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*Report based on surveys & focus groups interviews (educators & students) regarding students and educators' thoughts about the concepts of fake news and political manipulation.*

***A comparative analysis of the Greek, German and Italian case studies***

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## **Document description**

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## 1. INTRODUCTION

In recent years, 'fake news' and coordinated disinformation campaigns became an instrument of economic and geopolitical influence. Fake news challenges human communication, producing tension, misunderstanding, and disbelief. After the 2016 US presidential election, fake news became a risk for Western democracies. They have afflicted elections in both established and new democracies and undermined social and political solidarity in response to global challenges, such as the recent COVID-19 pandemic. It is with these and other instances in mind that the European Union (EU) identified in 2018 'the exposure of citizens to large scale disinformation' as 'a major challenge for Europe', undertaking programs and actions to counter this threat (European Commission, 2018b).

Fake news is not a new phenomenon. However, the Internet age has led to the emergence of new challenges. Phenomena such as fake news, as well as disinformation operations, can now happen faster and with much greater diffusion. Today the web is frequented mainly by the youngest and the most educated; however, as increasing shares of the population face digital, we need to acknowledge the rising of the digital divide, which can be described as the difference between the number of people who are exposed to fake news and are able to decode them and those who are not. Fake news items challenge human communication, producing tension, misunderstanding, and disbelief. The problem of disinformation is recognized as a serious obstacle to the normal functioning of democratic societies, economies and political systems and it is a problem for education systems and educators/teachers as well. Democracy is linked to free and plural media which imparts neutral information. Receiving false information, with a purpose of harming or having a profit, interferes with the possibility of taking informed decisions and as a consequence to participate in democratic debates. Misinformation is false information, which is shared with no intention of causing harm. On the contrary, dis-information is false information consciously and purposely shared to harm a person, social group, organization or country for profit. Finally, malformation is genuine information based on reality, used to inflict harm often by moving information designed to stay private into the public sphere: this can also result in hate speech and harassment.

Since information and communication technology is so central to their lives nowadays, **young people are particularly vulnerable to propaganda, misinformation and fake news.** They rely heavily on information circulated online for their knowledge of the world and how they perceive reality. Many parents do not have sufficient technical competence to keep up with their children's online activity, or educate them about the risks they might be facing. Schools, therefore, have **a duty to provide young people with the critical and information skills which they cannot access at home.**

This report constitutes a comparative research analysis between Greece, Germany and Italy, focused on the topic of disinformation and political manipulation, taking place in the framework of the "**#IMMUNE to Opinion Manipulation**" project. The project aims to create a platform, where information and educational materials relative to this topic could be uploaded there. Additionally, it could be an active platform where visitors could exchange ideas, thoughts and good practices.

The report's analysis structure, which is based on the three different countries' reports, is focused in the following aspects:

- a short presentation how the issue is perceived and which subjects are highlighted, including some current actual examples of disinformation
- reference to some actual initiatives and projects relative to these topics
- short presentation of the comparative research analysis of the data of the three parallel surveys/focus groups addressed to educators and youngsters regarding their perception and approach towards disinformation and fake news

Mainly talking about the parallel surveys and focus groups, we have to mention the great importance of the data received, as it constitutes an important input in view of the IMMUNE platform design. Taking into consideration the real educational needs and expectations of the platform's potential visitors, who are mainly the educators and youngsters, IMMUNE project aims to create an interactive platform where visitors could find useful information and educational materials relative to this topic, which could be also useful for their courses.

## 2. CURRENT TRENDS IN FAKE NEWS AND POLITICAL MANIPULATION

### The actual debate

The first initiatives to tackle disinformation of the European Union started in 2015, but it is only in 2018 that we assist to a real boom of policy documents and responses.

The Commission launched two significant initiatives:

a) The public consultation on “fake news” and online disinformation (between 13 November 2017 and 23 February 2018). In January 2018, the European Commission set up a high-level group of experts (HLEG) to advise on policy initiatives to counter fake news and disinformation spread online. The main deliverable of the HLEG was a report designed to review best practices in the light of fundamental principles, and suitable responses stemming from such principles (European Commission, 2018c).

The multi-dimensional approach recommended by the HLEG is based on a number of interconnected and mutually reinforcing responses. These responses rest on five pillars designed to:

- enhance transparency of online news, involving an adequate and privacy-compliant sharing of data about the systems that enable their circulation online;
- promote media and information literacy to counter disinformation and help users navigate the digital media environment;
- develop tools for empowering users and journalists to tackle disinformation and foster a positive engagement with fast-evolving information technologies;
- safeguard the diversity and sustainability of the European news media ecosystem, and
- promote continued research on the impact of disinformation in Europe to evaluate the measures taken by different actors and constantly adjust the necessary responses.

b) The Eurobarometer on “fake news” and online disinformation (between 7 and 9 February 2018) (European Commission, 2018a).

Over 26.000 citizens have been interviewed to understand the level of trust in news media and the awareness of disinformation. The Eurobarometer investigated the perception of people, the confidence in identifying false content, the view on the problem and the belief on which institution should act to tackle “fake news”.

The EU has confirmed that targeted disinformation campaigns are on the rise partly relating to the coronavirus pandemic. Disinformation erases the trust of the citizens vis-à-vis the media, as the Eurobarometer results have shown. A society where citizens receive false

information cannot be democratic as they cannot participate in the public debate freely. Furthermore, disinformation and misinformation attack freedom of expression. The Commission has developed a number of initiatives to tackle disinformation (European Commission, 2021):

- the Code of Practice on Disinformation lays out a set of worldwide self-regulatory standards for industry;
- the European Digital Media Observatory is a European hub for fact-checkers, academics and other relevant stakeholders to support policy-makers;
- the action plan on disinformation aims to strengthen EU capability and cooperation in the fight against disinformation;
- the European Democracy Action Plan will develop guidelines for obligations and accountability of online platforms in the fight against disinformation;
- the Communication on 'tackling online disinformation: a European approach' is a collection of tools to tackle the spread of disinformation and ensure the protection of EU values;
- The COVID-19 monitoring and reporting program, carried out by signatories of the Code of Practice, acts as a transparency measure to ensure accountability in tackling disinformation.

Slowly but steadily public institutions on all levels as well as private organizations have started to tackle this problem and to formulate counter-measures. One prominent example is the "Action Plan against Disinformation" by the European Commission with the main objective to coordinate the Union's response to disinformation. It is consisting of four pillars:

- 1. Improving the capabilities of the union institutions to detect, analyze and expose disinformation.** Central to the first pillar is to strengthen the Strategic Communication Task Forces (STRATCOM) of the "European External Action Service, the Union Delegations and the EU Hybrid Fusion Cell by providing them with additional specialized staff, such as experts in data mining and analysis to process the relevant data" (JOIN(2018) 36 final, p.5).
- 2. Strengthening coordinated and joint responses to disinformation.** Central to the second pillar is a "Rapid Alert System that will be set up to provide alerts on disinformation campaigns in real time through dedicated technological infrastructure" (JOIN(2018) 36 final, p.7). This should enable the Member States to respond to disinformation quickly after it is released – knowing that the first hours after disinformation is released is critical to the reaction.
- 3. Mobilizing the private sector to tackle disinformation.**



Central to this is the "Code of Practice on Disinformation" which was published on September 26<sup>th</sup> 2018 defining how online platforms should act in relation to disinformation. "The Commission will, with the help of the European Regulators Group for Audio-visual Media Services (ERGA), monitor the implementation of the commitments by the signatories of the Code of Practice" ((JOIN(2018) 36 final, p.9).

#### **4. Raising awareness and improving societal resilience.**

Central to this pillar is to raise the public awareness against disinformation and to improve societal resilience against this threat. Therefore, the Commission and the Member States are called to engage with private sector actors to organize campaigns and activities to this end and to cooperate with independent fact-checkers and researchers in understanding the "structures that sustain disinformation and the mechanisms that shape how it is disseminated online" (JOIN(2018) 36 final, p.10).

Another EU-lead initiative is the creation of "EUvsDisinfo" (<https://euvsdisinfo.eu>) – "the flagship project of the European External Action Service's East StratCom Task Force. It was established in 2015 to better forecast, address, and respond to the Russian Federation's ongoing disinformation campaigns affecting the European Union, its Member States, and countries in the shared neighbourhood. EUvsDisinfo's core objective is to increase public awareness and understanding of the Kremlin's disinformation operations, and to help citizens in Europe and beyond to develop resistance to digital information and media manipulation".

**In all countries (Greece-Germany-Italy)** (UoP, 2021; Aliseo, 2021; EuroSoc#DIGITAL gGmbH, 2021) the public debate about fake news and disinformation has gained traction in recent years. The problems and threats that arise from this continuously growing phenomenon have been realized and are being observed and researched. Commentators are rather unanimous in their assessment that targeted fake news and disinformation that are distributed through online channels are increasingly threatening the democratic society and need to be counter-acted in a systematic way.

For example, according to the Cyber-Security Council ("Cyber-Sicherheitsrat") of the German Ministry of Education and Research the main aim of disinformation is to undermine trust in institutions or persons and advance the fragmentation of our society. This is achieved through impacting the public debate about controversial issues in a negative way: agitating those involved in the debate, creating uncertainty and confusion (EUvsDisInfo, 2021).

It has been proved in several researches that the most important issues for fake news are politics, health, religion, crime, science and technology (Al-Zaman, 2021). Additionally, news regarding gender equality and the woman's role into society seem quite widespread. So, experts who aim to protect and foster democratic values have a responsibility to look into the gendered dimension of fake news and online violence against women in different dimensions of their everyday lives. In the recent years the most common issue for fake news is Covid-19

such as fake medicine (e.g., “Alcohol, weed cure coronavirus infection”), fake information regarding medical and healthcare facilities (e.g., “Medicine will be sprayed in the air to kill coronavirus”), and lockdown rumors. Fake News and disinformation in German-speaking Europe are mainly produced by and for a right-wing populist audience.

Thematically, the focus of fake news and disinformation in Germany is on **migration and on internal security policy**. Thereby, a majority of the fake news give the impression that migrants are a threat to our societies and harm the direct environment of the reader or spectator. Important is the fact that the fake news and pieces of disinformation keep suggesting that criminal migrants are a direct threat to the health and the well-being of everyone. This should fuel fear among the readers against migrants and foreigners. Another pattern that can be found in fake news about migration and internal security is that the subject is presented in a merely uncontroversial way. The presented circumstances are exhibited as fixed facts that are not brought forward to a discussion.

Another pattern in the German fake news landscape is its relation to **populism**. 75,1% of the researched examples of fake news apply populist communication strategies. 63% of the fake news even apply “thick populism” communication that is actively marginalizing and attacking everyone outside the assumed homogeneous people. A particularity of the German fake news landscape is that opposition to the elite like political institutions and individual persons representing the state is even stronger than the opposition against migrants and other societal groups. This hints to the fact that fake news and disinformation in Germany is highly politicized. The fact that fake news and disinformation is particularly frequent in populist communication strategies implies that they are frequently based on lies or false facts.

Fake news in Greece have to do with current events, such as political issues: immigration, disinformation about neighboring countries including North Macedonia, misinformation about political statements, claims by politicians, but we also find other claims in the media that range from gossip to medicine, conspiracy theories, pseudohistory and various myths. Greece and Turkey are engaged in a proxy war on social media over what is happening on the border between the two countries. We often find fake news about immigrants and refugees (e.g. the diseases coming with refugees, that they are ‘criminals’).

The fact that fake news and disinformation is particularly frequent in populist communication strategies implies that they are frequently based on lies or false facts. This can be interpreted in two ways: First, populist arguments can be used to legitimize statements that are not based on facts. Thereby, they point to an abstract common sense that reveals itself to the homogenous people but would not withstand a rational verification. This line of argumentation insulates false statements from critique because those that criticize populist arguments – mostly journalists or scientists as members of the elites – are not part of the homogenous people and have no access to their “common sense” anyway. Second, such a populist line of argumentation discredits classical, objective ways to establish truth. Classical journalistic and

scientific methodologies in which research follows specific rules are rejected. “Thus, populist communication strategies can either be understood as an attempt to conceal false statements or as the cause for why false statements occur” (Steinbach M. et al, 2020).

### **Actual examples of fake news**

The quantity of fake news and disinformation is so large that it is not possible to touch upon all of them. Instead, this study refers to frequent internet sources of fake news and disinformation. But here as well, it is hardly possible to produce an exhaustive list of fake news providers in all three countries because of two reasons. Firstly, many fora for fake news and disinformation are hidden in chat groups of messenger providers like “Telegram”. They can be entered and viewed if one is able and ready to join these networks. Secondly, the field of fake news and disinformation is dynamic and fluid. Certain providers are banned from all major search engines and are difficult to be found. Others are in conflict with public authorities and run the risk to be banned from the internet completely.

In the countries reports (UoP, 2021; Aliseo, 2021; EuroSoc#DIGITAL gGmbH, 2021), various examples of fake news and relative websites are mentioned in an attempt to link theory to practice and provide the reader with real-life fake news examples. As mentioned above, the fake news items have mainly to do with current political and social issues, like COVID-19 pandemic, immigration, refugees, political parties conflicts, etc.

### **Actual initiatives to combat fake news**

There are different ways to counter disinformation, some states have opted for a classic approach to this problem with a legislative regulation. The idea behind this approach is to make social media responsible for the content present in their platforms by introducing sanctions. On the contrary, another approach is not to regulate and leaving the social providers to auto-regulate. An approach in the middle of classic regulation and autoregulation is co-regulation. It is based on a structured dialogue between a state or authority (such as the European Union) and the social media provider: a compromise between the actors allows the implementation of measures being monitored by the state or authority.

In Europe, there are only two states that decided to adopt some laws: Germany and France. There were some attempts in Italy and Spain as well, but they failed. On the other hand, the UK is going to adopt a compulsory “code of conduct”.

The most used approach for misinformation related to social media is self-regulation which relies on the social networks providers to conduct internal changes to tackle disinformation. Self-regulation basically consists in no state intervention, leaving the social platforms to act. In all three countries authorities are searching for the best response to disinformation and fake news.

In the **German case** (EuroSoc#DIGITAL gGmbH, 2021) the German Network Enforcement Act entered into force on 1 October 2017. The act does not explicitly refer to “disinformation”, rather it provides the enforcement of already existing provisions of the Criminal Code, such as dissemination of means of propaganda of unconstitutional organizations, hate speech, holocaust-denial, threat to violence, etc. The Act is legally binding for social media. Social media platforms have the obligation to remove “manifestly unlawful” content within 24 hours of receiving the complaint. This Act is the first form of regulation of its kind in Europe and gives to the social networks the duty to remove “manifestly illegal content”. The “Netzwerkdurchleitungsgesetz” is an attempt to hold social media providers accountable for the content that is posted on their platform. Unfortunately, up to date that attempt is considered little effective for combating disinformation because the policy is not able to precisely differentiate between what is actually illegal and what is still covered by the freedom of the speech (Jarusch, 2019).

Another attempt by German authorities to address the phenomenon of disinformation is the revision of the so-called “Medienstaatsvertrag” (Interstate Media Treaty) of the 16 German states. It is regulating the German media landscape and is defining the rights and duties of media providers that are active in Germany. The latest revision from October 2020 is explicitly equating internet media and traditional tele media, radio and print media. This means that they are equally responsible for their content and need to adhere to the rules of the treaty. This treaty is also allowing internet media outlets to be investigated by public authorities in case of breaching these rules. However, it remains to be seen how well German authorities are prepared to fulfil their monitoring and supervising duties and whether they are able to identify, investigate and sanction internet media in the future. In particular, the resource endowment of the acting bodies in the public authorities appears to be questionable (Laufer, 2020).

In the **Italian case** (Aliseo, 2021) there are various initiatives mainly focused to youngsters’ preparation to recognize fake news and empower their digital and cognitive skills, called ‘fact checking skills’. Indicatively to mention the campaign titled ‘#Bastabufale’, supported by the Ministry of Education, University and Research (M.I.U.R), and the ‘Facta’ project supported by the International Fact-Checking Network (IFCN). Additionally, it is mentioned a joined project between the Osservatorio and Google as an effort to improve students’ critical approach towards online information. The results of which, as were evaluated by the Independent Institute GfK of Italy, were very encouraging.

In the **Greek case study** (UoP, 2021), it is mentioned the foundation of the Hellenic Audiovisual Media Institute in 1994, as the start point of the research in the field of media literacy in Greece. Over the years, two more public bodies, the Ministry of Digital Policy and the Ministry of Education, Research and Religious Affairs (from now on Ministry of Education) have taken on the role of monitoring digital and media literacy in Greece and relative

initiatives have started to take place. Media literacy and the empowerment of students' digital skills have started to be of great importance in the Ministry's of Education and Religious Affairs agenda last years and Greece has had an official website debunking fake news ([ellinikahoaxes.gr](http://ellinikahoaxes.gr)) since 2013. The Greek Awareness Centre **Saferinternet.gr** and the homonymous Internet safety campaign, which are running in Greece since 2004, are also two of the national initiatives of great importance.

Additionally, it is of particular importance to be mentioned that the beginning of November 2021 the Greek government brought before Parliament amendments to the Civil Code (article 191) that set heavy penalties for those found guilty of disseminating *"fake news that is capable of causing concern or fear to the public or undermining public confidence in the national economy, the country's defense capacity or public health"*. It also mentioned that *"If the transaction was performed repeatedly through the press or online, the perpetrator is punished with imprisonment of at least six months and a fine"*. The publisher or owner of a media outlets responsible would also face prison and financial penalties. There was a lot of discussion about this law article, especially regarding the definition of "fake news". The Greek Journalist's union recognizes the need to approach the spread of misinformation, especially talking about the Covid-19 pandemic, but it also claims that "dissemination of fake news" is too vague and could result in limiting freedom of expression.

At the same time, the last years, various scientific projects and researches are conducted regarding disinformation and manipulation in Europe, the findings of which help us to better understand this field and recognize citizens' needs and challenges which they have to face. Below, we list some of them:

**Horizon 2020**, the current research and innovation program, has mobilized significant resources in addressing information veracity for social media and media. The Social Observatory for Disinformation and Social Media Analysis (SOMA) along with other EU-funded projects (PROVENANCE, SocialTruth, EUNOMIA, WeVerify) provide a springboard for the social media sector to steer an understanding of its dynamics and the relationship between social media and other sectors.

The observatory has already gathered a significant number of resources and analysis around coronavirus "infodemic" and disinformation-related knowledge. These proposed solutions take the form of various types of projects including: a platform for content verification; fact-checking tools; a methodology for the socio-economic impact assessment of disinformation; strategies and actions to increase media literacy, analyse legal roadblocks and community-based self-regulation aspects; a repository of disinformation-related knowledge.

The **HERoS project** (<https://www.heros-project.eu/>), for example, improves the efficiency of the response to the virus outbreak. It aims to help responders to public health emergencies make informed decisions. To this end, the project is developing a new method for categorising

and filtering information from social media to better counter coronavirus rumours and misinformation.

Several other ongoing projects under Horizon 2020 (Societal Challenge 6 and the Science with and for society sections) have adjusted their activities and included coronavirus-related disinformation in scope. For instance, the project **Co-Inform** (<https://coinform.eu/about/the-project/>), working on tools to foster critical thinking and digital literacy for a better-informed society, has already published on Misinformation and COVID-19. The **QUEST** project (<https://questproject.eu/>), working on quality and effectiveness in science and technology communication, has naturally paid attention to different aspects of quality science communication around the coronavirus crisis. The **TRESCA** project (<https://trescaproject.eu/>), working on developing trust in science and innovation through innovating communication practices between scientific researchers, journalists and policy makers, has also analyzed basic digital sanitary practices to stop misinformation.

The aim of the Horizon2020 funded **FANDANGO** project (<https://fandango-project.eu/>) is to aggregate and verify different typologies of news data, media sources, social media, open data, so as to detect fake news and provide a more efficient and verified communication for all European citizens. As such, the FANDANGO project aims to break data interoperability barriers providing unified techniques and an integrated big data platform to support traditional media industries to face the new “data” news economy with increased transparency under the Responsible, Research and Innovation prism.

The **European Digital Media Observatory (EDMO)** (<https://edmo.eu/>) is a project that supports the independent community working to combat disinformation. It will allow for the creation of a cross-border and multidisciplinary community of independent fact-checkers and academic researchers, which will collaborate with relevant stakeholders to detect, analyze and expose potential disinformation threats. EDMO will establish, in cooperation with online platforms, a privacy-compliant and secure framework allowing academic researchers to access online platforms’ data. Moreover, EDMO will provide technical support and advice to ERGA for the monitoring of online platforms’ policies under the Code of Practice on disinformation and/or future regulatory frameworks. EDMO (is operational from 1 June 2020. The contracted consortium is led by the European University Institute (EUI).

### 3. THE PILOTING WORKSHOP SURVEY: METHODOLOGY

The **#IMMUNE project** follows a co-creative approach. Accordingly, each partner organization conducted two online surveys addressed to the project's target groups: youngsters and educators. The aim of the surveys is to explore educators' and students' thoughts and experiences in relation to fake news and disinformation. Furthermore, the surveys are intended to provide an empirical backup of the research results that were presented before. This co-creative approach will be continued throughout the project's lifetime with additional dissemination activities with members of the target groups whose input will be used to improve and adapt the project's results. Additionally, the survey results in particular indicate which substantial focus the platform should have in order to meet the needs of the target groups. A second co-creative element were focus groups that each partner was called upon to hold. The results of the surveys and the focus groups, which took place in the three countries/partners of the project - Germany, Greece and Italy -, are reported in the following.

#### Survey for educators

The survey addressed to educators conducted online via the google-forms survey tool within April 2021. The online survey was designed by the University of Peloponnese with the contribution of the EuroSoc-DIGITAL. The technical implementation was done by the third partner ALISEO.

An invitation was sent by the partners to their network of schools and other educational institutions and communities active in the field of citizenship and human rights education.

In the invitation, it was clear to the recipients that:

- i. their participation was voluntary,
- ii. the aims of the survey according to the project,
- iii. who will be in charge for the evaluation and exploitation of the survey's results, and
- iv. the duration of the survey's completion which is almost 15 minutes.

The online questionnaire consisted of 28 questions as part of different sections as following (Appendix 1):

- a. Generic/Demographic Info
- b. Educational/Professional Profile
- c. Opinion/Experience Behaviour

#### d. Teaching Experience

The survey was filled in total by **49 educators**, where the allocation per country is the following:

Greece → **29 educators** (12 males and 17 females)

German → **9 educators** (4 males and 5 females)

Italy → **11 educators** (5 males and 6 females)

Regarding their demographic information and educational/professional background:

- a. the majority of the italian sample belongs to the age group 22-30 years old, the german one to the age group 41-50 years old and the greek one is older than 50 years old. Most of them live in a large city/capital
- b. regarding their academic degree, the italian sample holds a bachelor and the german and greek ones a master degree. Some of the greek educators have also a phd. Finding which could mainly justified thinking the age groups of the participants per country.
- c. they teach in various institutions, the majority seems to teach in Gymnasiums
- d. the age distribution of the youngsters who are reached by the participating educators lies between 10-30 years old
- e. there is a variety of the fields they teach which cover the whole school curriculum

#### Survey for students

The survey addressed to the students conducted online via the google-forms survey tool within April 2021.

An invitation was sent by the partners to their network of schools and other educational institutions and communities active in the field of citizenship and human rights education and its students as well.

In the invitation, it was clear to the recipients that:

- i. their participation was voluntary,
- ii. the aims of the survey according to the project,
- iii. who will be in charge for the evaluation and exploitation of the survey's results, and
- iv. the duration of the survey's completion which is almost 15 minutes

The online questionnaire consisted of 30 questions as parts of different sections (Appendix 2):

- a. Generic/Demographic Info
- b. Educational Profile
- c. Opinion/Experience/ Behaviour
- d. Analysis regarding their attitude toward fake news



e. Education based on their training how to deal with fake news

The survey was filled by **134 students**, where the allocation per country is the following:

Greece→ **39 students** (8 males, 30 females and 1 diverse)

Germany → **53 students** (25 males and 28 females)

Italy → **42 students** (16 males and 26 females)

Regarding their demographic information and educational/professional background:

- there is a variety, as the majority of the students from Germany and Italy belongs to the age group *14-18 years old* and from Greece to the age group *20-25 years old*
- the majority of the students seems to live in big city/capital (>100.000 residents), however, the most of the German students live in small towns (<30.000 residents)
- most of them attend 'Gymnasium' and the Greek respondents study at the University, mainly in the field of Social and Political Studies

#### 4. FOCUS GROUP IN A GLANCE

As a second step of our research, a focus group addressed to the educators who participated in the online survey was implemented. Only the German partner EuroSoc#DIGITAL, despite numerous recruitment rounds, was not able to motivate teachers and educators to participate in a focus group. Educators' participation in the focus group was voluntary and the duration was almost two hours. Six educators participated in the greek focus group and three in the Italian.

The aim of the focus group was to explore in a deeper way, participants' thoughts and experience regarding fake news and disinformation and share any suggestions in the field of media literacy (Appendix 3). They were also invited to make a short research and bring with them examples of 'real' fake news.

As a main outcome of the focus groups, according to the participants, is the lack of educational materials/tools (for example, videos, games, quiz) relative to the fake news and how youth could deal with them, which could be used during the educational process. Most of the educators seem to have a clear view about what a fake new item means in their personal life. However, the difficulty seems to be how this knowledge will be taught to their students, mentioning the difficulty they faced when they tried to find and use relative educational materials and activities, which could be used as part of their teaching process.

They think that students are not well prepared to deal with fake news and check their reliability so, the creation of educational materials, as part of media literacy, which could also be included in their daily teaching process would be really valuable. A need, which is also valuable for themselves as citizens/adults/educators, thinking that they come across fake news on a daily basis and they are not well prepared to recognize it and mainly, to respond to their students' needs and expectations. Additionally, they mentioned that they never received, as educators, the appropriate education/training how to teach their students regarding these issues and prepare them to deal with fake news and political manipulation, outlining the lack of media literacy in all educational levels.

It is also highlighted the value and the effect of the audiovisual material as part of the educational process, for example videos and games, where youth has the chance to learn in a more creative and interactive way. As a consequence of which is also the improvement of their critical thinking.

## 5. RESULTS ANALYSIS

### Survey addressed to Educators

The survey for educators mainly concentrates on questions on how they deal with fake news and disinformation on a personal level – whether they recognize fake news and disinformation and what they do if they are confronted with it. Furthermore, some questions also pointed to their opinion on how this subject should be treated in the educational system.

Therewith, we intend to inquire whether the educators are familiar with the problem itself and which attitude they deal with the subject in their professional life as educators. This gives important indications on how the educational system in which they work is dealing with the challenges that arise from digital communication and the related phenomena. It also gives the #IMMUNE project important indications of what kind of training is needed by the educators and how they could be assisted by the #IMMUNE platform.

The questions, as mentioned above, are categorized in different fields, the results of which could be summarized as following:

### Opinion/Experience/Behaviour

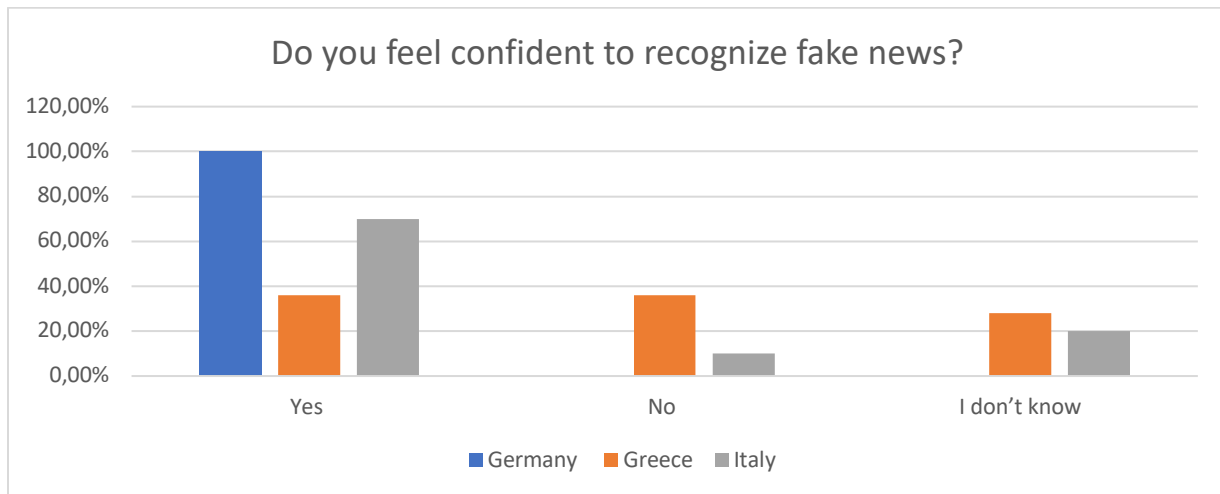
When the participants asked if *'they usually believe any news they read'*, most of the german ones (80%) replied that they tend to do even if they usually or occasionally verify the information. However, most of the Greek and Italian ones replied negatively with the difference that the Greek ones try to verify the information but, Italian don't.

The great majority of the respondents confirmed that they *came across fake news recently* through social media, for example 'facebook', categorizing different topics. As a common one between countries was mentioned the COVID-19 pandemic and the opponents of vaccination.

Asking about their *'reaction when they notice a news is fake'* the majority replied that they don't pay attention and, in some cases, they are used to sharing it with friends or family.

The german and Italian respondents seem more confident to recognize a fake news in comparison with the greek ones who seem more sceptic.

Figure 1: Do you feel confident to recognize fake news?



In general, most respondents think that the *reliability of a news item* is mainly based on the text. In cases that they are not sure about the reliability, most of them responded that they tried to compare it with other news and check the sources. These two questions illustrate very well how fake news items spread already by the attempt of the consumers to check or verify its content and even if the consumers do not agree with the content.

Despite their answer that they do not pay attention to fake news, most of the respondents admit that *'fake news has an impact on their life'*. This impact was mainly focused in their personal environment, mentioning that fake news items are closely linked with specific political and/or societal purposes which affect people's ideas and attitudes toward various issues that affect people's personal aspects and ways of thinking.

### Teaching experience

Thinking about teaching and how they, as educators, deal with fake news in their classrooms, some of the questions were focused in that direction. Specifically,

When they asked *how they deploy technology in their classroom*, they provided various aspects mainly focused on the use of online media, applications and platforms and mainly using the internet (google) as a source of educational materials and information.

Additionally, they confirmed that they try to link their lessons with current social issues. An article, a new and/or a social issue could be the stimulus and the motive for the lesson and the connection between theory and practice.

When asked to define the meaning of *'fake news'* and *'political manipulation'*, a common conclusion between the greek and the german country report was that educators have a clear

view what both definitions mean, however, they formulate their answers accordingly as they don't have a particular definition in their mind. In any case, they mainly link the definition of 'fake news' with the definitions of propaganda for political and financial reasons. For example: *'Manipulation or concealment of facts in the service of economic and/or political interests'* *'Intentional misinformation through traditional media or social media'* *'Political manipulation a kind of political influence which aims to change the attitude or/and the perception of the public through misleading strategies'*

The same connection seems also to be existed in the Italian case:

*'Fake new is a piece of news that could trick you to manipulate people'*  
*'Political manipulation is the manipulation addressed to electors in order to make them vote'*

In general, all respondents express their personal need as well as the need of the educational system to offer educators training in the context of media literacy in general and of fake news and disinformation in particular. They wish to have specially dedicated university seminars, but also as a means of further education for active teachers and educators. One important issue that was mentioned by educators in particular is to have specially prepared material with little theory and a lot of practical exercises that they can directly use in the classroom. This is a demand that is widely known in the context of civic education.

### Survey addressed to Students

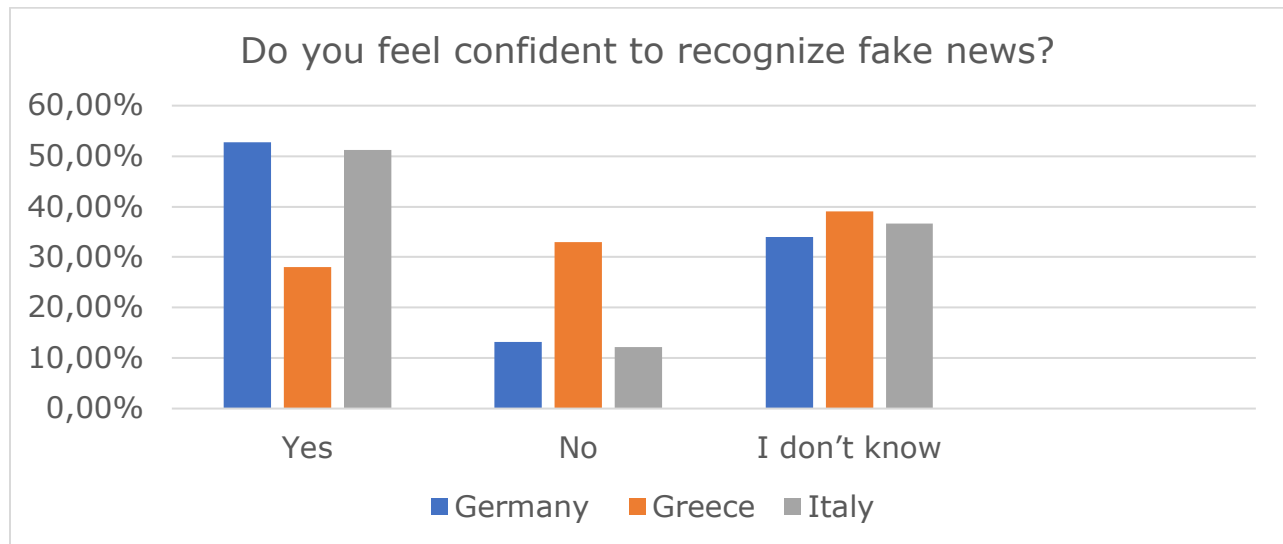
The survey addressed to students is mainly similar to the one for the educators. The questions are broadly structured in three categories, the results of which will be presented below:

#### Opinion/Experience/Behaviour

When students asked if they *'believe any news they read'* the majority of the greek and Italian respondents answered negatively, in contrast with the german ones, the majority of whom answered positively. However, the majority of all three groups mentioned that they mainly verify the reliability of it.

The great majority of the respondents confirmed that they came across fake news recently, where the COVID-19 pandemic and opponents of vaccination are some of the most popular topics. The majority of the German and Italian students when they asked if *'they feel confident to recognize a fake new'* answers positively, however, many of them seem more uncertain. In comparison with the greek students the answers of whom were various (Figure 2).

Figure 2: Do you feel confident to recognize fake news?



When they asked what is *'their reaction when they notice that a new item is fake'*, the majority answered that they don't do anything, however, another part mentioned that they share it with friends or family even if they want to confirm that the new item is fake or even because they feel annoyed. In any case, as in educators' cases, the fake news item is spread even if the users do not share the content or oppose it.

According to them, the most common ways to *'recognize that a new item is fake'* are the way the fake news item is presented, the text and the publisher as well. It is also really interesting to mention that the majority of the Italian and German students mention that fake news has no impact in their lives, however, the Greek ones claim the opposite. The students who answer positively think that fake news affects their environment and the way people approach reality.

### Analysis

An interesting part of the research was the analysis of youngsters' occupation with media and how much they trust different kinds of them.

Figure 3: Newspaper

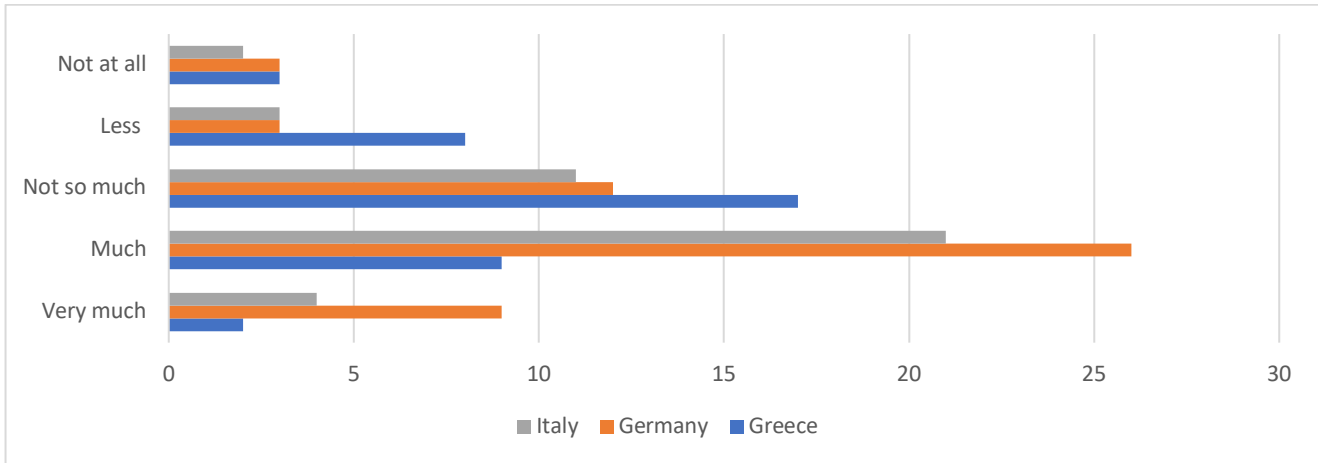


Figure 4: Magazine

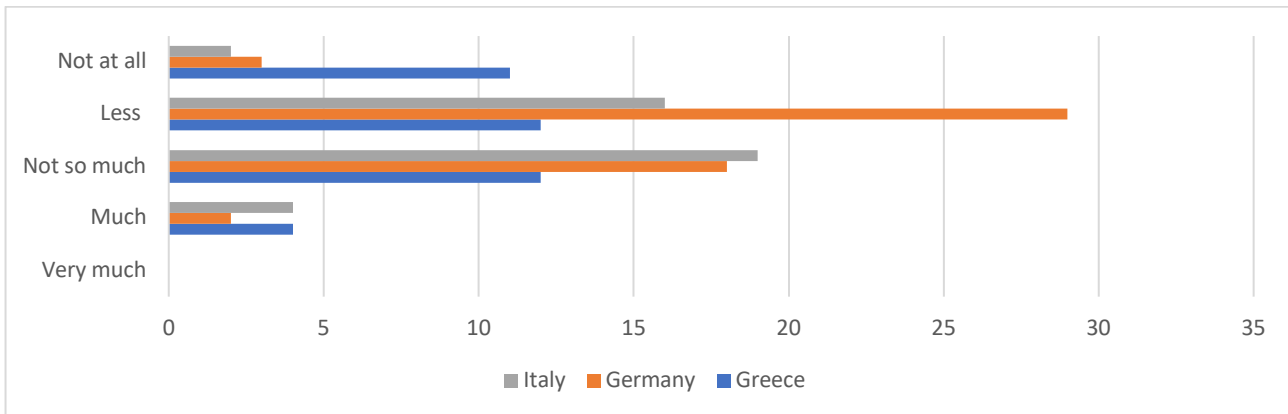


Figure 5: Television

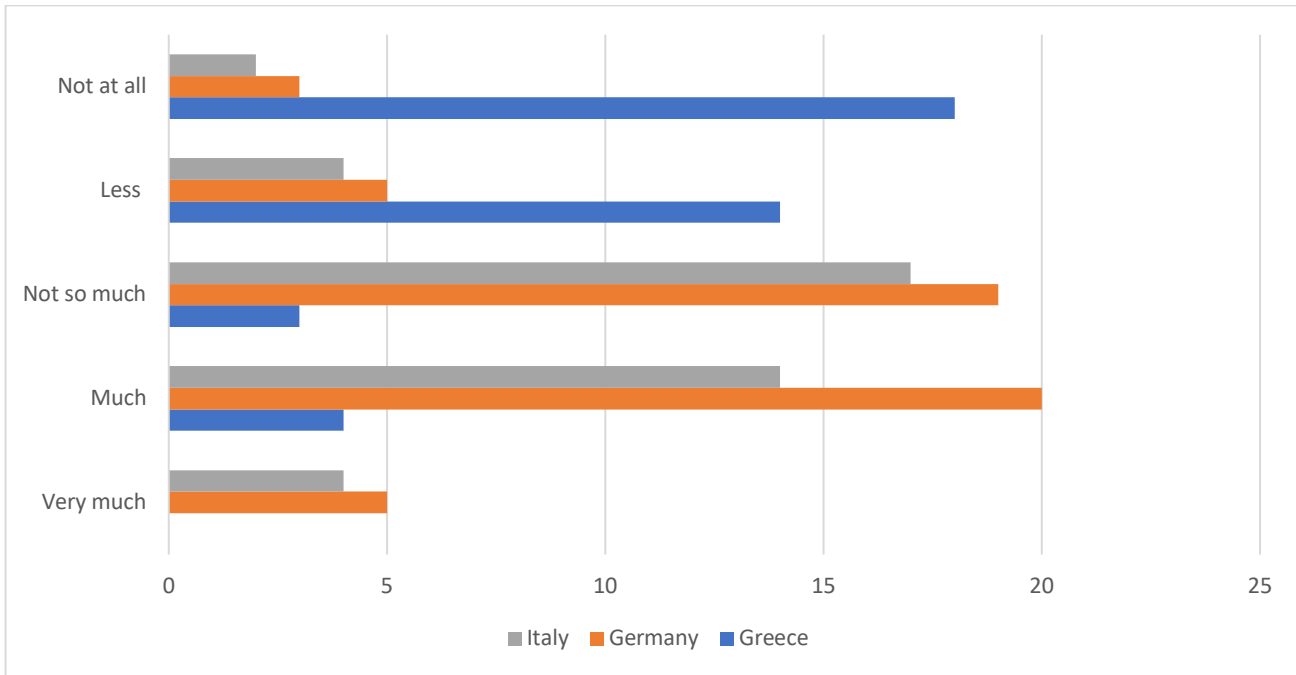


Figure 6: RADIO

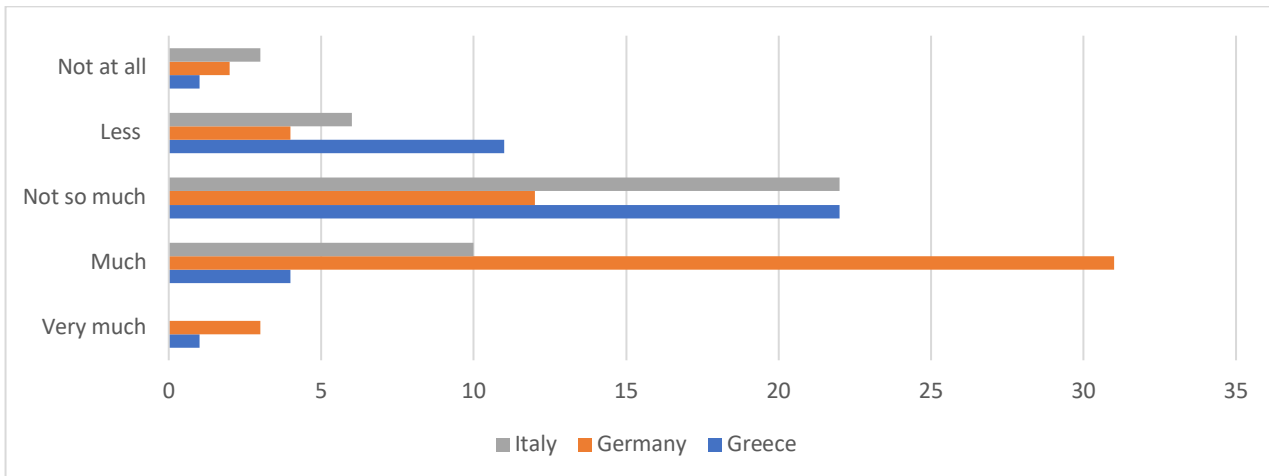
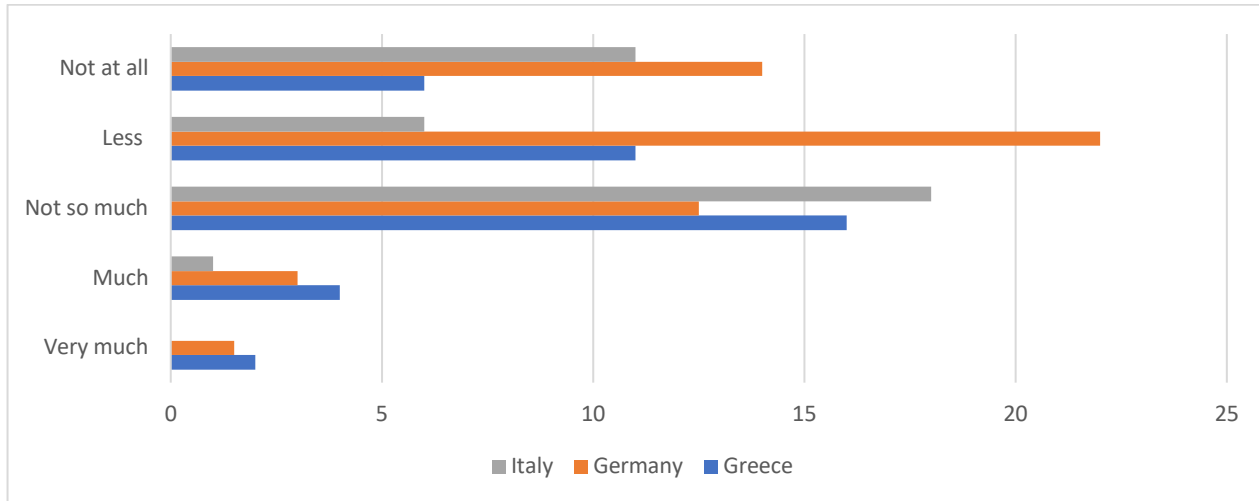




Figure 7: Social Media/Messaging Apps



As it comes out, youngsters in Germany consider newspapers and radio as quite trustworthy whereas magazines, social networks and messengers are not. TV is rated somewhere in the middle.

In Italy, newspapers and TV seem more trustworthy, however, students are really cautious toward social media and mainly messaging apps.

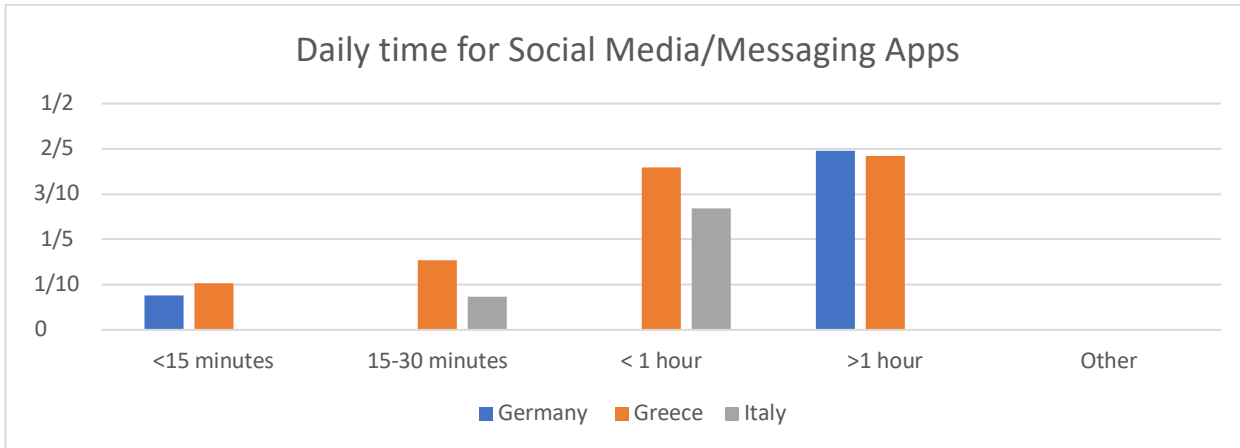
At least, in Greece, youngsters consider newspapers trustworthy as well and they seem really cautious toward social media and mainly TV.

It is also really interesting to illustrate the 'time youngsters spend on different kinds of media'.

Figure 8: Daily time for newspaper



Figure 9: Daily time for Social Media/Messaging Apps

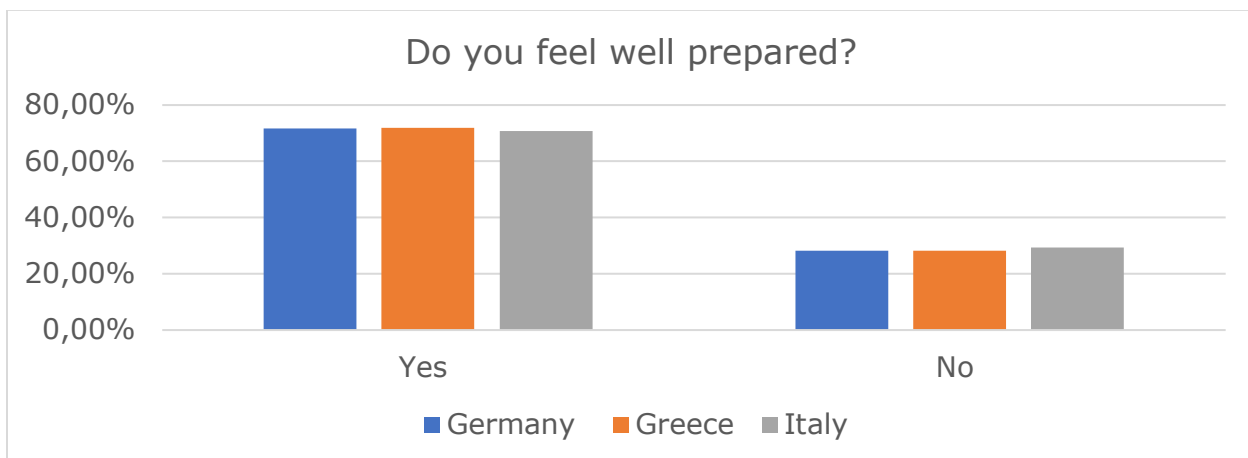


According to the data, youngsters of the three countries spend most of their time daily (> 1 hour) to social media even if they face them as the less trustworthy kind of media and less time (<15 minutes) reading newspapers and magazines, even if they think that newspaper is the most trustworthy kind of media.

### Education

When they asked if they feel 'well prepared to deal with fake news', most of the respondents positively answered. The interesting aspect is that the rates per country are similar.

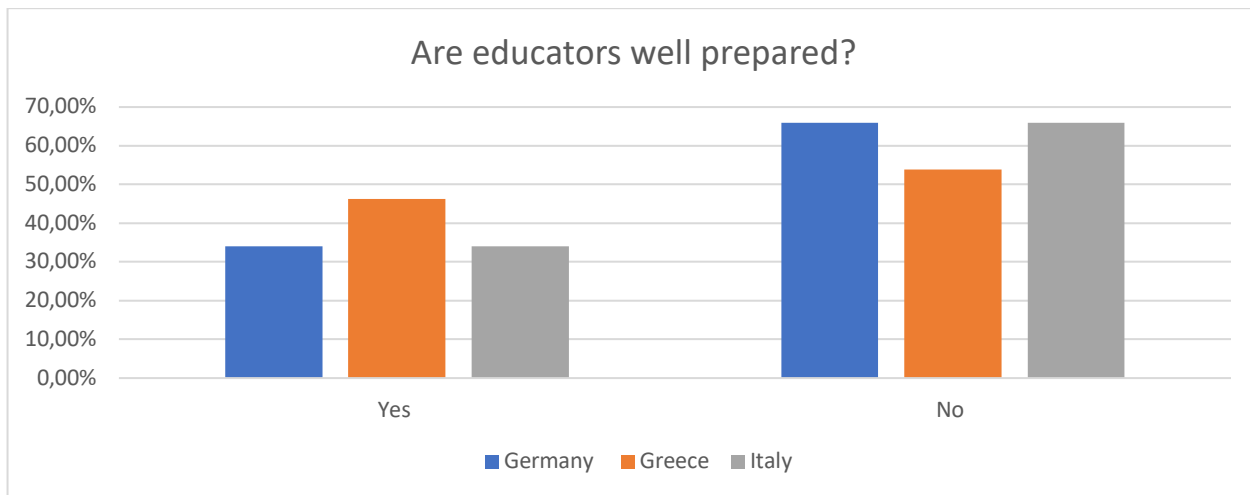
Figure 10: Do you feel well prepared?



Assuming that they received their training/preparation in different fields, only a minority mentioned that this knowledge gained at school/University, as most of them mention other institutions like youth clubs and personal experience and study or/and the attendance of a seminar.

This allows for the interpretation that the majority of the respondents do not receive a structural preparation in media literacy in particular in the context of fake news and disinformation. The minor role of formal educational institutions in the context of media literacy is also reflected in the youngsters' attitude towards their educators when it comes to this topic. When asked about their opinion if *'educators are well prepared to teach about fake news and disinformation'* almost two thirds of them answered "No" in three countries.

Figure 11: Are educators well prepared?



Thinking about the *'skills needed for the evaluation of a new as fake item or not'*, respondents mentioned the knowledge regarding the topic and the personal interest and motivation of each one and mainly the critical thinking.

## 6. CONCLUSIONS

Despite the restrictions of this study and the difficulties arising from the Coronavirus Pandemic, these surveys provide valuable information about how educators and youngsters deal with the phenomenon of fake news and disinformation. As a general conclusion, we could mention that the phenomenon of disinformation and political manipulation through that is particularly intense and could be characterized as a threat for the democratic societies. Due to the importance, various scientific projects and researches are conducted in this field so, the principle strategies and effects of (strategic) disinformation and manipulation are being well understood. However, the main challenge remains how we, as society and citizens, could deal with this issue and protect our democratic societies from their subversive effects.

As it comes out from the findings of the researches, the role of education seems really important and mainly, how educators could prepare their students and themselves to deal with fake news. Findings, which also confirm previous relative studies in three countries. This is encouraging as it indicates that the project is heading in the right direction.

Below we could mention some key points/conclusions regarding three researches, which consist valuable elements for the development of the #IMMUNE platform.

### **Survey/Focus Group with Educators**

Educators who participated in focus groups and surveys expressed a great interest in the field of fake news and political manipulation both as educators and citizens. They confirmed that they come across fake news on a daily basis and even if they feel confident to recognize it, they seem more skeptical about how they could teach and prepare their students to deal with this issue. Even if they do not believe that fake news affects their personal lives in a great level, they seem really concerned regarding the impact of it on their environment and society. They also mentioned the great need for more training and further education for themselves pointing out the great importance for youngsters to be familiar and aware with the issues of fake news and political manipulation and know how to deal with them in their everyday life. Additionally, the need to be created relative educational materials and tools, mainly based on the use of technology and social networks and apps for being more attractive for youngsters, seems also really valuable. Materials which could also be part of their teaching process.

Thus, #IMMUNE platform could consist a friendly user environment where educators could visit and be aware and informed regarding the current trends in this field and any societal changes they are experiencing. At the same time, #IMMUNE platform should aim to support educators to develop their mental and cognitive skills, like critical thinking and be able to teach and prepare their students as well. So, #IMMUNE platform could thematize different topics, like democratic communication, the impact of social media and digital communication

on our democratic societies, that it should address the principles and business model of social media platforms and instruments to deal with disinformation.

Practically, it may be promising to integrate innovative technical components, like the fake news detectors developed by other projects (Co-Inform and WeVerify). Screening technology that show which topics are discussed in a region as developed by other H2020 projects (e.g. CUTLER) may also be a potential add-on in order to enable educators and youngsters to work with live information – and live disinformation. Additionally, it could also provide i. online courses to the educators regarding fake news and how to train students to combat against it; ii. relative applications and tools (online questionnaires, quizzes, games) which support students to cultivate and improve their critical thinking, and at the same time iii. encourage users to create synergies between them and exchange ideas, thoughts and good practices.

### **Survey with Students**

The major result that can be drawn from the survey with the youngsters is that they do perceive the threats of fake news and disinformation, but are more relaxed about it than their educators are. Youngsters' responses express a high confidence about their ability to identify fake news and disinformation as well as not being affected by them. Just like the educators, they are convinced that the problems that arise from disinformation are relevant, but rather for others and the society and less so for themselves. Individually, they feel little affected. Youngsters, even if it seems that they recognize that the quality and the trustworthy of the news disseminated by the social media is mostly low, they are used to spend a lot of time daily on them and mainly to spread the news in their friends and families, even if they know that it is fake. They seem quite confident to recognize a fake new, however, most of the time they do not verify its trustworthiness.

When asked about the significance of media literacy in their educational institutions, they feel more well prepared than their educators criticizing educators' lack of interest in this subject as well as the lack of skills to teach about it. They are also aware of the problematic that their curricula and packed teaching timetable do not allow for the flexibility to include such topics. They mention that their knowledge in the field is mainly based on their own interest and experience and less on the experiences gained from school or other educational institutions. Thinking about the #IMMUNE platform, we could be designed as common online 'place', where youngsters could visit and find useful information, literacy and tools relative to fake news and how they could deal with it. At the same time, coming in touch with online applications and tools, which could provide them the opportunity to come in contact with real fake news items and how to deal with them, could be a more pleasant and interactive way to improve their digital and cognitive skills, like critical thinking.

As a conclusion, we could mention that the #IMMUNE platform could be designed with respect to specific needs of the potential users (educators & students), which are mainly focused on their need to increase their ability to determine which information is correct, erroneous or fake. The main needs could be mentioned as following:

- easily and safe access to all users
- access to media literacy and critical thinking: theoretical and practical part with specific examples-tools-materials-exercises-scenarios
- presentation and exchange of good practices
- specific scenarios of dealing with fake news and the use of relative tools

## 7. APPENDICES

### Appendix 1

#### Survey Template

Dear participant,

thank you for your will to participate in the following survey. It takes approximately 15 minutes and it aims to collect some generic info for you and explore your thoughts in relation to the concepts of fake news.

Your participation remains voluntary, which means that you are free to quit any time you wish.

Survey's results will be evaluated and exploited for research and educational reasons by the University of the Peloponnese in the framework of the implementation of the Erasmus+ project titled `#IMMUNE to opinion manipulation`.

We really appreciate your contribution!

#### Section 1

##### Name & Surname

.....

##### Generic/Demographic Info

1. What is your gender identity? \*

Male

Female

Diverse

2. What is your age? \*

22-30

30-40

40-50

>50

3. Where are you living? \*

Large City/Capital (>100.000)

Suburb near a large city

Small city or town (<100.000)

Rural area (<30.000)

## Section 2

### Educational/Professional Profile

4. What is the highest degree or level of education you have completed? \*

Bachelor's Degree

Master's Degree

PhD

Other

5. At which Institution are you teaching/working? \*

.....

6. At which level are you teaching? (addressed only to teachers of formal education)

.....

7. What is the age of young people you are working with?\*

.....

8. What are you teaching? \*

.....

## Section 3

### Opinion/Experience/Behaviour

9. I usually believe any new I read\*

1-5

1: Strongly disagree

5: Strongly agree



10. I am not used to explore the reliability of any new I read\*

1-5

1: Strongly disagree

5: Strongly agree

11. Have you come across examples of fake news recently? \*

- Yes
- No

If yes,

i. Where have you encountered this fake news?

- Newspaper
- Magazine
- TV
- Radio
- Social Media --> which ones
  - Social Network like Facebook, Instagram, tiktok, etc
  - Messengers like WhatsApp, Telegram, Signal, Viber, etc.

ii. Which form did the fake news have?

- Text /Article
- Podcast / Audio
- Video
- Combined?

12. Could you share with us some examples of fake news (up to 3 examples)? \*

a.....

b.....

c.....

13.What is your reaction when you notice that a new is fake? \*

- Nothing – I do not pay attention to it
- Share it with my friends to confirm that it is fake
- Share it with my friends because I think it is funny although I know it is not true
- I share it with my friends because I am mad about it
- I contact the provider to report the fake news

14.How do you recognize that a new is fake? \*

- Based on the text
- Based on the writer/publisher of it
- Based on the place it was published
- Something else, please clarify

15.How often do you encounter fake news? \*

- Always
- Really often
- Rarely
- Never

16.Do you think that fake news has impact on your life? \*

- Yes
- No

If yes, in which way?

.....

17.Do you feel confident to recognize fake news? \*

- Yes

- No
- I don't know

18. What do you do if you are not sure about the truthfulness of a news' item? \*

- Check sources
- Compare with other news
- Ask friends
- Ask family members
- Other, please specify

## Section 4

### Teaching experience

19. How do you use technology in the classroom/educational environment? \*

.....

20. How do you connect your lessons/activities to the real world? \*

.....

21. How do you define fake news? \*

.....

22. How do you define political manipulation? \*

.....

23. Do you think media literacy and the analysis of fake news should be part of teacher's/educator's training? \*

Yes

No

24. If yes, please suggest methods of dealing with this during teacher's/educator's training? \*

- a. ....
- b. ....

C. ....

25.I am interested in participating in a focus group regarding fake news as a chance to explore/bring out relative thoughts and suggestions. \*

Yes

No

\*: means that the question is mandatory and has to be answered by all participants

## Appendix 2

### Survey Template

Dear participant,

thank you for your will to participate in the following survey. It takes almost 15 minutes and it aims to explore your thoughts and experience in relation to the concepts of fake news and political manipulation.

The survey is anonymous and your participation remains voluntary, which means that you are free to quit any time you wish.

Survey's results will be evaluated and exploited for research and educational reasons by the University of the Peloponnese in the framework of the implementation of the Erasmus+ project titled `#IMMUNE to opinion manipulation`.

We really appreciate your contribution!

#### Section 1

##### Generic/Demographics Info

26.What is your gender identity? \*

Male

Female

Diverse

27.What is your age? \*

<15

15-17

17-19

20-25

28.Where are you living? \*

Large City/Capital (>100.000)

Suburb near a large city

Small city or town (<100.000)

Rural area (<30.000)

#### Section 2

##### Educational Profile

29.At which level are you studying? \*

Secondary School (Gymnasium)

High School

- Vocational Training
- University

30. In which Department of the University are you studying? (optional question, as it is only for students at the University)

.....

31. What is your field of study/profession? (optional question, as it is only for students who attend vocational training)

.....

### Section 3

#### Opinion/Experience/Behaviour

1. I usually believe any new I read\*

1-5

1: Strongly disagree

5: Strongly agree

2. I am not used to explore the reliability of any news I read\*

1-5

1: Strongly disagree

5: Strongly agree

3. Have you come across examples of fake news recently? \*

- Yes
- No

4. If yes,

i. Where have you encountered this fake news?

- Newspaper
- Magazine
- TV
- Radio
- Social Media --> which ones
  - Social Network like Facebook, Instagram, tiktok, etc
  - Messengers like WhatsApp, Telegram, Signal, Viber, etc.

ii. Which form did the fake news have?

- Text /Article

- Podcast / Audio
  - Video
  - Combined?
5. Could you share with us some examples of fake news (up to 3 examples)? \*
- a.....
- b.....
- c.....
6. What is your reaction when you notice that a new is fake? \*
- Nothing – I do not pay attention to it
  - Share it with my friends to confirm that it is fake
  - Share it with my friends because I think it is funny although I know it is not true
  - I share it with my friends because I am mad about it
  - I contact the provider to report the fake news
7. How do you recognize that a new is fake? \*
- Based on the text
  - Based on the writer/publisher of it
  - Based on the place it was published
  - Something else, please clarify
8. How often do you encounter fake news? \*
- Always
  - Really often
  - Rarely
  - Never
9. Do you think that fake news has impact on your life? \*
- Yes
  - No

If yes, in which way?  
.....

#### **Section 4**

#### **Analysis**

10. Do you feel confident to recognize fake news?\*
- Yes
  - No

- I don't know

11. What do you do if you are not sure about the truthfulness of a news' item?\*

- Check sources
- Compare with other news
- Ask friends
- Ask family members
- Other, please specify

12. How much do you trust news in the following media?\*

1: Not at all

5: Very much

- Newspaper  
1 (very much) – 5 (not at all)
- Magazine  
1 (very much) – 5 (not at all)
- TV  
1 (very much) – 5 (not at all)
- Radio  
1 (very much) – 5 (not at all)
- Social Media
  - Social Network like Facebook, Instagram, tiktok  
1 (very much) – 5 (not at all)
  - Messenger  
1 (very much) – 5 (not at all)

13. How much time per day do you spend with different forms of media in hours?\*

- Newspaper
  - <15 minutes
  - 15-30 minutes
  - < 1 hour
  - >1 hour
  - Other
- Magazine
  - <15 minutes
  - 15-30 minutes
  - < 1 hour



- >1 hour
- Other
  - TV
- <15 minutes
- 15-30 minutes
- < 1 hour
- >1 hour
- Other
  - Radio
- <15 minutes
- 15-30 minutes
- < 1 hour
- >1 hour
- Other
  - Social Media
    - Social Network like Facebook, Instagram, tiktok, messenger, viber
- <15 minutes
- 15-30 minutes
- < 1 hour
- >1 hour
- Other

## Section 5

### Education

14. Do you feel well prepared to deal with fake news? \*

- Yes
- No

a. If yes:

- i. Where did you receive your preparation?
  1. In school
  2. In youth clubs
  3. In seminars
  4. Other, please specify

ii. What was the content/form of your education?

1. Lecture
2. Workshop
3. Seminar
4. Personal experience
5. Other

iii. Please, specify the title/topic of it

.....

b. If no:

i. What is your difficulty to deal with fake news?

15. Do you think that teachers / educators are well prepared to teach you the use of social media/how to deal with fake news? \*

- Yes
- No

16. According to me, the skills needed for the evaluation of a news as fake or not are\*

- a.....
- b.....
- c.....

17. Do you think that fake news affect people's everyday life? If yes, in which way? \*

.....

\*: means that the question is mandatory and has to be answered by all participants

## Appendix 3

### ***Focus Group Regarding Fake News***

*To better understand educators' needs and perspectives on fake news we will bring up the issue in focus groups. Each participant is asked to bring two/three real examples of fake news.*

#### **1<sup>st</sup> Focus Group**

Duration: 2h

Aims/objectives: Explore educators'/teachers' views regarding:

- a. their definition of fake news & manipulation
- b. the connection with technology (use of social media, use of technology in their lessons, etc.)
- c. their own experience from fake news & their connection with disinformation and/or manipulation
- d. ways of depicting and analyzing fake news in the classroom
- e. existing Policies/Teaching Methods to tackle fake news and disinformation campaigns

Techniques/approaches: a. working in group

b. brainstorming

c. discussion

Tools: online apps → padlet.com

<https://www.menti.com>

<b>Aims/Objectives</b>	<b>Duration</b>	<b>Activity</b>	<b>Description</b>	<b>Tools/Techniques/Approaches</b>	<b>Comments</b>
Meet each other	10'	Know each other	Each participant will have some time to introduce himself/ herself		
a, c, d	30'	Understanding of Fake News	<p><b>1<sup>st</sup> part:</b> We provide them two examples of the same new – one fake and one real- and ask them to analyze them and discuss about their understanding. *If some of the participants' examples (real fake news examples they brought) have the same topic/is the same new could also be part of the discussion.</p>	<p><b>1<sup>st</sup> part/participants' input:</b> Suggested questions: 1. What is this article/photo/post about? 2. Which of them you think is the fake one and why? Please give explanations about your criteria.</p> <p><b>2<sup>nd</sup> part-</b> as an output of the first discussion. Participants' examples have also to be part of this discussion as real examples: 1. list of Criteria how to recognize a fake new – part of the brainstorming 2. Why do you think fake news are published?</p>	

				<p>3. Fake news and manipulation. Do you think there is any connection between fake news and manipulation?</p> <p>4. How do you think we can depict and handle fake news, which tools/skills are necessary?</p>	
	10'	<b>Short break</b>			
a	10'	Short Presentation	<p>a. definition of fake news (misinformation, disinformation, malinformation)</p> <p>b. how we can depict fake news</p>	ppt*	In this section, participants will acquire a better understanding of what fake news mean and we will arrive in a common understanding & communication
b	20'	Education & Technology	Discussion/working in groups	<p>Suggested questions:</p> <p>1. Use of technology in Teaching. Do you use technology at your lessons? If yes, in which way?</p>	Using the real examples of fake news, participants could make suggestions how a lesson in the class could be designed.

				<ol style="list-style-type: none"> <li>2. The place of Social media in students' lives. How could we protect them from fake news?</li> <li>3. Ways of teaching fake news and leading students to understand them. Do you address the topic of fake news in your classroom? If yes, in which way?</li> <li>4. How often do you think your students encounter fake news?</li> </ol>	
	5'	<b>Short Break</b>			
d	10'	Media Literacy	Discussion/working in groups	<ol style="list-style-type: none"> <li>1. What do you think the role of media literacy should be?</li> <li>2. Do you think media literacy is important and why?</li> <li>3. Are educators prepared to use media literacy?</li> <li>4. What kind of tools and resources are needed?</li> </ol>	

				5. Do you think this should be included in teacher training and how?	
e	15'	Policies and Disinformation Campaigns	Brainstorming (padlet.com)	<ol style="list-style-type: none"> <li>1. Do you know if there are any policies and disinformation campaigns?</li> <li>2. Could you suggest any?</li> </ol>	The coordinator/educator could also have some examples to provide them
	10'		Reflection –	<ol style="list-style-type: none"> <li>1. What is missing?</li> <li>2. What do we need?</li> <li>3. What kind of skills students need to acquire in order to deal with issues like that?</li> </ol>	

**\*Suggested reference:**

- **Mis-information** - false information shared with no intention of causing harm
- **Dis-information** - false information shared intentionally to cause harm
- **Mal-information** - true information shared intentionally to cause harm.
- Fake news is a term that has come to mean different things to different people
- **Fake news are those news stories that are false: the story itself is fabricated, with no verifiable facts, sources or quotes.** Sometimes these stories may be propaganda that is intentionally designed to mislead the reader, or may be designed as “clickbait” written for economic incentives (the writer profits on the number of people who click on the story).

How to depict Fake News:

- **Consider the source**

- **Read beyond the headline.** If a provocative headline drew your attention, read a little further before you decide to pass along the shocking information. Even in legitimate news stories, the headline doesn't always tell the whole story. But fake news, particularly efforts to be satirical, can include several revealing signs in the text.
- **Check the author**
- **Check the site (blog, etc) and the objective of it**
- **What's the support?** Many times, these bogus stories will cite official — or official-sounding — sources, but once you look into it, the source doesn't back up the claim.
- **Check the date.** Some false stories aren't completely fake, but rather distortions of real events. These mendacious claims can take a legitimate news story and twist what it says — or even claim that something that happened long ago is related to current events.
- Which is the objective of the article
- **Check your biases.** We know this is difficult. Confirmation bias leads people to put more stock in information that confirms their beliefs and discount information that doesn't. But the next time you're automatically appalled at some Facebook post concerning, say, a politician you oppose, take a moment to check it out.



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