

Fact-checking
for educators
and future voters

**Elections
approach**
- are you ready?

Fact-checking as critical thinking - towards "voter literacy"

Mikko Salo, Brussels, 11.12.2018


Media Literacy Expert Group, DG CONNECT

Projects to enhance media literacy and tackle
disinformation

– Case @FactBar #EDU #voterliteracy

www.faktabaari.fi/edu

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FaktaBaari 

FAKTAPOHJAISEN JULKISEN KESKUSTELUN PUOLESTA

FAKTABAARISTA KÄSIKIRJA EDU TAPAHTUMAT EN f t

Hae

TWITTER

FaktaBaari Retweeted


Severi Hämäri
@severihamari

Suosittelun, jämerästi: "Mitä on tehtävä disinformaatiolle?" keskustelutalouden järjestäjänä @EdariFi ja puhumassa @FaktaBaari @mikkovsalo

FaktaBaari Retweeted


Eduskunnan kirjasto
@EdariFi

"Mitä on tehtävissä disinformaatiolle? – #disinformaatio, vaaleihin vaikuttaminen ja #faktantarkistus. Eduskunnan kirjasto ja @FaktaBaari järjestävät keskustelutalouden 8.11.2018." buff.ly/2AMeT2 #vaalivaikuttaminen




FAKTABAARI EDU KRIITTISEN AJATTELUN JA OSALLISTUMISEN PUOLESTA

TOIMITUS | 31.10.2018





TAISTELU ON ALKANUT #EUVAALIT2019

TOIMITUS | 05.10.2018



FAKTABAARI #TRUMP/PUTIN #HELSINKI2018





FAKTABAARI SEURAA HELSINGIN HUIPPUKOKOUSTA

TOIMITUS | 11.07.2018


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FaktaBaari  **EDU**

Welcome to the FactBar EDU for "voter literacy" and participation



- From 2014 Faktabaari European Elections Fact-checking campaign to FactBar EDU voter literacy for critical thinking and participation with educators
- From misinformation to information disorders and replacing "F*ke news"
- Input to HLEG on online disinformation on fact-checking, media literacy & elections
- Drivers: Transparency, non-partisanship, shared disinfo concern & co-operation
- Focus: Primary- and secondary school students with extensions to life –long learning via educators and materials
- NOW occasion to evaluate and further develop this MIL concept in view of European media literacy week focusing on #EUElections2019 and national elections



@FactBar menu

1. Introduction to FactBar and “voter literacy”
2. Fact-checking as Critical thinking & voter literacy?
3. FactBar EDU framework for schools
4. Finnish “voter literacy” pilot
5. “Voter literacy” for European Media Literacy Week 18-22.3.?
6. Ideas and contacts



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by elections FaktaBaari®

European elections 2014 with experts

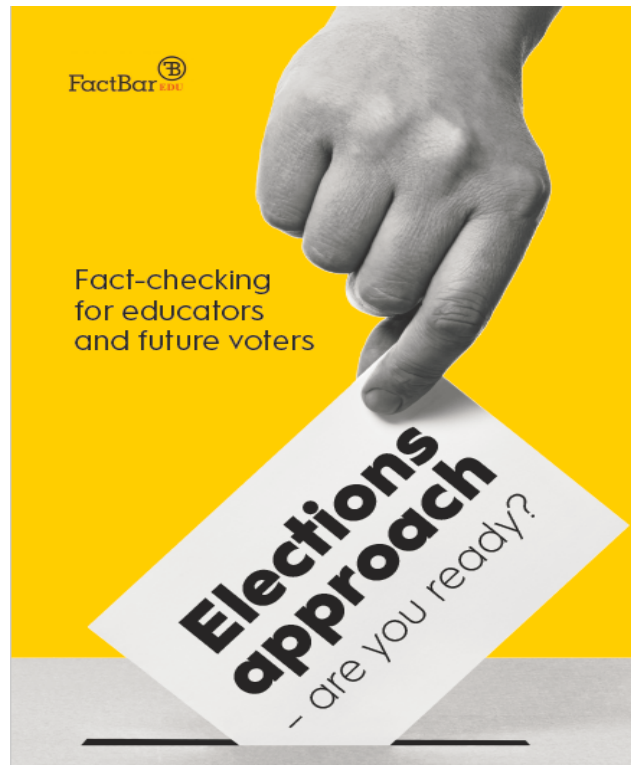
National elections 2015 by training journalism students & extending the concept to European level

Municipal elections 2017 with crowdfunding and with future voters

Presidential elections 2018 with Faktabaari EDU linked

European elections 2019 with FactBar EDU?

Fact-checking & "Voter Literacy" in next elections?



Fact-checking & media literacy synergies as part of the European approach - “the legal basis”

Furthermore, the Commission will:

- Encourage independent fact-checkers and civil society organisations to provide educational material to schools and educators.

[Communication 04/2018, p 13](#)

<https://bit.ly/2HUijoc>

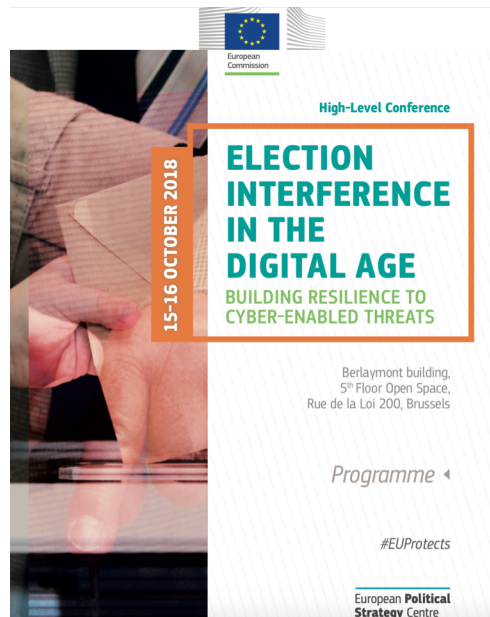
2.3 Fostering education and media literacy

The third set of actions focus on fostering education and media literacy. The life-long development of critical and digital competences is crucial to reinforce the resilience of our societies to disinformation. The Communication proposed new actions to this end, including: supporting the provision of educational materials by independent fact-checkers and civil society organisations to schools and educators; organising a European Week of Media Literacy; exploring the possibility of adding media literacy to the criteria used by the OECD in its comparative reports on international student assessment; and further encouraging the implementation of ongoing initiatives on digital skills, education and traineeship.

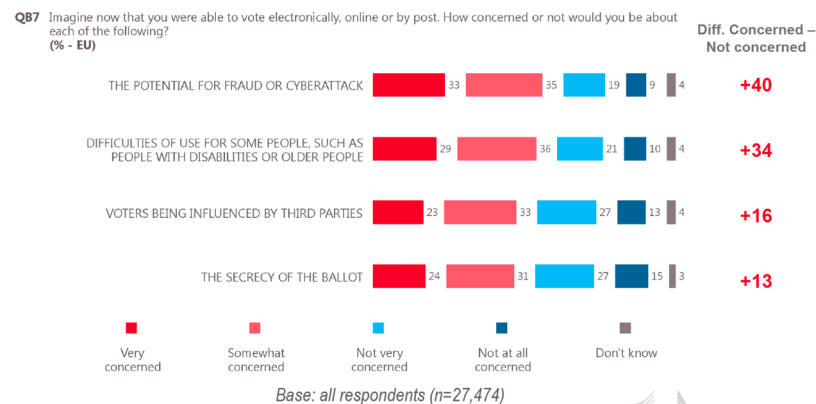
[Progress report 11/2018, p.9](#)

<https://bit.ly/2LhtPtm>

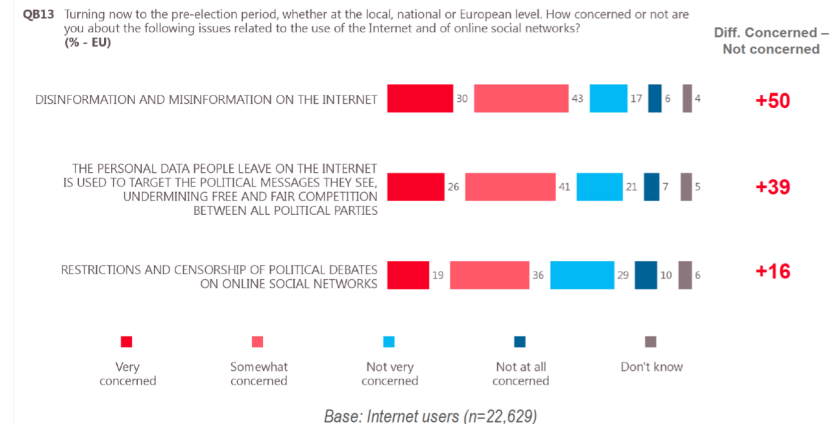
Urgency to build trust in the elections and open public debate in the digital age



When thinking about electronic, online or postal vote, large majorities of Europeans are concerned about fraud or cyberattack (68%) and difficulties of use for some people (65%)



The majority of Internet users are concerned about all the Internet-related issues tested, particularly about disinformation and misinformation (73%)

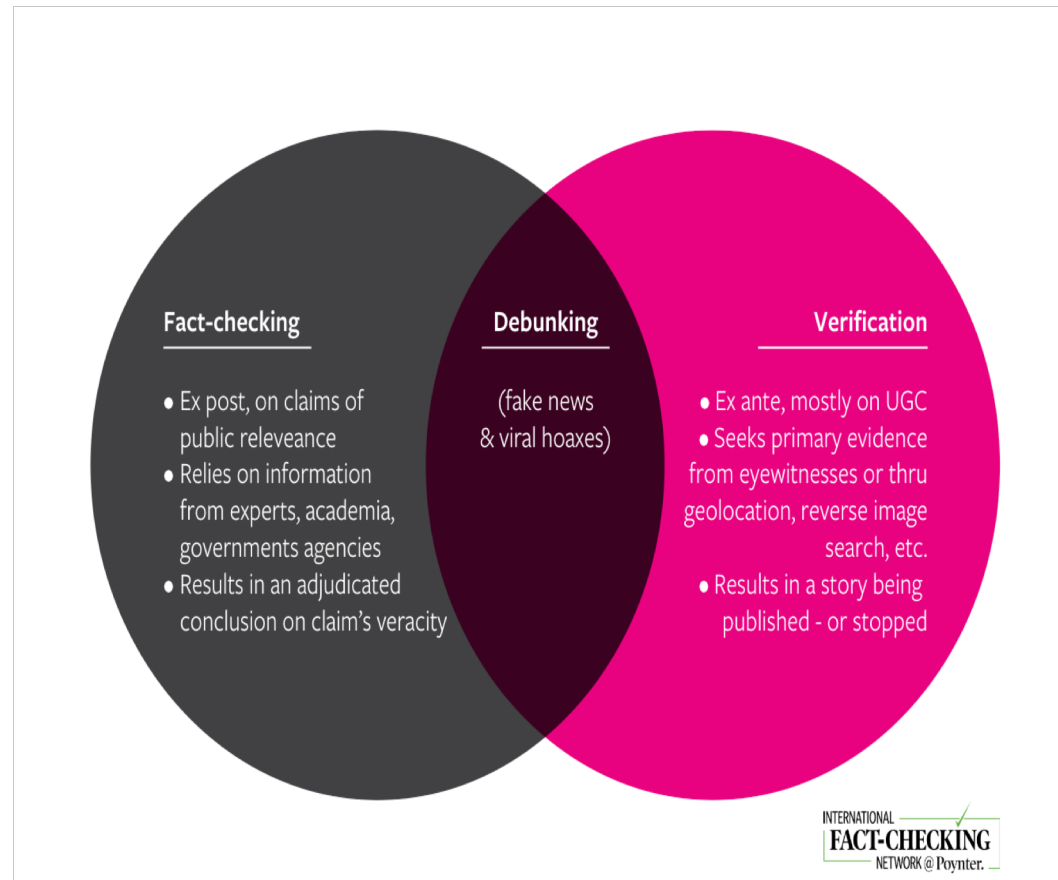


Special Eurobarometer 477 (2018): Democracy and Election <https://bit.ly/2zwd7Rn>
 Election interference report (2018): <https://bit.ly/2LaL2o6>

2. Fact-checking as method to critical thinking

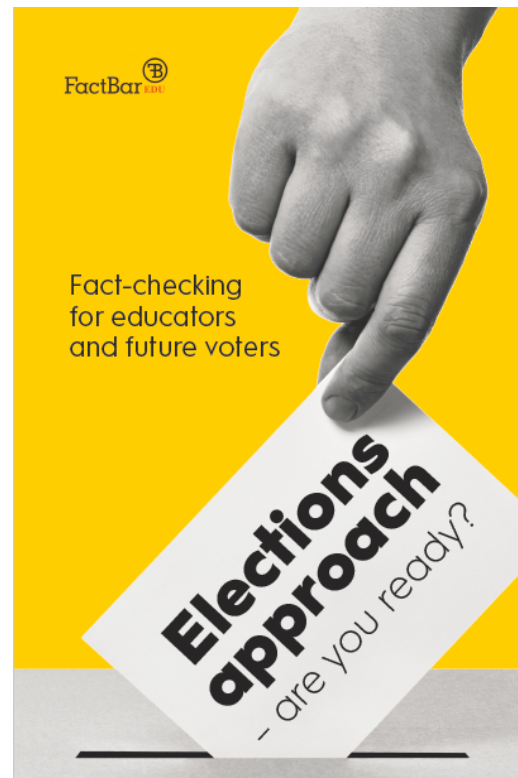
- **Fact-checking:** investigate (an issue) in order to verify the facts (Oxford dictionary)
- **Critical thinking** is the self-discipline of analysing, assessing and reconstructing a media text with a rigorous, mindful approach. It emphasises effective communication and problem-solving skills and a commitment to overcoming deeply entrenched beliefs or confirmation bias. (EAVI)

→ **How do we know that?** (IFCN)



“Voter literacy” curricula within MIL to raise awareness and empower to participate

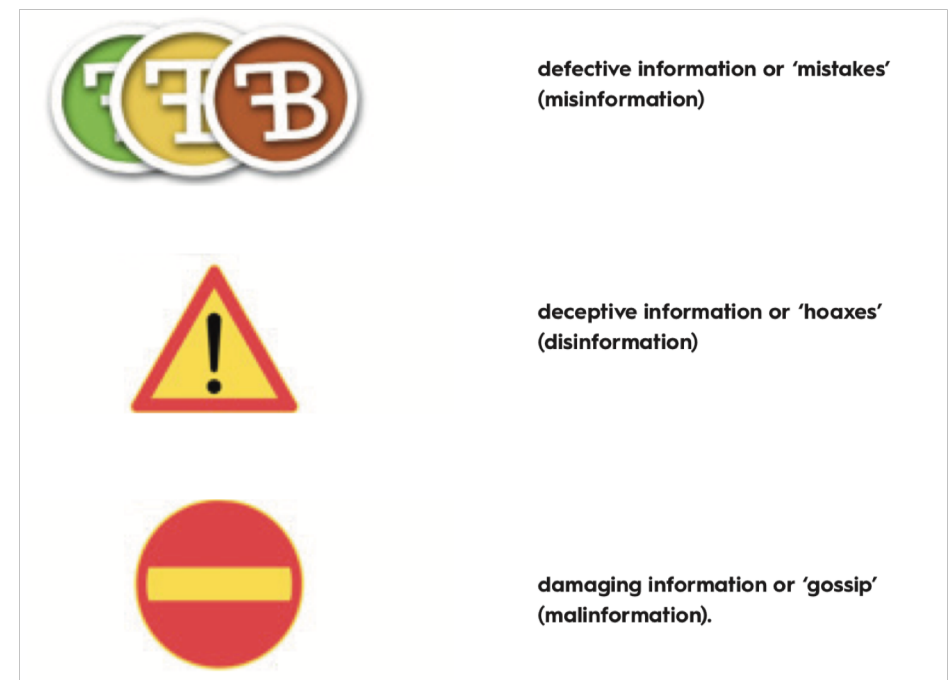
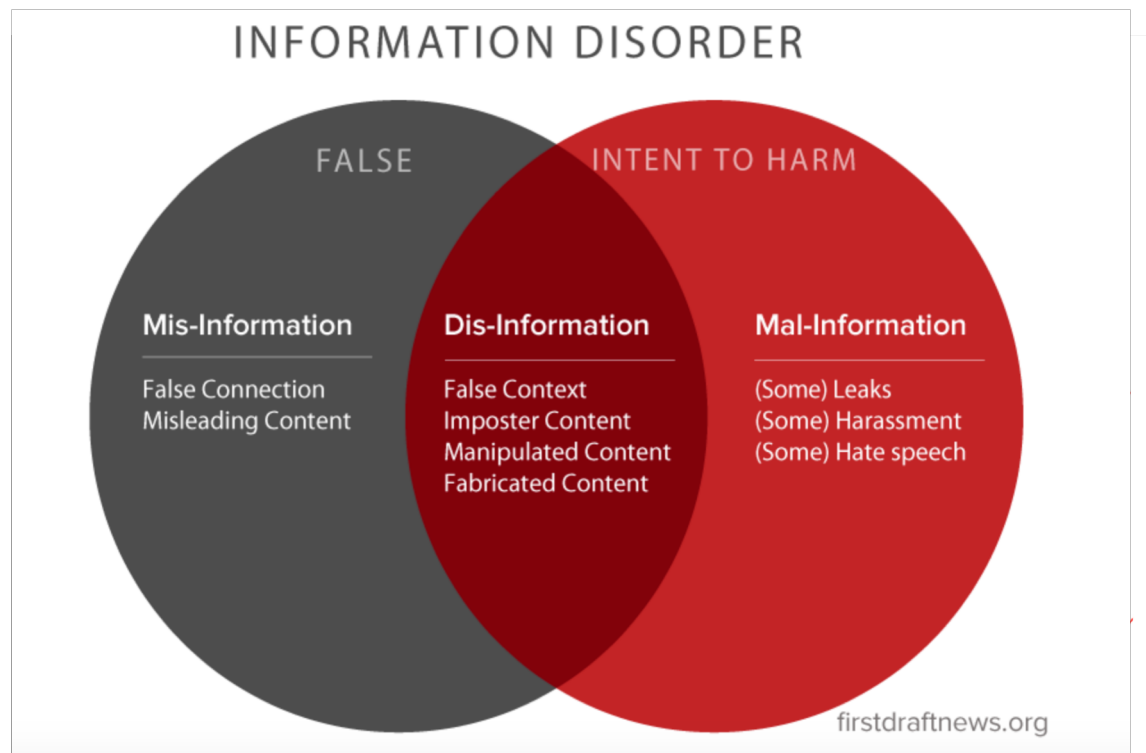
- Starting point: Online democracy and digital voting can be manipulated while online mis- and disinformation around elections raise fears
 - US, Brexit +
- Awareness in elections and democracy?
 - On why to vote to what is at stake?
 - Conceptual toolkit for election info disorders online
 - Awareness of our biases and our data
- What information can be trusted?
 - Source criticism
 - Open-source digital tools
- How do we know that?
 - Transparency, accountability
 - Because we could #FactCheckIt ourselves



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- ### 3. Framework to replace "F*kenews" with street wise vocabulary
- we need to identify & verbalise the different types of "information disorders" to tackle them - #DDDvocabulary



Traffic lights for defective (mis)info: True, untrue or '50/50



- A **true** claim holds true in the context and there are sources to support it. But since fact-checking deals with very specific contexts, the claim can still be untrue in another context.



- An **untrue** claim is clearly false, i.e. the source material and the expert statements are at odds with it. The claim can be either a deliberate lie or simply a careless slip: fact-checking may not be able to pinpoint the motivation behind the claim.



- A **50/50** claim includes factual information but it cannot be regarded as completely accurate. Not a matter of being 'half true', but rather about not being entirely verifiable or certain. There are also claims that simply cannot be checked or the verification wouldn't be meaningful from the point of view of public debate.

Example of identified deceptive partisan hoax” from Swedish election



4. Faktabaari EDU "Voter literacy" pilot (catalysed by 2016 national curricula change)



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- The aim is to
 - provide students with voter literacy skills, so that they would be able to make their decisions based on facts - not on disinformation or mal-information.
 - to create a new educative and inspiring voter literacy materials and teacher training kits for educators.
- The scope is to activate students – the future voters – to take part into the European Parliament 2019 election discussion and follow-up empowered with critical thinking, argumentation, and media and information literacy skills to resist mis- and disinformation.

Faktabaari EDU co-creation

- Faktabaari provides fact-checking methodology, links to curricula, tools and exemplary fact-checks to educators
- EDUcators integrate fact-checking tools to class use
- Faktabaari staff visits the schools presenting pedagogic case-studies to support teachers and raise future voters awareness to election related information disorders
- Faktabaari EDU follow-up, evaluation and repository for lesson plans



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Information & knowledge needs

Students should have basic knowledge on

- how the political system and democracy work.
- political parties of the country.
- the role and prerogatives of the EU and the Parliament.
- what political campaigning is like in practice.
- ethical principles of journalism and fact-checking



Skills

Students learn argumentation and debating skills and they learn

- to use analytical and critical thinking in practice.
- to search data and evaluate media sources independently
- to recognise and evaluate arguments
- to clarify unclear information and paraphrase arguments
- to compare mutually opposed claims about reality and defer to their own judgment when evaluating contradictions





Attitudes and experiences

The objective is to enhance the pupil's identity as an intelligent and critical individual who is capable of independent thinking and students will

- establish a sense of participation and belonging in democracy.
- demonstrate different ways of personal involvement.

Tools for critical thinking

True or false check-list?

- **Who is the author ?**
 - Can you find a name or reliable web address ?
- **To whom it is made for?**
 - Where has it been published first and to which target audience?
- **What does it really say?**
 - Is it advertisement, piece of news or opinion of someone?
- **Why is it made?**
- **On what information it is based?**
 - Can you find references?

and now to bypass one's own bias

What does Source A say about the claim:

What does Source B say about the claim:

In favour Against Both

Workshop: Role game – Party presentation with a twist

1. Meet and greet your fellow party members
2. Create a program for your party
 - Short and compact: 5 points: promises /claims/proposals
 - One of the five points should be mis-information, one should be dis-information
3. Your party needs a catchy slogan!
4. Prepare to introduce your winning party programme to the other teams
you recognize the mis- or dis-information the other teams are feeding you?
5. Discussion about the exercise.

- **RED** – Anti-EU party
- **BLACK** – PRO-EU party
- **Green** – Nature party



4. Present your findings to the rest of the class for the final verdict ("True", "untrue" or "50/50")
5. Publish and share the results, e.g. as a blog text or a presentation paper

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chool

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Fact-checking process in a school

1. Select a claim that you want to check
2. Examine the claim using different sources and check the facts
 - Who, where, when and what said?
3. Write a fact-checking report based on the discoveries
4. Present your findings to the rest of the class for the final verdict (“True, “untrue” or “50/50”)
5. Publish and share the results, e.g. as a blog text or a presentation paper



True or false check-list?

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 - Is it advertisement, piece of news or opinion of someone?
- **Why is it made?**
- **On what information it is based?**
 - Can you find references?



Listing and evaluating the evidence in a simple way as an exercise to teach objective and argumentative thinking and how to bypass one's own biases

What does Source A say about the claim:	In favour	Against	Both
What does Source B say about the claim:	In favour	Against	Both

Online check-list



Check headline & pictures

- Very emotive, powerful or provocative
- “Too easy” black-and-white simplifications
→ If yes, stay alert and continue

Check the content

- Anonymous? No Sources ?
- One-sided views on topic? No alternative viewpoints?
→ If yes, leave it. If no, continue

Towards your own judgement

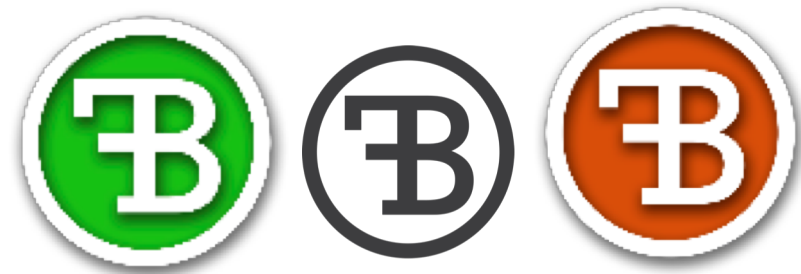
- Why author seeks your attention or action?
- Check the main claim with source you trust?
→ You feel not cheated? So, go ahead, **share good content!**



Example workshop: Role game – Party presentation with a twist

1. Meet and greet your fellow party members
2. Create a program for your party
 - Short and compact: 5 points: promises /claims/proposals
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FactBar challenge: Replace "F*KE NEWS" with street credible #DDDvocabulary



The **misleading information** which emerges in fact-checking can be divided into three different categories:

- “**Defective**” information or ‘mistakes’ (*misinformation*),
- “**Deceptive**” information or ‘hoaxes’ (*disinformation*) and
- “**Damaging**” information or ‘gossip’ (*malinformation*).





Community & presidential elections highlights

- Student candidates present their own campaign videos.
- Public participates in the debate with red and green signs.

Expected results in Finland to be studied

- Sense of security via awareness and tools
- Empowered to understand the phenomenon around "F*ke news"
- Critical thinking leading to 10 extra seconds before sharing a suspicious social media post!
- Engaging families and getting visibility via media
- Enable a building up a healthier information ecosystem
- Follow-up: www.faktabaari.fi/edu & <https://kivinen.wordpress.com/>



5. Potential partnering for "Voter literacy" during European Media Literacy Week 18-22.3.2018? Ideas?

What needs to be done?

Media Literacy Expert Group
MLEG



➤ Fact-checkers and civil society to provide educational material to schools and educators

➤ European Week of Media Literacy: awareness and support cross-border cooperation

➤ Include targeted initiatives on disinformation online in the #SaferInternet4EU Campaign

➤ Report on Media Literacy: Audiovisual Media Services Directive

➤ OECD: Program for the International Student Assessment

➤ Digital skills in Europe: Digital Skills and Jobs Coalition

➤ Digital Education Action plan: continue implementation

EUROPEAN
LYOUNG
LEADERS



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Truth?

WELCOME TO THE FACTBAR EDU FOR "VOTER LITERACY" AND PARTICIPATION

06.11.2018 @ TOIMUTUS

The Finnish fact-checking organisation FaktaBaari (FactBar) has since 2017 adapted professional fact-checking methods environments with educators to cover the elections. Join us 13.11. to learn how and evaluate the potential for FactBar EU

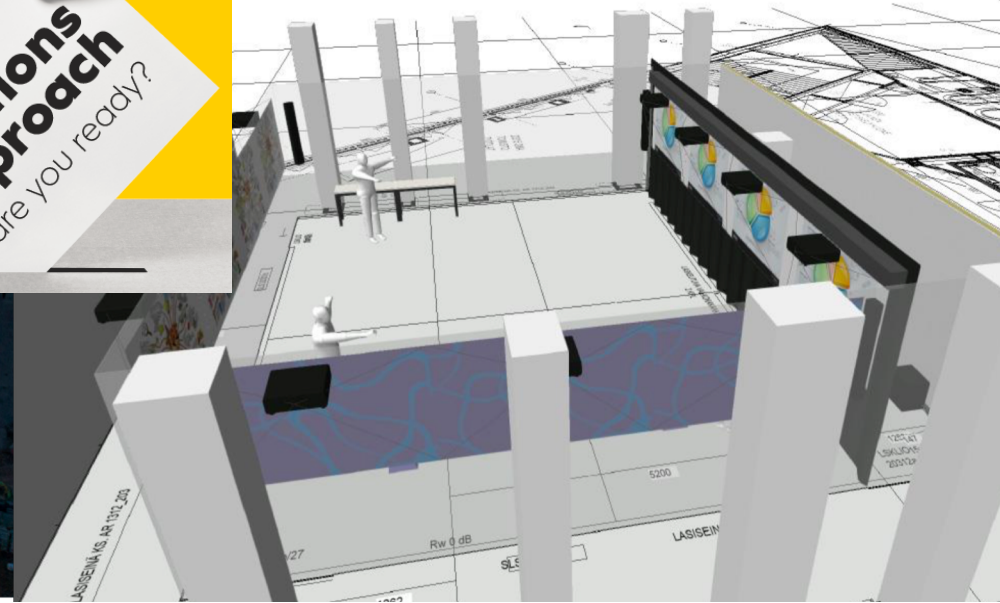
While FaktaBaari sees methodological fact-checking already as such encouraging critical thinking, FaktaBaari #EDU vote project has pushed us further.

To be followed at www.faktabaari.fi/edu

FactBar #Voterliteracy for #EUElections2019

- event in Helsinki 18.3.? ”

FI #voterliteracy first results & #EUElections2019
challenge to replace #fakenews term



Challenge 18.3.?: Bring the networks together for national campaigns to replace "F*ke news" with street credible vocabulary? #DDDvocabulary... EU-28 with 24 languages?



6. Future “voter literacy” project awareness ideas:

- **#CheckBar**
- **#MyData &**
- **#OpenSourceSecurity**



FactBar & Invid – idea = #CheckBar ?

InVID
IN VIDEO VERITAS

ANALYSISKEYFRAMESTHUMBNAILSSearchMAGNIFIERMETADATAFORENSICABOUT

Video contextual verification

Copy and paste a Youtube or Facebook url

Submit

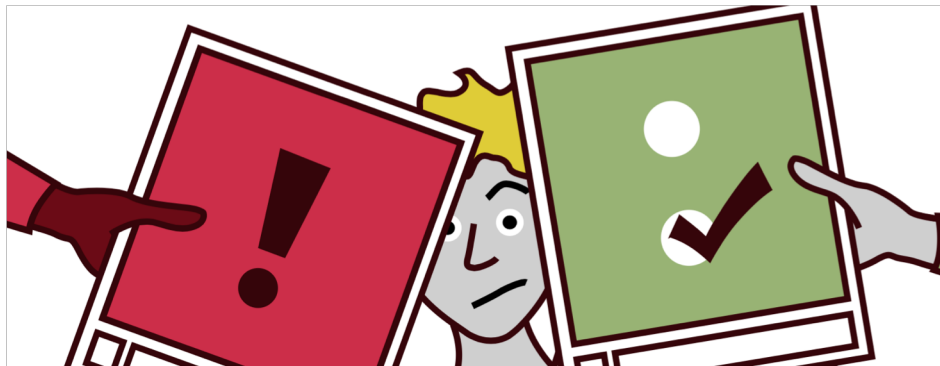
A plugin to debunk fake news
and to verify videos and images

Get the tool! It's free!

ChromeFirefox



FactBar #MyData -idea: Awareness building with Political ads using whotargets.me & What if I could decide on use of MyData?



Campaigns use big data and microtargeting to decide who should see their messages.

The billions of ads they buy on Facebook play a vital role in every modern election campaign.

Yet there is little data and research in this area because campaigns and Facebook won't share it with researchers and campaigners.

Who Targets Me has changed that.

Join over 10,000 volunteers in 42 countries who have installed Who Targets Me.

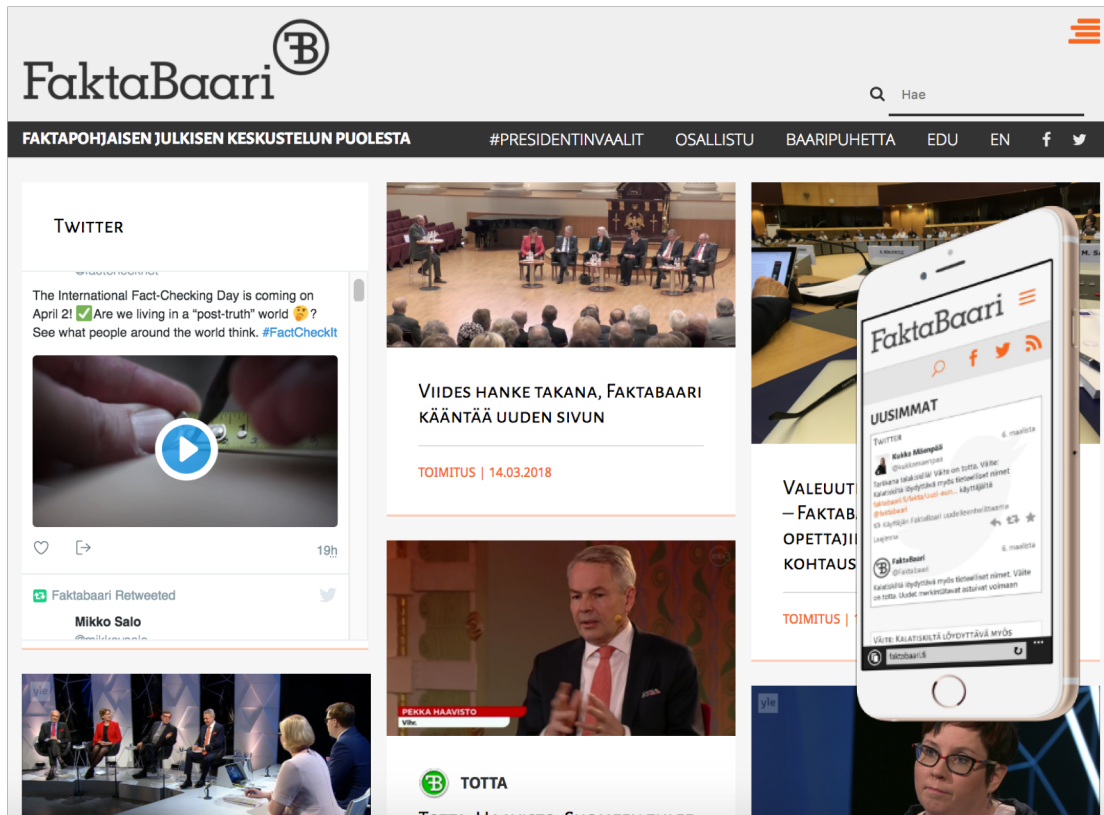
[Install on Chrome](#) [About our research »](#)



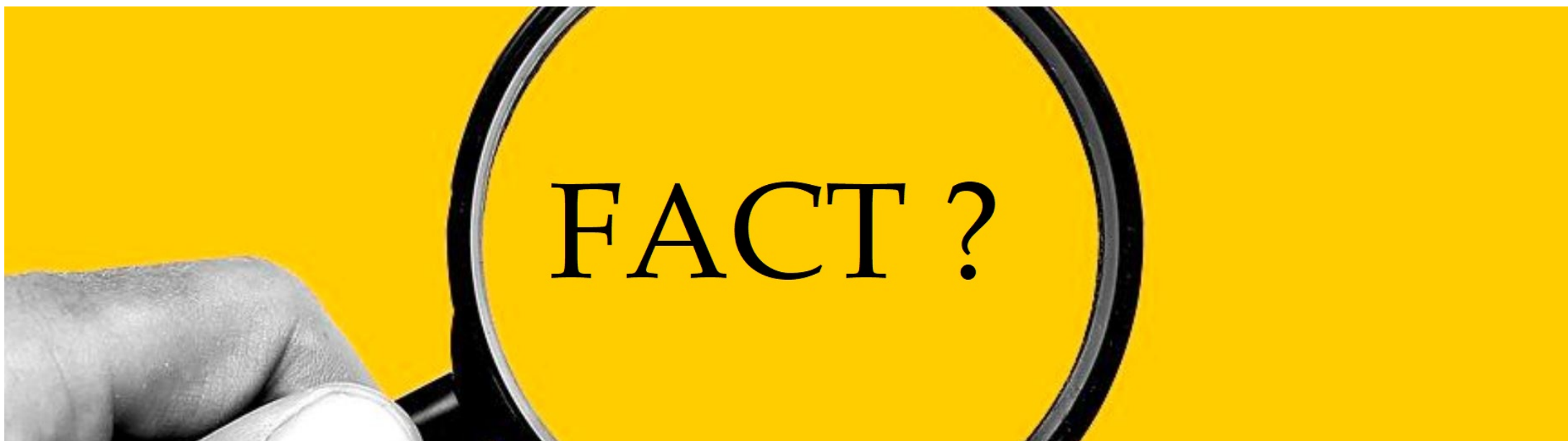


FactBar Open Source Security idea:

Awareness raising with privacy compliant and cybersecure publishing platform



Elections approach – are you ready?
Fact-checking for educators and future voters



Download voter literacy toolkit from
www.faktabaari.fi/edu

More information & cheers

EU action to #TackleFakeNews

- HLG report: bit.ly/2tDKimf
- Key competences for lifelong learning: bit.ly/2pKQVyE
- Action plan (5.12.2018) <https://bit.ly/2LhtPtm>

Faktabaari EDU and resources

- <https://faktabaari.fi/edu/>
- International Fact-checking Network (IFCN) incl. www.factcheckingday.com
- [Developer school blog](#)
- <https://kivinen.wordpress.com/>

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- Kari@Faktabaari.fi @Kari_Kivinen
- Follow @FactBar

