DEFINITIONS
(Source of definition indicated by the last letter e.g. F)

Active digital footprint: information that a user has consciously added or otherwise generated on the web (E.g. sharing photos on Facebook). F

Algorithms: as related to digital platforms, algorithms are tools that select what content is displayed for users based on relevance and preferences. E

Artificial Intelligence: software, computers or machines that are programmed to perform tasks that usually require human intelligence. E

Bot: an autonomous software program on the internet that interacts with users and engages with pre-defined tasks. E

Civic competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic and political concepts and structures, as well as global developments and sustainability. K

Cheapfakes: altered media that have been changed through conventional and affordable technology (e.g., face swapping). E

Clickbait: content whose main purpose is to attract attention and encourage visitors to click on a link to a particular web page**.** E

Critical literacy refers to an individual's ability to seek information, evaluate, source and interpret texts, and use the overall picture formed by texts in decision making and apply what they have learned when engaging with different communities. C

Dark social media: the sharing of social media posts & traffic of online content through private channels such as WhatsApp, Snapchat and Yodel. F

Deepfakes: images, videos or audio recordings generated by Artificial Intelligence, of people or events that did not really happen and that are often impossible to distinguish from the real ones. They are more sophisticated than cheapfakes. E

Debunking: correcting or refuting false information is challenging because people are more likely to believe familiar information even if they later learn that the information is incorrect (the familiarity backfire effect). H

Digital citizenship: the capacity to participate actively, continuously and responsibly in digital environments (local, national, global, online) at all levels (political, economic, social, cultural and intercultural) and actively fight disinformation to protect democratic systems. E

Digital competence: involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions and problem solving. E

Digital footprint: traces of data left by individuals using the internet, including websites visited, emails sent, and other information shared. A digital footprint can be used to track an individual's online activities and devices. E

Digital Information Literacy: Digital information literacy is the ability to access, manage, understand, integrate, communicate, evaluate, create, and disseminate information safely and appropriately through digital technologies. It includes competences that are variously referred to as information literacy and media literacy, computer, and ICT literacy but also an ability to understand the functioning of the digital information landscape at large. Digital Information Literacy involves a dimension of active and civic engagement with the digital world and promotes active citizenship. F

Digital literacy: the ability to access, manage, understand, integrate, communicate, evaluate, create and disseminate information safely and appropriately through digital technologies. It includes competences that are variously referred to as information literacy and media literacy, computer and ICT literacy. Digital Literacy involves a dimension of active and civic engagement with the digital world and promotes active citizenship. E

Digital pedagogy: the use of innovative digital tools and conceptual approaches. It is intended to support adaptive and personalised learning and contribute to the design of new creative modes of learning, enrichment of learning experiences and improvement of learning outcomes. It has been noted that digital pedagogy values open education, including open educational resources. E

Disinformation: intentional false context, including intentionally created conspiracy theories, or other content that can in some cases be harmful;. W

Echo chambers: environments in which the opinion, political leaning, or belief of users about a topic gets reinforced due to repeated interactions with peers or sources having similar beliefs and ideologies. E

Fact checking: Fact-checking is the process of checking whether or not a claim made publicly is true. Fact-checking helps to distinguish false, distorted and misleading or ill-founded claims from credible and truthful information. F

Filter bubble: a situation in which people only hear or see news and information that supports their existing beliefs and preferences. This effect can be heightened online depending on which persons or what pages users choose to follow or connect with, as well as algorithms displaying content based on past online behaviour, preferences and settings. E

Information disorder: To help us understand different dimensions of false content online, Claire Wardle and Hossein Derakhshan created a framework of **information disorder** which makes a distinction between different types of content based on their intended purposes (mis-, dis- and mal-information) W

Information literacy: a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. F

Lateral reading: The reader checks the background of the online information (author's credibility, facts, statistics, sources, etc.) on various sites and sources before reading the text at hand. O

Malinformation: false content that is purposely created to cause harm, or use of content for malicious purposes. W

Media literacy: the ability to access the media, to understand and critically evaluate different aspects of the media and media contexts, and to create communications in a variety of contexts. E

Media and Information literacy: the ability to understand information for public good; the ability to critically engage with information, media, and digital communication for participation in sustainable development goals; and the ability to seek and enjoy the full benefits of fundamental human rights. F

Meme: an image, video, piece of text, etc., typically humorous in nature that is copied and spread rapidly by internet users, often with slight variations. E

Misinformation: false connection or misleading content that can be also unintentional and that is not always harmful. This includes shared content that is believed to be true and should be made public for common good, even if its veracity has not been checked. W

Multiliteracy: Multiliteracy is one of the transversal cross-curricula education areas of Finnish curriculum. Multiliteracy means abilities to obtain, combine, modify, produce, present and evaluate information in different modes, in different contexts and situations, and by using various tools. N

Passive digital footprint: data collected by online services without the user's knowledge. F

Phishing: an attack that aims to steal a person's money or identity, by getting somebody to reveal personal information -- such as credit card numbers, bank information, or passwords -- on websites that pretend to be legitimate. E

Prebunking: the process of exposing lies, the methods of spreading them or their sources before they strike. O

Propaganda: Propaganda is a wide-ranging influence aimed at persuading the target audience to act in accordance with the propagandist's objectives. The hallmark of propaganda is psychological manipulation, typically through the use of disinformation, i.e. the deliberate dissemination of misleading information. F

Source: the starting place or the origin of a piece of information. E

Strategic ignorance: focusing attention on the essential information and ignoring a large number of search results which do not match the information needs. O

Verification: the process to ascertain that a site, an address, an account or information is authentic and real. E

Troll: a person who deliberately tries to offend or directly attack people by posting derogatory comments. **Troll farms** or **Troll factories** are an institutionalised group of internet trolls that seeks to interfere in political opinions and decision-making. E

Definitions are inspired by

C = Critical. (2021). Teknologisia ja sosiaalisia innovaatioita kriittisen lukemisen tukemiseen internetin aikakaudella (CRITICAL): Tilannekuvaraportti 2021. https://www.aka.fi/globalassets/3-stn/1-strateginen-tutkimus/strateginen-tutkimus-pahkinankuoressa/tilannekuvaraportit/stn2020-hankkeet/tilannekuvaraportti-critical.pdf

H = Debunking handbook: https://www.climatechangecommunication.org/debunking-handbook-2020/

E = Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training. European Commission DG EAC (2022). To be published 11.10.2022.

F = Faktabaari https://faktabaari.fi/

N = Finnish National Core Curriculum (2014).

K = Key Competences for Lifelong Learning: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ:C:2018:189:TOC

O = Osborne, J., Pimentel, D., Alberts, B., Allchin, D., Barzilai, S., Bergstrom, C., Coffey, J., Donovan, B., Kivinen, K., Kozyreva. A., & Wineburg, S. (2022). Science Education in an Age of Misinformation. Stanford University, Stanford, CA. https://sciedandmisinfo.sites.stanford.edu/sites/g/files/sbiybj25316/files/media/file/science_education_in_an_age_of_misinformation.pdf

W = Wardle, C., & Derakhshan, H. (2017). Information Disorder: Toward an interdisciplinary framework for research and policy making. Council of Europe. https://rm.coe.int/information-disorder-toward-an-interdisciplinary-framework-for-researc/168076277c