RESEARCH AND APPLICATION OF GOOD PRACTICE MODELS IN COMBATING ONLINE DISINFORMATION AND MISINFORMATION

DISSİNFORM24

CONTEXT / BACKGROUND

The US presidential elections in 2016 and the United Kingdom's European Union membership referendum, or Brexit as it is known, became milestones in the fight against misinformation and disinformation. New concepts have been brought up for discussion with the beginning of turbulent surprises for the Western world, resulting in the election of Donald Trump as president and the departure of the United Kingdom from the European Union. The rapid spread of misinformation and fake news (disinformation), post-truth and misinformation, which started with the age of social media and informatics, were declared as the word of the year in Collins Dictionary, Oxford Dictionary and Dictionary.com, respectively.

It is known that with the development of new information technologies, the mass of data containing disinformation and misinformation has reached levels never seen before in history. Policy makers around the world have been affected by this process in different ways. The spread of data containing disinformation and misinformation has led to the emergence of a new area of competition and tension between policy makers and service providers in the public sphere, and many different approaches and practices have been adopted in the fight against disinformation and fake information by governments, non-governmental organizations, civil society and private initiatives around the world. The application has been developed. This project; It aims to directly examine and experience these new concepts, approaches and developed proactive applications.

The impact of online disinformation, which increases with digitalization, on digital literacy; Many struggles have brought about its inevitable use. The rapid spread of misinformation and fake news (disinformation), post-truth and misinformation, which started with the age of social media and informatics, were declared as the word of the year in Collins Dictionary, Oxford Dictionary and Dictionary.com, respectively.

This process has brought up many claims not only in domestic politics but also in foreign policy. For example, research claiming that troll armies affiliated with the Russian Internet Agency interfered in many elections in the USA came to the fore in this process. In the International Relations literature, misinformation, disinformation and troll factories have been the subject of strategy documents. The 3rd offset strategy of the USA, which falls under the definition of new generation warfare, envisages balancing the new generation asymmetric warfare techniques of Russia and China through a global surveillance network. Russia's Gerasimov doctrine; The hybrid war strategy implemented in Syria, Georgia, Crimea and Donbas explains that the wars of the future will involve conflicts in the political economy and cyberspace. Oxford University's 2019 report finds evidence of organized social media disinformation campaigns in 70 countries. It is stated that in 50 out of 70 countries, the activities carried out through human bots and human-controlled robot (cyborg) accounts are mostly Facebook-centered. In his speech on World Communication Day 2018, Pope Francis traced the history of fake news back to Adam and Eve. He referred to the creation chapter of the Bible by saying that it was first used by the serpent in the garden of Eden. According to the Pope, fake news is a deception strategy first used by the cunning snake.

In 2020, the ABCDE (Actors, Behavior, Content, Degree, Effect) framework was defined for the European Union policy against Russian and Chinese disinformation. Within the framework of ABCDE; Actors, Behavior, Content, Degree and Impact refer to a separate process. Accordingly, the Actors are semi-authoritarian governments that are expected to be encouraged by Russian and Chinese disinformation. Behaviour; It describes bot behavior used by adversarial actors to blur the lines between real and inauthentic, and coordinated and uncoordinated behavior. Contents; It states that synthetic content regarding grand narratives, conspiracy theories and rumors will increase and the technologies required to detect them must be developed. Degree; It suggests that rival actors will increase the number of content on inorganic and semi-organic networks (websites, news media, social media networks, state-based social media networks, etc.) to make it more difficult to access reliable information. The impact heading states that rival actors will continue their efforts to polarize and discredit prominent individuals in order to undermine public trust in non-partisan actors.

Tools to combat disinformation used without an ideal method; It has prepared the environment for new experiences for parents, educators and students. In the current process, tools to combat online disinformation and misinformation have been developed independently all over the world; It has made it necessary to determine the advantages and disadvantages of these tools, to disseminate good practices, and to compare ideal and effective tools.

For this purpose, in this project, good practice models that analyze the disinformation network before and after exposure to fake content will be researched and implemented. In addition, policy initiatives implemented by various countries in different geographies of the world and possible measures that countries can take to combat disinformation and misinformation will be turned into policy recommendations and data sets and disseminated.

The Dismissinform project focuses on how good practice models in combating online disinformation can improve digital literacy opportunities, as well as how the most up-to-date practices can be developed with educators, students and parents. Project partners will research, learn and apply the most up-to-date approaches with these models and applications, and will design pilot applications by learning the experiences required for their ecosystems.

In practices of combating disinformation and misinformation, various distinctions will be made in intervention categories. They will be divided in the needs analysis into those that aim to empower individuals to evaluate fake news before exposure to content, those that aim to improve structural changes after exposure, and those that aim to detect news content to prevent exposure. This distinction will also be evaluated within the context of user-based, content-based or policy interventions. In this project, counterfeit content interventions will be classified as analysis-based approaches, practices aimed at preventing before exposure, and those aimed at reducing its impact after exposure.

Project objectives

1. Experiences will be examined in line with the difficulties and advantages encountered when applying existing traditional fact checking tools

2. The effects of the means of struggle on institutions, educators, parents and students will be examined.

3. Accredited tools used by trainers in professional practices will be supported with new methodologies and their pedagogical skills will be improved.

4. Methods for students to use digital learning environments effectively with coping tools and for parents to guide students correctly will be discovered.

5. The strengths and weaknesses of new and traditional counter-disinformation tools will be examined and a pilot model will be designed within the framework of the ideal data set.

6. A workshop on combating disinformation and misinformation will be designed and implemented as a pilot application in line with the experiences gained from students, educators and parents.

7. Project outputs will be disseminated in EU member states

Target group of the project:

• Education and Training Senior Management (academic unit)

• Students

• Parents

• Private education providers

The components required for the ideal disinformation literacy workshop that can be piloted with existing tools and academic research will be determined.

This project will develop an anti-disinformation experience map through the detection of online content to empower individuals to evaluate fake news before being exposed to the content, to develop structural changes after exposure and to prevent exposure, and this will be done by …… educating….. parents……. Number of students etc. will test with stakeholders

The focus is to develop solutions with innovative methods to the challenges and opportunities of traditional and new disinformation combating tools that are dispersed and independent from each other, and to discuss and determine how the ideal combat method/model can be developed. The focus is not only on identifying means of struggle. It is a comparative analysis of traditional and new tools and combining their effective aspects.

The outputs that the project will develop are as follows.

1. What correlations exist between disinformation and misinformation and electoral democracy, anti-science, and cyberbullying? What experiences in digital literacy can anti-vaccine and climate change cases, post truth (Brexit and Cambridge Analytica cases) and cyberbullying (Molly Russell and Sibel Unli) cases in the literature offer? A module will be developed that aims to design quality and effective learning content with educators, students and their parents from partner organizations and their networks.

2. …… trainers to be included from partner organizations that can set an example in the world designed to combat disinformation; vaccination theory applications (bad news game), disinformation laboratories (European union, OECD and NATO) and fact-checking tools etc. will examine pilot applications (good practice models).

3. In order to build capacity before being exposed to disinformation and misinformation content, the "Infodemic Vaccination Practices" module will be developed, consisting of vaccination theory applications, which is the most up-to-date approach.

4. The impact of innovative approaches discovered and identified other than traditional tools (fact checking and correction messages) on parents, students, educators and institutions in the digital literacy process will be examined and a needs analysis report will be created.

5. Disinfo theater?

6. In order to contribute to the dissemination of the project, a disinformation and misinformation literacy data toolkit will be developed and will be available on www.dismissinform24.com.

7. As a disinformation and misinformation literacy workshop ……. Pilot application workshops will be held in the country.

POTENTIAL INCREASING ACTIVITY TOPICS

1 STUDY VISIT (CHOICE A)

1 ONLINE EVENT (CHOICE C)

4 PROJECT MEETINGS

1. Training activities and participants will be carefully selected according to the needs of each module. Mobility will be carried out involving …… participants to participate in the following training and activities:

A. "Structured Educational Visit and Preparatory Seminar to Schools / Institutes in …………..”, Country: …… , participant (Educator training)

B. "Observations (case studies) meeting on the impact of disinformation and misinformation on students and parents", Country: ……, …… participant (Module 1)

C. "Interactive ICT-based, digital tools in effective disinformation literacy workshop design", country: ……., …………. Participant (pilot application) (Module 3 and Module 2)

D. "What should be the traditional and innovative methods in combating electoral democracy disinformation, anti-science and cyberbullying?", Country: …… number of participants (pilot application) (Student/Parent Exchange) (Module 5)

E. “discovering good practices carried out in the world”, Country: ……….. participant (pilot application) (Student / parent exchange) (Module 2 Module 3)

F. “Changing and established practices and experiences all over the world”; Closing event and policy advice ”, Country: ….. participant (Module 1)

Duties and responsibilities between partners / Roles to be distributed in practice

COUNTRY ROLE

UK design and monitoring, web design, electoral democracy

Türkiye Management, promotion and sustainability, dissemination

Norway communication provision, Anti-science

Spain review, Cyberbullying

-Country : …………………………

meetings

4 international project meetings

1 short-term project preparation and trainer training meeting

2 short-term student/parent group exchanges

1 online session / all stakeholders

1 project closing event

NEEDS ANALYSIS REPORT

CONTENTS:

Literature review including basic concepts and methodology in combating disinformation and misinformation

fake information pandemic; infodemic

Internet polarization (Balkanization)

filter balloons

Electoral democracy (post Truth)

Cyberbullying (Molly Rusell and Sibel Ünli)

Anti-science (vaccine and climate change) Climate change skepticism and misinformation

Advantages and disadvantages of traditional and innovative means of combat

Fact-check journalism; Politifact, redcheck, FactCheck.org, Snopes,Full Fact

FakeBox, FightHoax, Truly Media and SocialTruth applications

Ad blocker, bot spotter, botometer applications

Interactive Gaudy-Fact initiative Crap-Detector (IGFCD)

Fake News Challenge, Clickbait Challenge and Fever initiatives

International Fact-Checking Network

API applications

EU, OECD and NATO policies to combat disinformation

EU disinformation laboratory disinfo.eu, 2023

The European Union's rapid warning system to combat disinformation

European Union Strategic Communications task force

World Economic Forum (WEF) Global Risks Report

NATO Strategic Communications Center of Excellence

University of Amsterdam Digital Methods Initiative

Google, Facebook and Twitter

drug group

Applications for the use of digital tools in different geographies around the world

Presentation of good practice models in the world and Europe

Applications of vaccination theory; Bad News, Go Viral, Crunky Uncle

Analysis and presentation of data

Focus group interviews with students and families

Study visits and workshops, Joint staff training

Toolset:

Module 1: Cases of exposure to disinformation and misinformation

Needs analysis report

Module 2: Good practice models in combat

Module 3: Innovative and traditional practices in combat

Module 4: Ideal disinformation literacy workshop components

Module 5: Infodemic vaccination practices

NOTES:

-Europe 2020 Strategy

-Needs analysis report

- Invitation of Stakeholder Managers:

-Translating the report into different languages and publishing it

- Publishing brochures, videos and promotional materials

General Purpose of the Project

The general aim of DİSMİSSİNFORM24 is to investigate how traditional and current tools can improve digital literacy opportunities in the fight against disinformation, as well as how disinformation literacy can be improved, and to contribute to the design and dissemination of good practice models.

Tools developed by many independent institutions and organizations require examining their application experiences. Therefore, the project will combine short-term international mobility with theoretical preparation and test it on different groups. Gains and case studies from international meetings will be shared online, and modules and reports will be prepared based on the results of focus group discussions with parents and students. The scope and rationale of this strategy is to develop reinforcing activities for different actors.

Number and profile of participants

Consortium …., ….., …. And …. It will consist of….. partners from their countries.

The academic partner will consist of educators/researchers with recognized expertise in Secondary education and project management. Partners also have university …………… skills.

….. professional partners include ………., an NGO and decision makers. Professional partners will increase the scope of project outcomes. The coordinator is a partner with the capacity to observe all stakeholders of information environments in metropolitan countries and cities on education and learning environments.

Description of activities

The main activities are focused on activities that will involve all education stakeholders (academy, NGOs, decision-makers, educational institutions) as well as students and parents in exchanging experiences on combating disinformation.

Activities:

Planning multiplier activities:

Establishment of Commissions

Research commission on good practice models in the struggle

Number and profile of participants

3 Instructors ---- 1 Administrator --- 3 Experts --- 3 Parents --- 3 Students

Toolkit, Module design and web content planning:

workshop design

Planning the closing event:

Preparation and publication of the Dismissinform24 Report (needs analysis report) and policy advice:

Methods to be used in carrying out the project

The project is divided into four main processes:

1. Researching good practices and examining the current experiences of different stakeholders of educational environments in the process of exposure to Disinformation.

2. Collection, systematization and case studies of materials for the ideal disinformation literacy environment (pilot workshop).

3. Implementation of a pilot disinformation and misinformation literacy Infodemic workshop. Different stakeholders of information consumers (students, educators, parents) will travel to attend training sessions and also use learning tools.

4. Dissemination / multiplier activities for results at three levels:

a) dissemination of good practices by all participants,

b) Publication of all project activities on the www.dismissinform24.com website and YouTube channel

c) Launching a stakeholder network to combat disinformation

Brief description of the results and anticipated impact

Impacts at individual levels include exploring innovative methods and techniques in disinformation literacy, improving digital and traditional pedagogical skills, and increasing the promotability of designing the ideal model.

It is targeted at organizational levels as skilled educators and educational content enhanced by access to information with schools/educators/parents and other stakeholders.

Educational organizations and stakeholders that include combating online disinformation and misinformation as their field of activity will be supported.

Support will be provided to decision-makers to solve the challenges of combating disinformation.

Sustainability

The results of the project will continue after the project as a result of its effects on the structures of institutions.

All activities, products and processes will be published on the website and YouTube channel with open access.

A network will be created on disinformation and misinformation, and the long-term impact of the benefits will be disseminated through different channels.

BUSINESS PACKAGES

1. Project management

a. Activities

I. Establishment of the project management office

2. Researching good practices

a. Activities

I. Establishment of the research commission

3. Collection of materials

a. Activities

I. Preparation of needs analysis report

4. Designing the pilot workshop

a. Activities

I. Design of the disinformation literacy workshop

5. Multiplier events

a. Activities

I. Organization and management of international meetings

horizontal priorities

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