

# FAKE NEWS

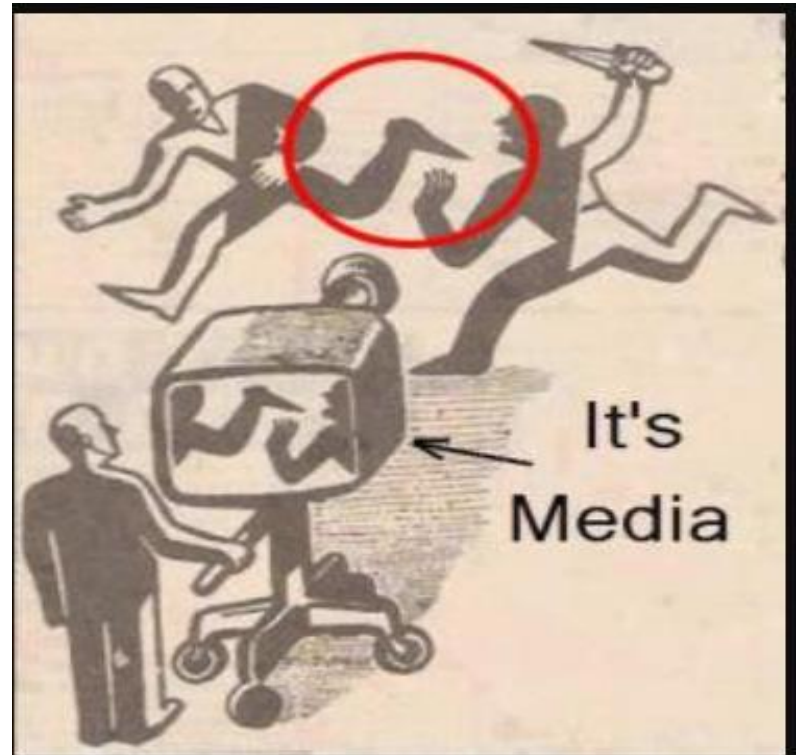
Be smart: it's fake news! Etwinning project 2020



# Index

## FAKE NEWS

1. Definition and characteristics
2. Information disorder
3. Getting smart



# 1. DEFINITION

Fake news is a type of hoax or deliberate spread of misinformation (false information), using the traditional print / broadcasting news media / via Internet-based social media.

To qualify as fake news, a story has to be written and published with the intent to mislead in order to gain financially or politically

Fake news often employs eye-catching headlines or entirely fabricated news stories in order to increase readership and, in the case of internet-based stories, online sharing and Internet click revenue. (Wikipedia)

# AIM OF DISINFORMATION

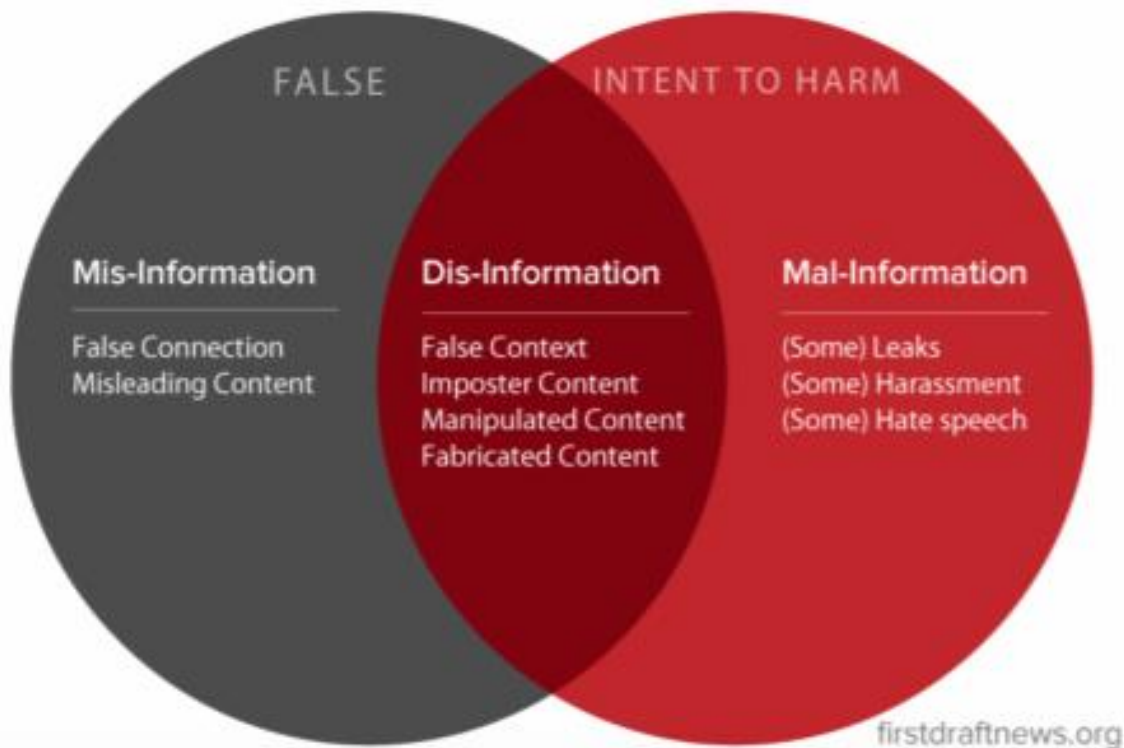
The intentional diffusion of fake news is done with the aim of influencing people's choices and actions

- MONEY
- POLITICS / POWER
- HUMOR / FUN
- PASSION
- (DIS)INFORM

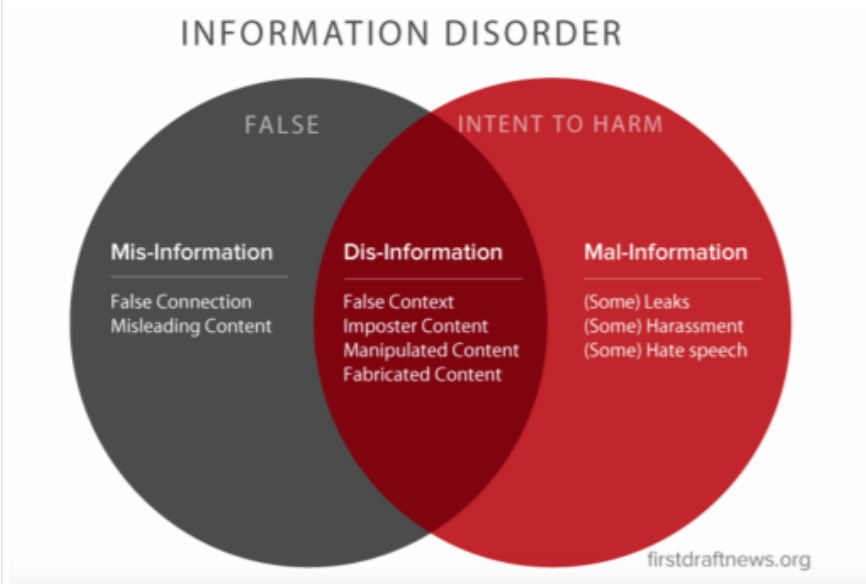


2.

## INFORMATION DISORDER



# Description of mis-, dis- and mal-information



**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.

# 7 COMMON FORMS OF INFORMATION DISORDER



## 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

New content is 100% false, designed to deceive and do harm



## 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	 FALSE CONNECTION	 MISLEADING CONTENT	 FALSE CONTEXT	 IMPOSTER CONTENT	 MANIPULATED CONTENT	 FABRICATED CONTENT
POOR JOURNALISM		✓	✓	✓			
TO PARODY	✓				✓		✓
TO PROVOKE OR TO 'PUNK'					✓	✓	✓
PASSION				✓			
PARTISANSHIP			✓	✓			
PROFIT		✓			✓		✓
POLITICAL INFLUENCE			✓	✓		✓	✓
PROPAGANDA			✓	✓	✓	✓	✓

Eavi

## MEDIA LITERACY for CITIZENSHIP

[www.eavi.eu](http://www.eavi.eu)

Another infographic explaining the different types of misleading news

At the following link you can find it translated in various languages

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

# BEYOND 'FAKE NEWS'

## 10 TYPES OF MISLEADING NEWS

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

### 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


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



# 3. GETTING SMART

DigComp 2.0 identifies the key components of digital competence in 5 areas

1. Information and data literacy 
2. Communication and collaboration
3. Digital content creation
4. Safety
5. Problem solving

<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

# INFORMATION AND DATA LITERACY

It refers to

*articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.*

- Browsing, searching and filtering data, information and digital content
- **Evaluating data, information and digital content** ←

*To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content.*

- Managing data, information and digital content

# 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?



# Authenticity of the photos

- Images and videos are very easy to modify.
- It is also common to link a photo to the title or text which has nothing to do with the original photo
- It is possible to verify the authenticity of the photo e.g. by Google reverse image search
- INVID offers excellent tools for image and video verification. It works best in YouTube, Facebook and Twitter.



invid-project.eu



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

# IFLA

International Federation of Library Association and Institutions

This is another list of questions you can ask yourself when reading news.  
Try to apply it

In the following link you can find the IFLA infographic translated in several languages!!

<https://www.ifla.org/publications/node/11174>

# HOW TO SPOT FAKE NEWS



## CONSIDER THE SOURCE

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



## READ BEYOND

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



## CHECK THE AUTHOR

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



## SUPPORTING SOURCES?

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



## CHECK THE DATE

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



## IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.



## CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.











## ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.

## ASSIGNMENT:

Following the steps of the grid you can analyse the news and write a commentary highlighting the elements that characterize it



Fact checking with IFLA infographic	
<input type="checkbox"/>  <p><b>CONSIDER THE SOURCE</b> Click away from the story to investigate the site, its mission and its contact info.</p>	Reflection: ....
<input type="checkbox"/>  <p><b>READ BEYOND</b> Headlines can be outrageous in an effort to get clicks. What's the whole story?</p>	
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<input type="checkbox"/>  <p><b>CHECK YOUR BIASES</b> Consider if your own beliefs could affect your judgement.</p>	
<input type="checkbox"/>  <p><b>ASK THE EXPERTS</b> Ask a librarian, or consult a fact-checking site.</p>	
<b>Further comments</b>	



# References

- <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>
- <https://firstdraftnews.org/>
- <https://faktabaari.fi/edu/>
- <https://www.ifla.org/publications/node/11174>