



MODULE B

How to detect and resist disinformation?

PRODUCTION PROCESS

1

STARTING POINT

We internally agreed on a game format for this module and this specially looking at the learning goals previously defined in IO1

2

SOUNDING BOARD

We set an external group with who we could run ideas, ask for suggestions and test validity and quality of the module

3

FIRST DRAFT

Research phase followed by a first draft with a structured scenario, selected approach and tools etc

4

PROTOTYPES

We designed & developed a 1st prototype with powerpoint & 2nd prototype with Genial.ly: "Beta version"

5

PILOTING

Internal (MLA team) & External (sounding board) piloting

6

PLAYABLE VERSION

Game fully playable in English, ready for localisation, to be tested by Teachers, Librarians and implemented in class with students

The Checkington Daily News

<https://view.genial.ly/62aadfdc8b37b300180b56b9>

INCUBATION PHASE

1

Starting point: learning goals defined in IO1 for Module B

1. Can recognize fake news and distinguish it from reliable information.
2. Can apply new (re)search strategies to get out of their fixed search patterns (see. Filter Bubbles theory).
3. Can use device and account settings to use social media in a safe and secure way and block fake news.

➔ Main idea: *Online Escape Game*

2

Sounding Board: Set an external group with who we could brainstorm, ask for suggestions and test validity and quality of the module ➔ Media Literacy experts & Teachers.

- Mediawijs
- UCLL




➔ *Regular updates on module development & 3 meetings*

3

First draft:

1. Research similar tools, games & structure a scenario
2. Approach: *Pre-bunking or Debunking?*
3. Required Materials & Tools: *what can be done within the budget & competencies?*
4. Accessibility & Adaptability: *How many computers per class? Easily localised?*

CREATION PHASE

4

Prototypes: Designed and developed few prototypes.

1. **Powerpoint** ➔ 1st Design Prototype
 - Narration structure
 - Creation of "Puzzles" materials, goals & actions➔ *Run everything through team and sounding board*
2. **Genial.ly** ➔ 2nd Design Prototype
 - Game logic
 - Interactions, Animations

TESTING PHASE

5

Piloting: necessary to collect feedback, spot bugs ...

- Internally / Sounding board + target group if possible: min 5 testers = 25 people piloted 1st version

Main aspects:

- **Content:** using appropriate fake news examples, difficulty of the tasks, level of comprehension, texts...
- **Usability:** buttons, interactions, intuitivity, color scheme

6

Playable version: Game fully playable, ENGLISH version.

- Ready to be localised by each partner
- Ready to be piloted by teachers and librarians and implemented in class with students

➔ Duplication of the game within Genial.ly to prepare localisation, creation of unique web link for each version.

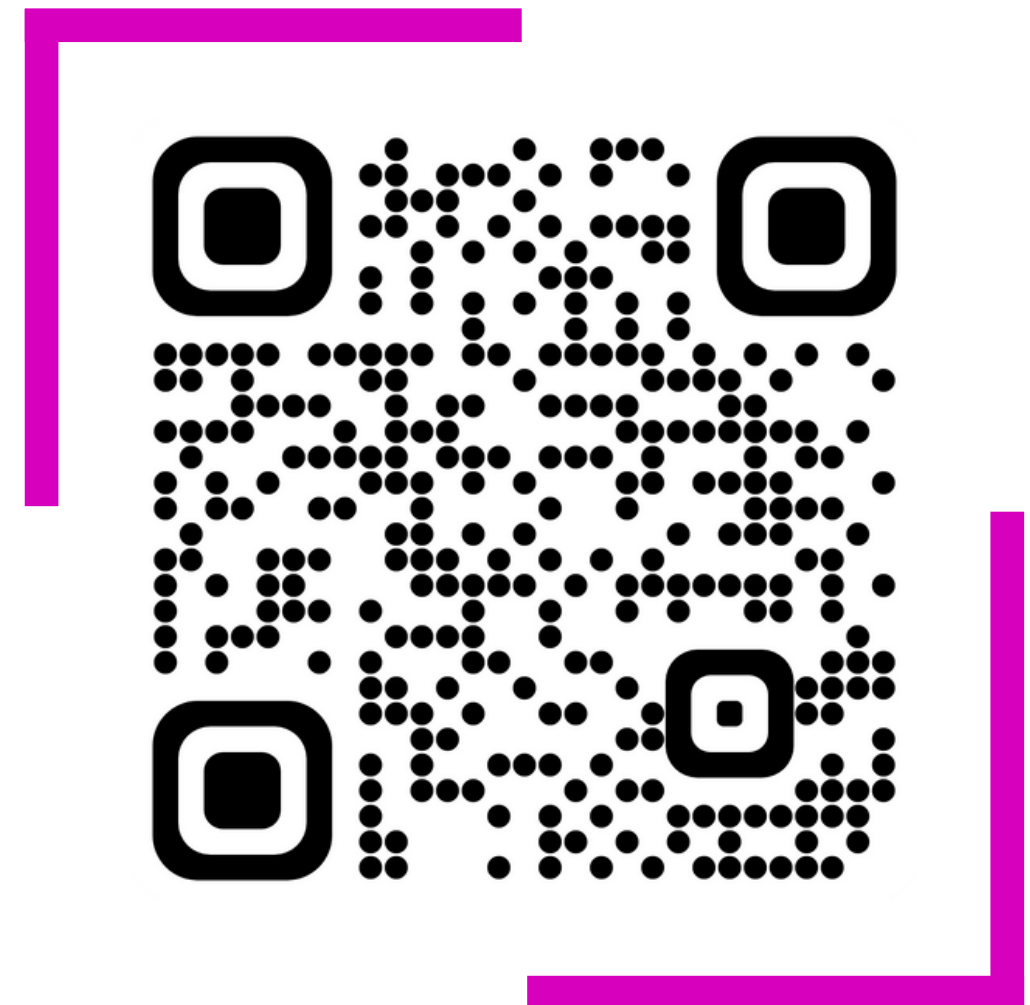
THE CHECKINGTON DAILY NEWS

...Is an online educational game, targeted at 12-16 years old, developed to help young people acquire the necessary skills to understand, identify and resist false information.

Game assignments:

1. **Question the Source:** About the types of misleading news and elements to consider when looking for reliable sources.
2. **Question the Content:** About the types of misleading charts and elements to consider when looking for reliable data visualisations.
3. **Question your Interests:** About how personalised data work online and strategies to get out of fixed search patterns.
4. **Question the Images:** About the types of misleading images and elements to consider when looking at online news images.
5. **Question Social Media:** About the disinformation accounts on social media platforms and methods to report them.

LET'S TRY IT!



FEEDBACK & CHALLENGES

Feedback from Librarians & Teachers

- Too much text, might be preferable to have bullet points
- Difficulty of some of the vocabulary
- Interface is quite busy and might be distracting
- The length of the game might be too long, go over the hour lesson
- Create a paper sheet: exercise sheet for students to write down their answers and intrusction sheet for teachers.

What are the challenges?

- The platforms have limitations in terms of interactions and what is actually possible?
- With the time and resources available what can be changed and reworked?
- What about adaptability? Quite a lot of work, can't be shared as a "template"

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Thank you!

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