



M4 Benefits and Dangers of Social Media: Scheme of Work

TOPIC 4 - *Dangers and benefits of social media as a news source*

INTRODUCTION TO TOPIC

Dangers of social media as a news source

In this section, you will find ideas, tips and some of the resources available on the web to deal with misinformation. This section will also help you think more critically about the language we use so we can effectively capture the complexity of the phenomenon.

Benefits of social media as a news source

Social media has plenty of flaws, but one thing's for sure: it has a huge potential to grow your audience. It puts the power of reach right in your palm - if Instagram (for instance) is used well, your stories have no limit. Let's put this power to good use. We will find examples of campaigns that help or have helped improve our world, we will also help our local businesses survive the battle against global companies.

1.1 Dangers of social media as a news source (1): Conceptualising disinformation

Objectives. By the end of this module, students will be able to:

- Understand what disinformation is
- Distinguish between different types of disinformation
- Understand how disinformation works

| Detailed explanation / learning content ↓ | Activities + duration for each activity ↓ | Activity resources ↓ |
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| The purpose of this section is to introduce learners to the conceptual background of disinformation. To this end, it presents a definition of disinformation, an appropriate categorisation of disinformation methods and phenomena and a broad outline of how disinformation works in the online world. Understanding disinformation as a concept would equip learners with an ability to approach it in an analytical and critical manner upon encounter. | <ol style="list-style-type: none"> 1. Video or article and open discussion as introduction to topic. <u>30 min</u> 2. Students turn a piece of news into three types of 'information disorder' to understand the differences between disinformation, misinformation and malinformation. <u>45 min</u> | <p>ACTIVITY 2 Presentation: What is Disinformation? (See Annex 4.2.1)</p> <p>ACTIVITY 3 Presentation: Types of Disinformation (See Annex 4.3.1)</p> |

| <p>CONTENTS</p> <ul style="list-style-type: none"> • Definition of disinformation • Categories of disinformation • How disinformation works | <ol style="list-style-type: none"> 3. Presentation on 7 types of disinformation with examples. Students start reflecting on the types of emotions the different news were trying to evoke and the type of reaction they think is most natural. <u>30 min</u> 4. Further reflection: Students find and analyse other examples -focus on the topic. Creation of group padlet. <u>60 min</u> 5. Students learn how disinformation works by analysing some resources. <u>60 min</u> 6. Identification of motives (Wardle's 8Ps). Students play a game of matching cards and identify the motives behind the fake news in the padlet. <u>30 min</u> 7. Glossary: Students work on a set of terms related to disinformation and start a debate on significant concepts, such as students' own echo chambers. <u>45 min</u> 8. Round-up activity: Kahoot and reflection. <u>15 min</u> | <p>ACTIVITY 4 Presentation: How Does Disinformation Work? (See Annex 4.4.1)</p> <p>ACTIVITY 5 Article The diffusion of fake news (See Annex 4.5.1) Article Cover up, your confirmation bias is showing (See Annex 4.5.2) Worksheet: Biased brains (See Annex 4.5.3)</p> <p>ACTIVITY 6 Wardle's 8Ps (cards with concepts and definitions) (See Annex 4.6.1)</p> |
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| <p>1.2 Dangers of social media as a news source (2): How to spot disinformation</p> <p><i>Objectives.</i> By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> • Check and question written contents/images/videos | | |
| <p>Detailed explanation / learning content</p> <p>↓</p> | <p>Activities + duration for each activity</p> <p>↓</p> | <p>Activity resources</p> <p>↓</p> |
| <p>After having introduced the conceptual background of online disinformation strategies, this module presents the tools to debunk disinformation.</p> | <ol style="list-style-type: none"> 9. Introduction: Students discuss if they have ever forwarded news without verification. <u>15 min</u> | <p>ACTIVITY 10 Infographic (See Annex 4.10.1)</p> |

| <p>CONTENTS</p> <ul style="list-style-type: none"> • Tools to verify information • Analysis of online information | <p>10. Presentation of different tools to verify the veracity of a piece of news. Students put tools into practice. <u>60 min</u></p> <p>11. Tools to verify visual information. Students write a text and manipulate an image to illustrate it. <u>45 min</u></p> <p>12. Creation of infographic (as a summary of knowledge acquired in 1.1 and 1.2) <u>30 min</u></p> | <p>Test to detect false news (See Annex 4.10.2)</p> <p>ACTIVITY 11 Instructions: How to fact-check images with Google (See Annex 4.11.1)</p> |
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| <p>1.3 Benefits of social media as a news source (1): Non-profit experiences</p> <p><i>Objectives.</i> By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> • Understand the opportunities raised by the Internet to make social changes. • Learn how to be active citizens in society. | | |
| <p>Detailed explanation / learning content</p> <p>↓</p> | <p>Activities + duration for each activity</p> <p>↓</p> | <p>Activity resources</p> <p>↓</p> |
| <p>We want to raise awareness of the role people can have as active digital citizens to improve their immediate environment or the world! Social media allow young people to be influential. We have the examples of Martha Payne, Greta Thunberg, Malala... Students will study successful examples of blogs, apps, Instagram stories in different subjects such as education, environment, bullying...</p> <p>CONTENTS</p> <ul style="list-style-type: none"> • Understanding through examples the possibilities that new media offer to normal people (democratisation of new media) and the concept of active digital citizenship | <p>Do we know any young people who've had a positive impact? How did they manage? <u>2 h</u></p> <ol style="list-style-type: none"> 1. Find information on the Internet on Malala, Greta Thunberg, etc. Find out what they did, how, and the consequences of their actions. 2. Reflect on their successes: Why do you think their campaigns were effective? How did they manage to make their stories believable and effective? (For example, they spoke honestly and objectively about their own experience.) 3. Find another example of campaigns, apps... that help or have helped improve our world, and share it with classmates. | |

| | <p>4. Teachers can create a site with all the experiences classified according to the scope of influence (global, local) and the subject.</p> <p>Extension: Think of a good cause and devise a campaign to foster it. <u>60 min</u></p> | |
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| <p>1.4 Benefits of social media as a news source (2): Profit organisations</p> <p><i>Objectives.</i> By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> • Understand the opportunities raised by the Internet • Understand how community groups can influence the public opinion of a business • Understand the power of individuals in establishing the reputation of a business. • Understand how local shops can take advantage of social media | | |
| Detailed explanation / learning content ↓ | Activities + duration for each activity ↓ | Activity resources ↓ |
| <p>We want to raise awareness of the role people have as active digital citizens to improve their immediate environment. Eg. Helping preserve local emblematic shops versus global commerce.</p> <p>We will analyze a local commerce online site, opinions on them on the web (Tripadvisor, etc.) — the information on the site, the quality of the service given on the site, read the users' opinions, search for similar sites, etc.) — and then share our opinions with the shop so that they can improve a clients' experience.</p> <p>CONTENTS</p> <ul style="list-style-type: none"> • How individuals can contribute to common knowledge • Consumer-generated sources of information (community groups, TripAdvisor, booking.com) | <p>1. Initial training and planning for the classroom:</p> <p>1.1. Reflection activity: <u>2h</u></p> <p>1.1.1 What do we know about local trade?</p> <p>1.1.2. Informative meeting</p> <p>1.2. Research: Use of social media by local trade. <u>2h</u></p> <p>1.3. Planning activity: make a survey <u>2h</u></p> <p>2. Visiting local shops: Geocaching. <u>2h</u></p> <p>3. Summarize report: make a poster <u>2h</u></p> | |