EDITION DW AKADEMIE

#2018

MEDIA DEVELOPMENT

# Media and information literacy

## A practical guidebook for trainers

# 6
# Social media and Web 2.0

- Internet safety and privacy

- Fake news and information bubbles

# 6
## Social media and Web 2.0

## Internet safety and privacy

# Game — post scramble

"Post scramble" is good for an introductory session. It provides insights into trainees' current questions and prior experience, and can be adapted to different topics and questions.

## EXPLAINING THE GAME

Have everyone sit in a circle to form a big social media user group. All the seats are taken. Start by standing in the middle of the circle of chairs, and explain that the person in the middle is the only one who can "post" something (a message, information, or a comment) by saying it out loud. "Posts" should use the kind of language that is commonly used in social networks. Say your "post" out loud, then ask the social media users to react to your "post." Everyone who wants to react has to get up from their chairs and find a new one at least two chairs away from the one they were sitting in. You, as the person posting, try to grab one of the free seats quickly so one person is left without a seat. This person now has to react to the original post with a "like" or "dislike" (thumbs up or down) and "post" a new comment or reaction to the original post. The others react again, and so on.

You or the person in the middle can stop a running "conversation" at any time and replace it with a new "post." End the game if you think trainees are getting bored or if the game is getting out of hand.

**Possible post for starting the game:**

> "That's what I love about money: no emotions, no tears, just reality."

Variation:
Vary the game by instructing the "poster" to ask questions or make statements that address the groups' experience with and knowledge of social media. All questions should be worded so they can be answered with a "yes" or "no," and statements worded so trainees can "agree" or "disagree". All trainees who respond with a "yes" or "agree" have to get up and find a new chair, while the others stay seated.

Possible questions to ask about experience with social media:

– Do you post pictures?
– Do you hate it when someone else posts a picture of you?
– Do you have more than 200 friends on Facebook?

Possible statements to make about social media:

– It's good that you can get all your news through Facebook.
– Cyberbullying is on the increase.
– It's good that WhatsApp shares data with Facebook.

## Station A | Profile check: Private pictures

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the private pictures that they have posted or shared. Try to identify different categories of pictures and save and rename one meaningful or impressive example of each category to present to your fellow trainees.

| What categories for private pictures did you identify? | What messages can you discern from these private pictures? |
|---|---|
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Now analyze in detail the pictures you saved. Because all pictures have meaning and transport information without using language, each private picture on Facebook provides information about the person and their surroundings to anybody who is on Facebook (if the profile is set to "public")—often without that person's knowledge.

Fill in the table. What information and message can you deduce from the photos? What was your emotional reaction? Score your examples, rating the emotional quality and privacy level. The higher the score, the higher the (unintentional) information quality of the picture, and the more private the content and message is.

| Sample Picture | Message (brief) | Our emotional reaction (brief) | Emotional quality score (1-10) | Privacy score (1-10) |
|---|---|---|---|---|
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## Station B | Profile check: Shared content

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out personal information that they have posted or shared. Try to identify different categories of content and select one impressive ex- ample for each category to present to your fellow trainees. Save your examples by enlarging the view, taking a screenshot, and saving the screenshot under a unique name.

| What content categories did you identify? | What messages can you discern from that shared content? |
|---|---|
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TASK

Now analyze your examples in detail. Shared content always provides information about the specific interests of the person who posts it and can be seen by anybody who is on Facebook (if the profile is set to "public")—often without that person's knowledge. Fill in the table. What information and message can you deduce from your examples? What might the user's purpose have been in posting this information? What mean- ing does it have for you? Score your examples, rating how interesting the content is to you as an outsider and the privacy level. The higher the score, the higher your interest in the con- tent and the more private you consider it to be.

| Sample content | Message (brief) | What might the purpose be? | Interest level score (1-10) | Privacy score (1-10) |
|---|---|---|---|---|
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## Station C | Profile check: "About"

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the information you can find in the Facebook member's "about" section where Facebook asks users to provide personal infor-

mation in different categories. Please complete the table below by listing what information Facebook asks its users for and rating how interesting that information is to you.

| Facebook categories | Interest level score (1-10) |
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| Facebook categories | Interest level score (1-10) |
|---|---|
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Every piece of information Facebook users provide in the "about" section is like a piece of a puzzle. Taken together, these pieces reflect the user's personality (pleasant, humorous, aggressive, etc.), life (school, hometown, education, friends, sexual orientation, etc.) and specific interests (politics, sport, film, games, etc.) Anybody on Facebook can use this information to get a more or less detailed idea of the user (if the profile is set to "public")—often without that person's knowledge.

Now find some notable examples of Facebook users whose information in "about" gives you a clear idea of who they are. Choose three profiles that show big differences in work/locations/music/books/likes, etc. Save these profiles (or profile links) to present them to the other trainees. Describe the impressions you have of the users and give scores. The higher the score, the higher your personal interest in the user's profile is.

| Username | Our impression of him/her, his/her life and interests: | Score (1-10) |
|---|---|---|
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**WORKSHEET**

## Station D | Profile check: Dynamics

**TASK**

Please log in to Facebook. Now look through various profiles, conversations, likes, and comments of Facebook users you have never seen before. Examine the various dynamics that can arise through the network character of Facebook after someone has posted or shared a picture, video, message, or link. Try to identify different categories of dynamics, for instance the number of likes, shares, comments, arguments, disagreements or insults and how quickly they were posted.

| What kinds of dynamics did you identify? | What do you think might cause the different types of dynamics? |
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**TASK**

All content that is posted on Facebook can be shared and can develop a dynamic of its own. Try to find examples of content that has led to lively exchange among users. Search for all kinds of content: conversations, images, links, videos, etc. How many likes did each type of content get? How many comments? What types of comments?

Choose five different examples that you want to present to the others. Save your examples by enlarging the view, taking a screenshot and saving the screenshot under a unique name.

Fill in the table and score your examples. Sometimes posts get very dynamic reactions, but these reactions are destructive, such as insults, threats or bullying. Here, the quality of the dynamic is low. Other posts get reactions that develop the topic further in a positive and creative way. This is a high quality dynamic that brings added value to the post. Assess the quality of the dynamics for the five examples you chose. The higher the score, the higher you consider the quality of the dynamic of the comments to be.

| Example | Topic of the content (briefly) | Our emotional reaction (briefly) | Reasons for the quality of the dynamic | Quality score (1-10) |
|---|---|---|---|---|
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## Facebook expert

| Settings | Learning objectives |
| --- | --- |
| Security settings | How do I log in and out securely and keep people from logging into my account? |
| Privacy settings and tools | Who can see my stuff? Who can contact me? Who can find me? |
| Timeline and tagging | Who can add things to my timeline? How can I manage tags? |
| Blocking | How can I block certain users or their invitations? |
| Reporting | How can I report other users to Facebook? |

| Information | Learning objectives |
| --- | --- |
| Friends | How do I divide friends into groups? What rights do they get? |
| Pages and feeds | How can I find information via pages and feeds? |

| Creating | Learning objectives |
| --- | --- |
| Pictures | What pictures can I share? What about the other people in the images? |
| Pages | How can I create a page and what can I do with a page? |
| Events | How can I create an event and how do I manage this event? |
| Groups | How do I create a group and control who has access to it? |

## Facebook expert

| Name | Facebook name | On Facebook since |
|------|---------------|-------------------|
|      |               |                   |

| Settings | These are/this is important because … | Level of knowledge | | |
|----------|---------------------------------------|-----|-----|-----|
| Security settings | | 1 | 2 | 3 |
| Privacy settings and tools | | 1 | 2 | 3 |
| Timeline and tagging | | 1 | 2 | 3 |
| Block | | 1 | 2 | 3 |
| Report | | 1 | 2 | 3 |

| Information | This is important because … | Level of knowledge | | |
|-------------|-----------------------------|-----|-----|-----|
| Friends | | 1 | 2 | 3 |
| Pages and feeds | | 1 | 2 | 3 |

| Creating | This is important because … | Level of knowledge | | |
|----------|-----------------------------|-----|-----|-----|
| Pictures | | 1 | 2 | 3 |
| Pages | | 1 | 2 | 3 |
| Events | | 1 | 2 | 3 |
| Groups | | 1 | 2 | 3 |

Date _____     Signature _____

## Storyboard — Web 2.0: My opinion on …

| Statement<br>Write it down here | Photo<br>Sketch or describe the picture that illustrates your statement |
| --- | --- |
|  |  |
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# 6

# Social media and Web 2.0

## Fake news and information bubbles

## My Facebook news feed #1

What information shows up on your Facebook news feed? Take this worksheet to examine what kind of posts have appeared recently, where they came from or who shared them with you and what kind of information they contain. To avoid seeing only Facebook's "top stories," change your preferences to "most recent." Evaluate one post after another.
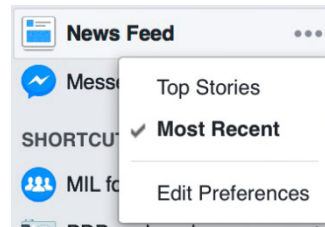
|  | From friends | Via groups or pages | Sponsored |
|---|---|---|---|
| **How do posts appear in your news feed? Please count.** | | | |
| Direct posts | | | |
| Reactions (like, comment) | | | |
| Shared | | | |
| Tagged | | | |
| **What kind of posts appear in your news feed. Please count.** | | | |
| Private posts, pictures, … | | | |
| Promotions, advertising | | | |
| Fun, humor | | | |
| Tabloids, gossip | | | |
| Public interest/news | | | |
| **What stories or topics of public interest appear on your news feed? Please describe.** | | | |
| | | | |
| **After you have examined these posts about topics of public interest, which three are most important for you and why (your "Top 3")?** | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |

**WORKSHEET**

## My Facebook news feed #2

Examine your "Top 3" news stories and fill out one form for each story as outlined below. For each of your "Top 3" stories, write down the answers to these questions: What topic? What kind of post is it? How did it get on your news feed? Why is it newsworthy to you? What point of view does it reflect? Do you agree or disagree with this view? How trustworthy do you think this post is?

Example:

| **Topic:** Election | | **Kind of post:** News article | |
|---|---|---|---|
| ☒ via a friend | ☐ via a group or page | ☐ sponsored | |
| **Newsworthy for me because of …** | | | |
| ☐ timeliness | ☐ impact | ☐ conflict | ☐ novelty |
| ☐ proximity | ☐ consequence | ☐ prominence | ☒ human interest |
| **Viewpoint:** Pro government | | | |
| ☐ disagree | ☐ neutral | ☒ agree | |
| **Trustworthiness for me** (1 = low / 5 = high) | | | |
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☒ 5 |

| **Topic:** _____ | | **Kind of post:** _____ | |
|---|---|---|---|
| ☐ via a friend | ☐ via a group or page | ☐ sponsored | |
| **Newsworthy for me because of** _____ | | | |
| ☐ timeliness | ☐ impact | ☐ conflict | ☐ novelty |
| ☐ proximity | ☐ consequence | ☐ prominence | ☐ human interest |
| **Viewpoint:** _____ | | | |
| ☐ disagree | ☐ neutral | ☐ agree | |
| **Trustworthiness for me** (1 = low / 5 = high) | | | |
| ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

**Topic:** _____  **Kind of post:** _____

☐ via a friend ☐ via a group or page ☐ sponsored

**Newsworthy for me because of** _____

☐ timeliness ☐ impact ☐ conflict ☐ novelty

☐ proximity ☐ consequence ☐ prominence ☐ human interest

**Viewpoint:** _____

☐ disagree ☐ neutral ☐ agree

**Trustworthiness for me** (1 = low / 5 = high)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**Topic:** _____  **Kind of post:** _____

☐ via a friend ☐ via a group or page ☐ sponsored

**Newsworthy for me because of** _____

☐ timeliness ☐ impact ☐ conflict ☐ novelty

☐ proximity ☐ consequence ☐ prominence ☐ human interest

**Viewpoint:** _____

☐ disagree ☐ neutral ☐ agree

**Trustworthiness for me** (1 = low / 5 = high)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**WORKSHEET**

## The information bubble

**TASK**

Compare the results of your news feed evaluations. To what extent are social media networks like Facebook suitable information channels for people who want to be up to date? Use the questions below to guide your discussion. Write down your answers and formulate short statements.

**Question 1 – Information gateway** | How or through whom does most information reach you on social media? Who determines what shows up in your news feed? How does this differ from other information sources, like traditional mass media?

_____

_____

_____

**Question 2 – Types of stories** | What kinds of stories show up the most in your news feed? What makes your "Top 3" posts especially newsworthy and important for you?

_____

_____

_____

**Question 3 – Friends, topics and views** | How do the pages you have liked and your choice of Facebook friends influence what information and opinions appear on your news feed?

_____

_____

_____

**Question 4 – Rumors and trustworthiness** | How often are you confronted with information that you don't trust compared to trustworthy information? Is a post that a friend shared with you more trustworthy than other posts?

_____

_____

_____

**Question 5 – Information bubble** | What are the possible consequences when social media users only get information that is filtered by their digital networks and merely confirms their own interests and beliefs? What precautions should be taken if you want to be well-informed?

_____

_____

_____

_____

## Quiz on fake news

| # | Statement | True | False |
|---|-----------|------|-------|
| 1 | The phenomenon of fake news is nothing new. Fake news stories have appeared in tabloids and even in respectable news outlets. | | |
| 2 | Fake news items are not usually created intentionally or with a specific purpose. | | |
| 3 | When social media users spread false information, they are usually aware of it. | | |
| 4 | Fake news items have the power to shape public opinion and even sway democratic elections. | | |
| 5 | Ordinary people can earn money by creating fake news websites and spreading misinformation in social media. | | |
| 6 | When false information is debunked, it no can no longer influence beliefs and attitudes. | | |
| 7 | Rumors that are ultimately proven to be false tend to disappear faster than those that turn out to be true. | | |
| 8 | Articles shared by friends that look like they are from a legitimate news website can most likely be trusted. | | |
| 9 | Getting facts to prove that a doubtful piece of information is false is considerably more effective than just saying it isn't true. | | |
| 10 | A study conducted in the US summed up young people's ability to judge information on the internet with one word: "bleak." | | |

# Fact or fake?

## TASK

**Current issues**

Use one line for each issue: Write down the headline or give key words to describe the topic; cut out and sort the pieces of paper according to "true", "false" or "half true."

**true**                    **half true**                    **false**

# Debunking fake news

| | |
|---|---|
| **Care about what you share!** | Before you start debunking fabricated stories, make sure you are not sharing false information and rumors. |
| **Who is behind the information?**<br>Source analysis | – Odd domain names are usually an indicator of information that is equally odd and rarely truthful. If the domain name is a slight variation of a well known news website, it is usually a sign that the website you are on is a fake version of the original trusted source. For example, the US media organization ABC's website has the url http://abcnews.go.com. A fake news website was created with the url http://abcnews.com.co. It has been deleted in the meantime. If the words "blogger", "tumblr" or "wordpress" appear in the domain name, the website is probably a personal blog rather than a news site.<br><br>– Check the "About us" section on websites or look up information about the website by using a search engine. You can also check sites like Wikipedia.com for more information about the website or news source.<br><br>– If the website has no "About us" page or section, this could indicate that it is not a legitimate source of information. If the names of the authors are not mentioned and there is no proof that they exist, this should cast doubt over the accuracy of the news story or the credibility of this source. It demands further research. |
| **What is the content like?**<br>Content analysis | – Evaluate the content. Do you think the reporting is accurate? Are facts, names and numbers correct? Is the story reported without bias? Are all relevant aspects and sides of the topic presented?<br><br>– If the reporting evokes strong emotions of anger or fear, the author might be trying to provoke an emotional response. Professional journalists usually don't try to play with the audience's emotions. Check whether other sources have reported the same information independently of one another.<br><br>– Analyze language use. If the text contains many spelling mistakes, words that are very emotional or even curses, it probably wasn't edited by a professional journalist.<br><br>– Analyze the web design. Bad web design or a website that uses ALL CAPS can indicate that the source isn't trustworthy and that the information needs to be verified.<br><br>– Do the headlines and the stories use sensational or provocative language?<br>If so, they may be just clickbait. |
| **What do others say?**<br>Compare and verify | – Use search engines to research whether the information is true or false.<br><br>– Check whether the information is also presented in reputable news outlets. Normally, there should be more than one source reporting on a topic or event independently of others. This means these sources probably do not copy each other. It is always best to have multiple sources of information to get a variety of views and angles on a story.<br><br>– Verify a photo by dragging and dropping it into Google Images or check it using www.tineye.com. This will show whether the photo has been published by other media and if it possibly has been used to illustrate another topic. |
| **Website recommendations for verification**<br>Check if these or similar websites work in your country or region | https://en.wikipedia.org/wiki/List_of_fake_news_websites<br>http://www.snopes.com (validating and debunking stories)<br>http://www.truly.media (collaborative verification platform)<br>http://www.politifact.com (fast checking of statements and stories)<br>http://www.hoax-slayer.net (debunking hoaxes and analyzing stories)<br>http://www.tineye.com (reverse image search to check the origin) |

# Talk show: Scenario and roles

### The scenario

In the "Republic of Ebonia" (ROE), the two major political parties are preparing for the upcoming presidential election. The ruling party is the "Centrist Party" (CEP). Its candidate, Mr. H. Lee, is a new face on the political scene. The candidate of the opposition party, the "Anti-Poverty Party" (APP), is Mr. A. Miller. Opinion polls show that both parties are equally popular with the electorate. This creates fears among CEP members that their candidate won't be able to persuade voters and that the CEP will be voted out after having been in power for many years.

The people of Ebonia eagerly discuss the campaign on social media. Some users vehemently support the CEP others, the APP. But since last week, the discussion has changed. Allegations have surfaced on social media that A. Miller secretly supports paramilitary units in neighboring "Aladia." According to these reports, he plans to mobilize these paramilitary forces to overthrow the government if the APP loses the election. Over the past few days, these stories quickly went viral.

While the CEP remains silent on this issue, the APP claims that the reports are fake news stories and people shouldn't believe them. This morning, the mainstream media outlet "C11" debunked the reports. C11 provided evidence that the allegations were false and that the audience was being tricked. But many people still don't believe the allegations are false. They keep spreading conspiracy theories and using social media to express their fear of a military coup.

Since this is such an explosive issue, C11 has decided to produce a talk show tonight on fake news in social media. The station has invited representatives of the two opposing political parties, social media users, media makers and a social scientist to join a discussion. C11 hopes they can explain the rapid spread of fake news on social media, discuss possible consequences for society and outline individual responsibilities to the public.

### The roles

| | |
|---|---|
| **Politician of the government party CEP** | Denies that the CEP has fabricated the story, although it benefits from the spreading of the fake news. Calls on users to be critical. Emphasizes that there is no proof that the story is false. |
| **Politician of the opposition party APP** | Denies that the story is true. Says it is fabricated to discredit the party and to prevent it from winning the election. Suspects members of the government party have instructed its supporters to spread the fraudulent reports. |
| **Mass media journalist** | Emphasizes the differences between fake news and real news. Demands that social media users stop sharing without thinking. Says the same ethical standards that professional journalists use should be applied in social media, like verifying information before publishing it. |
| **Social media user who supports the government** | Says that these reports just strengthen his/her resolve to vote for the government, regardless of whether they are true or not. |
| **Social media user who supports the opposition** | Says the reports are fabricated and that the government party is behind them. Argues that the fraud is very obvious and that only fools believe it. Demands that media outlets debunk the story. |
| **Owner of social media network** | Emphasizes that social media are just a platform for citizens to express themselves freely without any censorship. Admits that it is easy to misuse social media to spread rumors, propaganda, and fake news. Expresses willingness to combat fake news. |
| **Social scientist** | Says that fake news is nothing new and has always been used to gain power and make money. Explains why fake news targets emotions like anger or fear and are booming in social media; demands that people become media literate. |

## Moderating the talk show

| Topic | "Does fake news cause real harm?" | | |
|---|---|---|---|
| **Guests** | **Pro government** | **Pro opposition** | – News journalist<br>– Owner of social media network<br>– Social scientist |
| | – Politician<br>– Social media user | – Politician<br>– Social media user | |

| Host | While preparing the show | – Learn about the topic.<br>– Learn about your guests.<br>– Plan and structure your show (key aspects, time).<br>– Prepare key questions for each guest. |
|---|---|---|
| | During the show | – Be neutral and never express your own opinion.<br>– Let everyone speak, manage time and interrupt if a guest speaks too long or doesn't answer.<br>– Be polite but persistent.<br>– Don't be afraid of controversy among your guests. |

| The talk show | Beginning: Introduction<br><br>_____ minutes | – Welcome the audience, introduce yourself and the topic of the talk show.<br>– Welcome and introduce your guests and quickly explain why they were invited to join the discussion. |
|---|---|---|
| | Round 1: Q&A<br><br>_____ minutes | – Give everyone a chance to speak by asking every guest a short question.<br>– Plan whom you want to ask about what aspect of the topic. Start with simple aspects and guide the audience along as you move to more complex issues. |
| | Round 2: Discussion<br><br>_____ minutes | – Let your guests discuss amongst themselves. Ask opponents to defend their opinions.<br>– Don't interfere too often, but make sure you don't lose control of the situation. Make sure all relevant aspects are covered.<br>– Listen closely, ask follow-up questions or introduce aspects that lead the discussion to its next phase. |
| | End: Conclusion<br><br>_____ minutes | – Make it clear that the talk show is coming to an end.<br>– Wrap up the different aspects of the talk show. Try to wrap up issues that may still be unresolved.<br>– Ask guests for a final statement/conclusions/tips.<br>– Thank your audience and your guests. |

## DW Akademie

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