Session 4 "Fact Checking: Content verification – Text, Photo, Video" (3 hours)

PURPOSE

In this session, students further develop their skills to analyze and verify media products. The session builds on the verification sessions in the beginners' MIL Club, where students learned about source verification. Now they will learn about content verification as another way to detect disinformation. Students understand that the content of media products can be manipulated to achieve specific goals or provoke certain reactions and that this can pose dangers (example: deepfakes). Students learn how they can verify information through content analysis, comparing with other sources, and through special verification tools.

KEYWORDS

- Disinformation, content verification, photo verification, reverse image search, video verification, deepfake

RESOURCES

- DW: Fact-checking: A curated guide to resources and ideas:
  https://p.dw.com/p/3giTw
- Global Investigative Journalism Network: Fact-Checking & Verification:
  https://gijn.org/fact-checking-verification/

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- First Draft – verification toolkit: https://start.me/p/vjv80b/first-draft-basic-toolkit
- Verifying online information: https://firstdraftnews.org/long-form-article/verifying-online-information/
- Four Quick Ways to Verify Images on a Smartphone: https://gijn.org/2021/08/24/four-quick-ways-to-verify-images-on-a-smartphone/
- Out-of-**context photos are a powerful** low-tech **form of misinformation** https://theconversation.com/out-of-context-photos-are-a-powerful-low-tech-form-of-misinformation-129959
- DW: The dangers of deepfakes (video): https://p.dw.com/p/3oj6F
- DW: How deepfakes are made (video): https://p.dw.com/p/3XlWv
- DW: The possibilities of deepfake technology (video): https://p.dw.com/p/3XlWQ
- DW: Deepfakes – battle of the experts (video): https://p.dw.com/p/3XlWl
- The Guardian: What are Deepfakes – and how can you spot them? https://www.theguardian.com/technology/2020/jan/13/what-are-deepfakes-and-how-can-you-spot-them

- DW Akademie MIL Guidebook, 3rd edition, p. 201 – 227. Especially: p. 222 (https://www.dw.com/downloads/56736330/dwa-mil-guidebook-en-3rdedition.pdf)

TRAINING METHODS

- Topic game, guided discussion, guided input, online quiz, individual work, pair work, group work, video demonstration, active media work (role play videos).

POSSIBLE "TRAINING OF TRAINERS" ELEMENTS:

- A STUDENT CONDUCTS A TOPIC GAME
- A STUDENT VISUALIZES A DISCUSSION OUTCOME
- A STUDENT MODERATES A FEEDBACK SESSION AFTER THE PRESENTATION OF THE MEDIA PRODUCT

HOW TO CONNECT TO PREVIOUS MEET-UP "BASIC JOURNALISTIC WRITING"

In the previous session, students learned the basics of professional journalism. This includes being factual, truthful, transparent, up-to-date, unbiased, and working in the interests of the audience. Unfortunately, not everyone has these high moral and ethical standards. Some people, groups or organizations that create and publish media products intentionally falsify facts, photos, or videos to achieve certain objectives (e.g., influence public opinion; create social division, unrest, or confusion…). In this session, students get acquainted with highly sophisticated forms of media manipulation and with methods and tools to identify them.

LEARNING OUTCOMES – HEAD (KNOWLEDGE)

- Students recall that some media messages are not published to inform objectively but are deliberately manipulated to achieve specific goals (financial, political, or social) or provoke certain reactions.
- Students discover ways to identify disinformation through content analysis.
- Students list tools to help identify manipulated media content.
- Students explain and define manipulated content like deepfakes and manipulated photos.

LEARNING OUTCOMES – HAND (SKILLS)

- Students identify media content that is designed or manipulated to evoke strong emotions (e.g., outrage, hate, love).
- Students identify media content that is designed or manipulated to reinforce their beliefs.
- Students apply content verification to identify disinformation.
- Students apply tools to debunk manipulated media content.

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LEARNING OUTCOMES – HEART (ATTITUDE)

- Students think critically about media content they encounter and consume.
- Students are aware that many sources do not provide factual and accurate information, but deliberately spread false information. Students are aware how this affects their everyday life and society.
- Students recognize the importance of verification and cross-checking information and photos before sharing.
- Students realize how easily photos can be manipulated to change their meaning or message and that it takes critical thinking to be vigilant.
- Students recognize positive and negative implications of video manipulation technology (e.g., deepfakes) and find their own position in the discussion.

INTRODUCTION (20 MIN)

Introduction/Motivation: Topic game "Two truths and a lie"

Activity	● Topic game	20 "
Objective	● Students enhance critical thinking and observational skills ● Students practice questioning information they encounter	
Steps	● Welcome the students and explain the game" Two Truths and a lie" ● Ask the students to think of three things about themselves: two should be true, one should be a lie. Tell them it will be their task to	

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	present these three "facts" in a way that they all sound plausible. The other students will have to determine which of the three "facts" is a lie. The group will be able to ask three questions to help them determine the lie ● Ask for a volunteer to present their three "facts". The trainers or a volunteer student may want to write a key word for each "fact" on a flipchart ● Ask the group to come up with three good questions that will help everyone identify the lie ● After the group has asked their three questions, ask for a show of hands for the three options 1, 2 and 3 that could be a lie ● Ask randomly why students decided for 1, 2 or 3, then ask the volunteer, which of the three was actually the lie ● Wrap up the topic game after two or three rounds. ● Ask students about the experience. How difficult was it to identify a lie? How did they recognize the lies (e.g., they knew something wasn't true because they knew their fellow student; they observed facial expressions or gestures; their critical questions helped identify the lie…)? How did the questions help? ● Help the students conclude and connect this topic game to the following activities
Material	● Flipchart, markers
Notes	

Possible ToT - element	● Let a volunteering student conduct this topic game. The volunteer will need instructions on how to conduct the game before the session begins. Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it and connect it to the following session After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers

BODY PART 1 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (70 MIN)

Trainer Centered: Guided input: Verification: Content analysis (text)

Activity	● Guided input	20 "
Objective	● Students recall source verification from the beginners' MIL Club ● Students recognize content verification as another method to detect disinformation and manipulated media content ● Students identify different elements of content verification for texts (e.g., checking accuracy, emotionality, spelling and grammar and visual appearance / design)	
Steps	● Remind the students of the session on disinformation in the beginners' MIL Club. One way to verify information which was covered then was source verification.	

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- o If you have time, ask students to review how to verify information by checking the sources. Write key points on a flipchart
- o If this takes too long, visualize key points of source verification before the session and go through them with the students
    - ▪ Check the "about" section of the source
    - ▪ Research the author / organization behind the publication
    - ▪ Verify whether contact data is correct
    - ▪ Verify odd domain names (url)
  - => Evaluate the trustworthiness of the author / source
- Emphasize the need to have additional methods and tools for verification: content analysis and special verification tools (e.g., tineye.com) or portals
- Explain and demonstrate key questions and elements of content analysis by using one example you researched.

  Check: Neutral or sensational?
  - o Does the story or post use sensational or provocative language?
  - o Does it evoke strong emotions of anger, outrage, or fear? If so, the author may be trying to provoke an emotional response.

Professional journalists and media usually report neutrally and do not try to play with the audience's emotions

Check: Facts or opinions?

o Does the story or post transport the author's opinion rather than presenting facts? If so, the author may try to influence the audience, not primarily inform it. Professional journalists and media usually aim to report factually, neutrally, and objectively. They clearly label opinion pieces, commentaries, or editorials as such to distinguish them from factual news writing

Check: Accuracy

o Do you think the reporting is truthful?

o Are facts, names, and numbers, correct?

o Is the story reported neutrally without bias?

o Are all relevant aspects and angles of the topic presented?

o Have other sources reported the same information independently of one another?

Check: Spelling and grammar

o Analyze language, grammar, and spelling. If the text contains many spelling mistakes, words that are very emotional, or even curse words, it probably was not published by a professional journalist, author, or organization

Check: Design and visual impression

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	o Analyze the web design. Bad web design or a website that uses ALL CAPS can indicate that the source is not trustworthy, and that the information needs to be verified
Material	● Guideline "Debunking fake news" (lower half) content analysis, compare and verify (DW Akademie MIL Guidebook, Third edition, English version, page 222)
Notes	

Trainee Centered: Group work: Verifying suspicious content (text)

Activity	● Group work (three groups)	**20"**
Objective	● Students identify aspects that are suspicious about a post (text) through content analysis	
Steps	● Divide the students into three equal groups. Give each group examples of suspicious content (**short** texts) Ask them to use content verification tools (not source verification!) to identify aspects that make them suspicious about the post. Ask them to decide whether the information is trustworthy or whether they think it is disinformation ● Trainers can conduct this group work in two different ways: o All groups get the same posts / stories to verify	

	o Each group gets a different post / story to verify. Each of these posts / stories may relate to another aspect of content verification so that the groups learn from each other when they present their results ● Move around the room and help the students if they need help ● After 15 minutes, ask the groups to present their results. If you see that the group results are very similar, ask the groups to present only what hasn't been said yet ● Add information and correct the presentations where necessary
Material	● Select suspicious posts or articles (**short** texts). You can post them in the Facebook group, give the students print-outs or photocopies, or a link ● Computers, smartphones, projector, WiFi ● Flipchart ● Markers
Notes	● Explain and visualize the task. Clarify possible questions *before* subdividing the groups and handing out the work sheets, posts, or texts

Trainer Centered: Guided input: Verification: Content analysis (photos)

Activity	● Guided input and demonstration of tools	**30 "**

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Objective	• Students recognize photo verification as another method to detect disinformation and manipulated media content • Students identify verification tools (e.g., Google Maps, Google Street View, Google Reverse Image Search…)

Steps	• Show students examples of manipulated photos from history. You may want to show them the original and the manipulated version and let them guess which is which
	• Ask students how photos accompanying a post or article today can deliberately be used to manipulate the audience. What are the indicators? What questions should we ask ourselves when we see photos in the media?
	Visualize the students' answers and add information or correct their answers where necessary. Key questions and elements to mention include:
	
	Context
	  o <u>Was this picture taken when it claims to have been taken?</u>
	      Indicators:
	      Weather, position of the sun and shadows, what people wear/fashion, visible buildings, cars, posters…
	      Metadata if you can access them
	      Tools:
	      Google Earth, Google Street View, Google Maps,

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o Was this photo taken where it claims to have been taken?

> **Indicators**:
>
> Weather, visible buildings, landmarks, cars, posters…
>
> **Tools**:
>
> Google Street View,

o Does this photo show who or what it claims to show?

> **Indicator**:
>
> Have other sources used the same photo to illustrate the information independently of one another?
>
> **Tools**:
>
> Google reverse image search

o Does the photo appear to be manipulated (cropping / colors / brightness etc.)

> **Indicator**: does the photo look different in other

media?

> **Tools**:
>
> Google reverse image search

Facts or emotions?

o Does the photo have a sensational or provocative composition or content?

Does the photo show a moment in time that is not representative of the truth (for example: someone blinking their eyes closed, so it looks like they are

	sleeping)? Does the photo evoke strong emotions of anger, outrage, or fear? If so, the author may be trying to provoke an emotional response. Professional photojournalists and media are careful about evoking strong emotional reactions • <u>Demonstrate content verification for photos using one example you researched</u>.
Material	• Selection of manipulated photos • Laptop • Smartphones • Projector • WIFI
Notes	

----------- **BREAK (15 MIN)** -------------

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BODY PART 2 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (75 MIN)

Trainer Centered: Guided input / video demonstration: What are deepfakes? What are their pro's and con's?

Activity	● Guided input / video demonstration	20"
Objective	● Students recognize deepfakes as one form of video manipulation. ● Students identify positive and negative implications of video manipulation technology (e.g., deepfakes)	
Steps	● Ask the students if anyone has heard the term "deepfake" and can try to explain what deepfakes are. Use a prepared flipchart á la train-to-explain and explain what deepfakes are. Show an example of a deepfake ● Ask the students where they see the advantages and the dangers of deepfake technology. Visualize key points in a "pro" and "con" matrix. Use individual cards for each key point or argument. ● To get deeper into the topic, show the Khmer VOA-video https://www.voacambodia.com/a/5313654.html or show the English DW-video "The dangers of deepfakes" https://p.dw.com/p/3oj6F and discuss it with the students. Possible questions:	

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	o What are the implications for the people whose faces and bodies are used in deepfakes (e.g., celebrities, politicians, average people…) o What are the effects on media users? o Should there be a law banning deepfakes? • Visualize additional key points and arguments from the discussion in your "pro" and "con" matrix
Material	• https://thispersondoesnotexist.com • Example of a deepfake – if possible in Khmer • DW video "The dangers of deepfakes" (https://p.dw.com/p/3oj6F) • Flipchart, cards, and markers to visualize the discussion questions and key points of the discussion
Notes	• If you want to show how convincing manipulated photos can be, you may want to show students the website https://thispersondoesnotexist.com . Explain that every time the page is refreshed, a face that does not exist is generated from millions of photos on the web. You can sometimes detect that the faces are fakes when there are other people in the original photos: their faces will be extremely distorted by the computer software • Please replace the DW video with a more up-to-date video or one in **Khmer** if you can find a suitable one. For example: https://www.voacambodia.com/a/5313654.html

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Possible ToT-Element	● Let a student volunteer visualize this segment. The volunteer will need instructions on how to plan the matrix before the session begins After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers

Trainee centered: Active media work: critical thinking in verification information on social media

Activity	● Active media work: videos of role-plays on disinformation and verification	**45"**
Objective	● Students recognize different aspects of disinformation (text, photos, deepfakes) ● Students recognize how easy it is to fall victim to disinformation as technologies to create it and fool us get better ● Students discover that good observation and critical thinking may protect against falling victim to disinformation ● Students share tips on how to recognize and prevent disinformation through content analysis (text), close observation and comparison (photos) and critical thinking	
Steps	. ● Divide students into 3 groups ● Ask each group to choose one topic they will be working on:	

	- **Suspicious content (text)** - **Suspicious content (photos)** - **Suspicious content (deepfakes)** ● Explain that each group should think of a scene (role play) to illustrate their topic. Their task is to play out their scenes and record them on video Time: 30 minutes Ideally, the scenes or role plays should show everyday situations in which the students may encounter suspicious content in their lives ● The videos should also show or explain methods or tools to verify the suspicious content or tips how to think critically ● If possible, the groups should work on their videos in different parts of the building so they don't influence or disturb each other ● Go from group to group and give assistance where necessary. ● After 30 minutes of production time, ask the students to upload their videos to the Facebook group ● Watch the videos together and ask the students to give each other feedback. Add and correct aspects of feedback if necessary Time: 15 minutes
Material	● Laptop ● Projector ● WiFi ● Smartphones
Notes	

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CONCLUSION (10 MIN)

Conclusion: Live-Deepfake (pairs)

Activity	● Conclusion in pairs as live-deepfake	**10 "**
Objective	● Students share their conclusions about the session by doing live-deepfakes in pairs	
Content	● Wrap up the session by asking if there are questions or comments ● Invite the students to think of their personal highlight about content verification of text, photos, or videos. Explain that they will share their highlight in form of a live-deepfake ● Ask the students to stand in a circle. Go around the circle counting 1-2-1-2-1-2-1-2… to create pairs. Ask all students with the number one to stand in front of the student on their left with the number two. The students standing at the front will now act as "footage" of the deepfake. That means, they will pretend to speak and gesture while sharing their highlight, but they stay silent. In reality, their partner behind them speaks and puts his/her words in their mouths. The pairs can agree on non-verbal cues to synchronize the movement of the mouth, for example the person in the back can touch their partner's shoulder when they speak and let go when they stop talking to signal to their partner that they should stop "mouthing" the words ● Let each pair share a live deep-fake-conclusion	

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	● If you have time, ask the students to switch roles: the students with the number 2 now stand in front and mouth the words of their counterparts standing behind them ● You may want to share additional material about this topic with the students who wish to learn more
Material	
Notes	● It would be great if the trainers could periodically update the resources section. Please also try to find articles or videos in Khmer