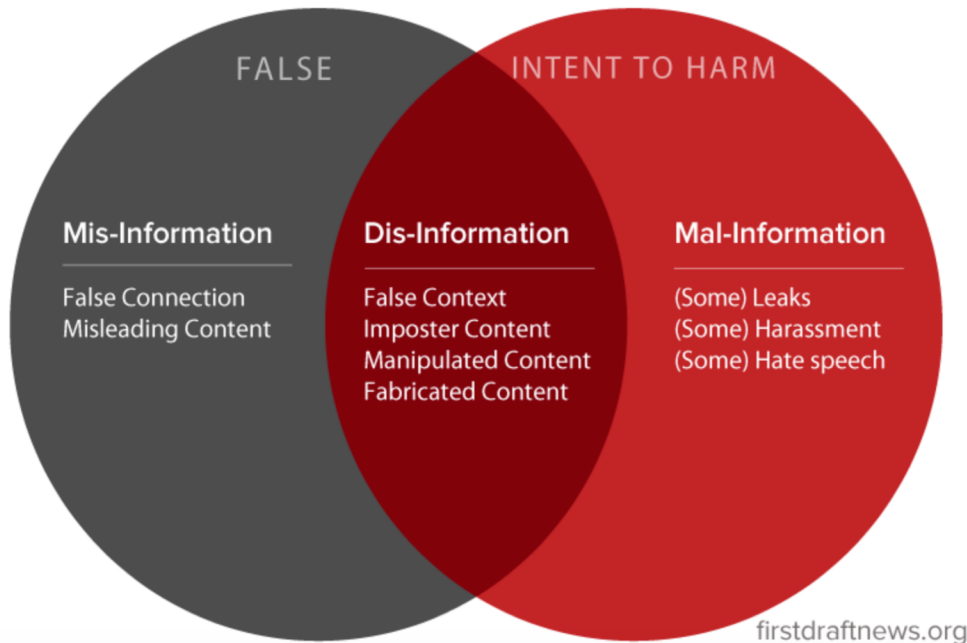
Welcome to the FactBar EDU for "voter literacy" and participation



- HLEG contribution: fact-checking, medialiteracy, elections, transparency
- Faktabaari: From first 2014 Faktabaari European Elections Fact-checking campaign to FactBar #EDU voter literacy toolkit for critical thinking and participation with HRSK teachers and community
- From misinformation to “information disorders” (FirstDraft)
- FI Pilot focus: Primary- and secondary school students with extensions to life –long learning via educators and materials
- Contributing to core curricula **skills** (Finland):
 - A. Thinking and learning to learn
 - B. Cultural competence, interaction and self-expression
 - C. Multiliteracy
 - D. Participation, involvement and building a sustainable future
- Behavioral outcome: Stop before sharing (10 sec) + verbalising the type of misleading information
- The #fightingdisinformation event presents a first occasion to evaluate & further develop this open source new media literacy stream by FactBar EDU community with you (compatible to EC European approach)
- **Feedback:** desk@factbar.eu

Description of mis-, dis- and mal-information

INFORMATION DISORDER



- Mis-information - false information is shared, but no harm is meant.
- Dis-information - *verifiably false or misleading information, that is created, presented and disseminated for economic gain or to intentionally deceive the public, and may cause public harm (related EC definition)*
- Mal-information - genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere.

MISLEADING INFORMATION & “#DDDvocabulary”

The **misleading information** which emerges in fact-checking can be divided into three different categories:



#Defective information or ‘mistakes’ (*misinformation*),



#Deceptive information or ‘hoaxes’ (*disinformation*)



#Damaging information or ‘gossip’ (*malinformation*).

Let’s replace “F*akenews” while encouraging critical & active thinking

Information about the key principles of journalism and fact-checking

- **Fact-checking** denotes a process of research which strives to gain a thorough understanding of the truthfulness or likelihood of, for instance, a claim made in public.
- Fact-checking has branched out beyond journalism, however, and plenty of civic activism has developed globally in conjunction with it.
- Specific codes of principles have been developed for fact-checking (e.g. IFCN code of practice) which seek to distinguish between proper fact-checking (which aims for objectivity) and other investigative journalism dealing with facts. <https://ifncodeofprinciples.poynter.org/>



True, untrue or '50/50'

The fact-checking processes of Faktabaari yield three kinds of conclusions in relation to the checked claims: **true**, **untrue** or **'50/50'**. Faktabaari uses a so-called **traffic light scale**.



- 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.

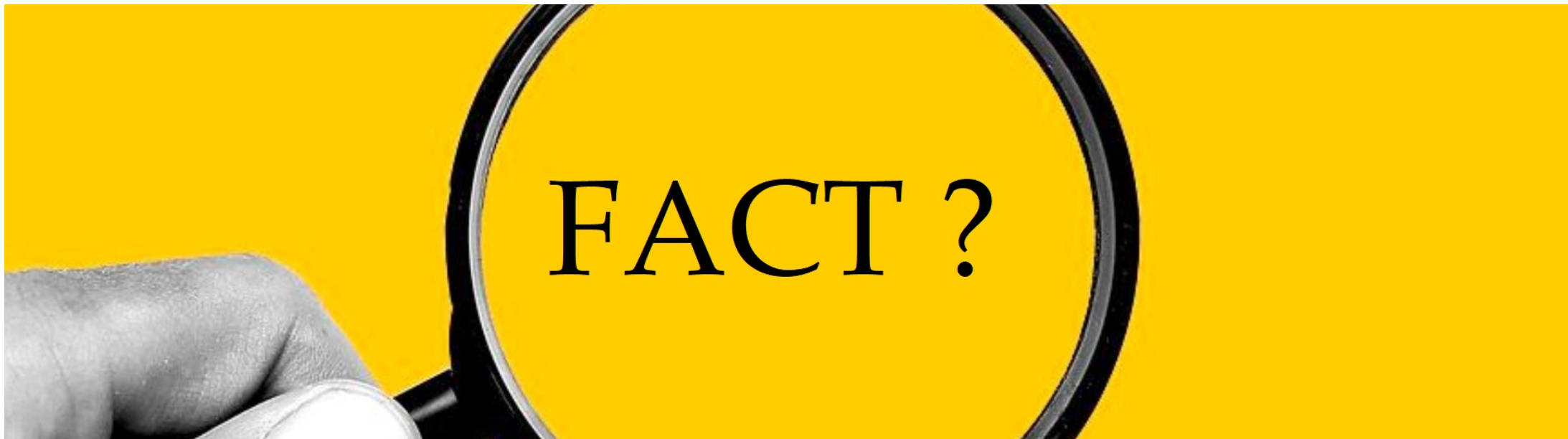


- An **untrue** claim is clearly false, i.e. the source material and the expert statements are at odds with it. The claim can be either a deliberate lie or simply a careless slip: fact-checking may not be able to pinpoint the motivation behind the claim.



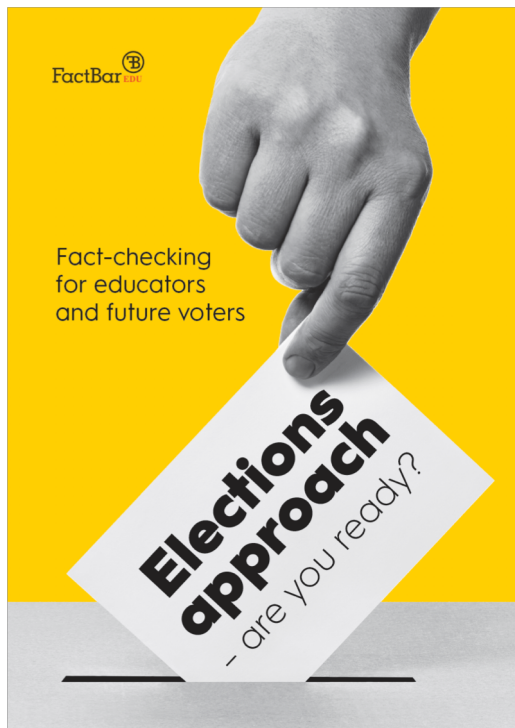
- A **50/50** claim includes factual information but it cannot be regarded as completely accurate. This is especially common in the case of over-simplified views. For example, if an expert states that the claim cannot be either verified or refuted or that it is considered ambiguous or the source material 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 also claims that simply **cannot be checked** or the verification wouldn't be meaningful from the point of view of public debate.

Elections approach – are you ready?
Fact-checking for educators and future voters



Download voter literacy tool-kit from
www.faktabaari.fi/edu

New & recycled best practices



Annex

Useful websites in view of FactBar EDU co-operation

EAVI
<https://eavi.eu/beyond-fake-news-10-types-misleading-info/>

Faktabari EDU
<https://faktabari.fi/edu/>

INVID - video / photo tools
<https://www.invid-project.eu>

Savoir Démentir
<http://savoirdementir.net/formations/>

Evens Foundation - Media
<http://evensfoundation.be/programs/media/>

Media Literacy School, Finland
<https://www.media-literacy.fi/index.php?lang=fi>

Unesco MIL
<https://en.unesco.org/themes/media-and-information-literacy>

European Commission, media literacy and disinformation
<https://ec.europa.eu/digital-single-market/en/news/communication-tackling-online-disinformation-european-approach>
 - Statement of Savoir Démentir, Faktabari and Lie Detectors on the communication
<https://t.co/4smgXFAH>

European Council and Information Disorder report
<https://www.consilium.europa.eu/en/web/tedoc-info-disorder-report>

Lie Detectors
<https://lie-detectors.org>

FactCheckIt - role playing card game
<https://factcheckitgame.com/lesson-plan>

International Fact-Checking Network (IFCN) code of principles
<https://ifcned.org/principles.pdf>

FACT-CHECKING FOR EDUCATORS AND FUTURE VOTERS

BEYOND 'FAKE NEWS'

10 TYPES OF MISLEADING NEWS

Type	Description	Impact	Motivation
propaganda	<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 	medium	politics/power
clickbait	<ul style="list-style-type: none"> eye catching, sensational headlines designed to distract often misleading and content may not reflect headline drives ad revenue 	low	money
sponsored content	<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 	low	money
satire and hoax	<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 	low	humour/fun
error	<ul style="list-style-type: none"> established news organisations sometimes make mistakes mistakes can hurt the brand, offend or result in litigation reputable organs publish apologies 	low	passion
partisan	<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 	high	politics/power
conspiracy theory	<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 	high	politics/power
pseudoscience	<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 	medium	politics/power
misinformation	<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 	medium	politics/power
bogus	<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 	high	(mis)inform

DIG DEEPER...

false attribution	authentic images, video or quotes are attributed to the wrong events or person	misleading	content does not represent what the headline and captions suggest
counterfeit	websites and Twitter accounts that pose as a well-known brand or person	doctored content	content, such as statistics, graphs, photos and video have been modified or doctored

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

Infograph: EAVI Beyond Fake news - 10-types of misleading info

eavi
MEDIA LITERACY
FOR CITIZENSHIP
www.eavi.eu



- The aim is to
 - provide students with voter literacy skills, so that they would be able to make their decisions based on facts - not on disinformation or mal-information.
 - to create new educative and inspiring voter literacy materials and teacher training kits for educators
- The scope is to activate students – the future voters – to take part into the European Parliament 2019 election discussion and follow-up empowered with critical thinking, argumentation, and media and information literacy skills to resist mis- and disinformation.

Information & knowledge

Students should have basic knowledge on

- how the political system and democracy work.
- political parties of the country.
- the role and prerogatives of the EU and the Parliament.
- what political campaigning is like in practice.
- ethical principles of journalism and fact-checking



Skills

Students learn argumentation and debating skills and they learn

- to use analytical and critical thinking in practice.
- to search data and evaluate media sources independently
- to recognise and evaluate arguments
- to clarify unclear information and paraphrase arguments
- to compare mutually opposed claims about reality and defer to their own judgment when evaluating contradictions





Attitudes and experiences

The objective is to enhance the pupil's identity as an intelligent and critical individual who is capable of independent thinking and students will

- establish a sense of participation and belonging in democracy.
- demonstrate different ways of personal involvement.

True or “false” check-list?

- **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 advertisement, piece of news or opinion of someone?
- **Why is it made?**
- **On what information it is based?**
 - Can you find references?



Fact-checking process in a school

1. Select a claim that you want to check
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 to the rest of the class for the final verdict (“True, “False” or “50/50”)
5. Publish and share the results, e.g. as a blog text or a presentation paper



Listing and evaluating the evidence in a simple way as an exercise to teach **objective and argumentative thinking** and how to bypass one's own biases

What does Source A say about the claim:	In favour	Against	Both
What does Source B say about the claim:	In favour	Against	Both

Online check-list



Check headline & pictures

- Very emotive, powerful or provocative
- “Too easy” black-and-white simplifications
 - If yes, stay alert and continue

Check the content

- Anonymous? No Sources ?
- One-sided views on topic? No alternative viewpoints?
 - If yes, leave it. If no, continue

Towards your own judgement

- Why author seeks your attention or action?
- Check the main claim with source you trust?
 - You feel not cheated? So, go ahead, **share good content!**





Election panels at schools

- Student candidates present their own campaign videos.
- Public participates in the debate with red and green signs.

Workshop: Role game – Party presentation with a twist

1. Meet and greet your fellow party members
2. Create a program for your party
 - Short and compact: 5 points: promises /claims/proposals
 - One of the five points should be mis-information, one should be dis-information
3. Your party needs a catchy slogan!
4. Prepare to introduce your winning party programme to the other teams
you recognize the mis- or disinformation the other teams are feeding you?
5. Discussion about the exercise.

- RED – Anti-EU party
- BLUE – PRO-EU party
- Green – Nature party





Welcome to build @FactBar #EDU voter literacy approach from our bottom-up pilot

Towards a European voter literacy project (building on #fightingdisinformation cases, @Debattibaari & co)

More on factchecking incl. IFCN Fact-Checking Network's code of principles and signatories <https://ifcncodeofprinciples.poynter.org/>

#Voterliteracy repository for all materials, cases etc.

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Meet-up @FactBar ! Cheers for #EUelections2019 challenge

