Projektdetails:
2019-1-SI01-KA229-060523_6
Fake News among teenagers-Towards a more responsible media literacy

- BG/BRG Leibnitz (Mag. Koval Elisabeth, Mag. Missethan Irina, Mag. Danner Julia, Mag. Stachel Lena, Mag. Wolf Sabine, Mag. Dötsch Herwig, Mag. Kaiser Susanne)
- Srednja sola Domzale (Slowenien)
- Razlog Vocational High School „Nickola Stoychev" (Bulgarien)
- LEPRP Jeanne Antide (Frankreich)
- Mathilde-Planck-Schule (Deutschland)
- Nösnäs gymnasiet (Schweden)

W O R D S
are strong, so use them wisely!

writer	be objective	read on	date	be sceptical
Examine sources and author for authenticity.	Try not to believe content just because it fits your opinion.	The first impression of headlines can be deceptive.	Check the date.	Question information critically!

Fake news make fake views! SO *let´s reduce fake news!*

Team B(R)G Leibnitz / Austria

Mag. Elisabeth Koval – Musik / Music

(Organisation)

Mag. Verena Julia Danner – Französisch, Geschichte / French, History

Mag. Susanne Kaiser – Italienisch, Geschichte / Italian, History

Mag. Irina Missethan – Mathematik, Englisch / Mathematics, English

Mag. Lena Stachel – Mathematik, Informatik, Psychologie und
Philosophie / Mathematics, Informatics, Psychology and Philosophy

Mag. Sabine Wolf – Deutsch und Bildnerisch Erziehung / German and Art

C1 Swedish Mobility

Der Begriff Fake News ist zurzeit in aller Munde, sei es wegen Donald Trump oder gerade aktuell auch in Zeiten von Covid 19. Es gibt täglich Meldungen, die es kritisch zu hinterfragen gilt und genau das wollen wir in unserem Erasmus+-Projekt erreichen. Schüler sollen Neuigkeiten, Meldungen, Fotos, Artikel in Sozialen Medien usw. nicht einfach ungefiltert in sich „aufnehmen" und alles glauben, was gepostet oder geschrieben wird.

Deshalb gab es in diesem Jahr schon mehrere Aktivitäten und Mobilitäten zu unserem Thema: „Fake News among Teenagers-Towards a more responsible media literacy".

Die erste Auslandsreise bestritten Mag.Koval Elisabeth und Mag.Missethan Irina von 10.-15. November 2019. Zusammen mit Lehrer:innen der Partnerschulen Slowenien, Frankreich, Bulgarien, Deutschland und natürlich Schweden trafen sie in der südlichen Stadt Stenungsund aufeinander, um selbst mehr über das Thema Fake News zu erfahren.

In diesen vier Arbeitstagen wurden ein Logo, Slogan und Poster für das Projekt ausgewählt, das im Vorfeld mit Schülern der jeweiligen Länder erarbeitet wurde. Zusätzlich gab es Workshops mit Lehrern aus der Schule, Schüler der Nösnäs Schule zeigten eine Ausstellung in der Schulbibliothek, eine Videokonferenz mit dem Slowenischen Bildungsexperten Mitja Sardoc, sowie ein sehr interessanter Nachmittag mit einem schwedischen Journalisten namens Jack Werner standen am Programm. Außerdem blieb auch noch Zeit, um Götheburg und die Insel Gullholmen zu besichtigen, sowie bei einem Eishockeymatch dabeizusein.

Alles in allem hat ein guter Austausch der Lehrer untereinander stattgefunden, die schwedische Schule hat mit großen Turnsälen, Schwimmhalle und Werkstätten unser Interesse geweckt und wir waren gut gerüstet, um mit unseren Schüler:innen das erste Jahr zu diesem Projekt zu arbeiten.

Fake news is becoming a very popular and fashionable term. Fake news is deliberately spread false information to influence one's opinion or to bring people to spend money on things they didn't intend to. We will try to raise the awareness of fake news among the pupils of our partner schools from different parts of Europe. One goal of the project is to hand them effective means to fight the fake news. We will research fake news in fields like environment, immigrants and terrorism; the pupils will become more responsible members of political life of their countries and in Europe.

In the week of November 10-15, 2019, two teachers (Mag. Missethan Irina & Mag. Koval Elisabeth) attended the first meeting of the Erasmus + Fake News among Teenagers project. Together with teachers from partner schools from Slovenia, Bulgaria, France, Germany, and of course Sweden, we met in the southern Swedish city of Stenungsund to learn about fake news, to plan future activities, to choose a logo, poster and slogan for the project and to get known with each other. Within four working days we also visited the city of Gothenburg, Gullholmen Island and a hockey game. We heard the lectures from Mitja Sardoč, a civic education expert, Jack Werner, a Swedish independent research journalist; Ulrika Wahlström from Nösnäs School conducted a workshop on fake news and pupils as well showed us an exhibition in the library.

Ulrika's Fact-Check

1. *How did you find the news article?*
   a. It was shared on Facebook.
   b. It was shared on Instagram.
   c. Another social media (e.g. Twitter).
   d. It was on a news site I usually visit.
   e. I searched the web.

2. *Who is the sender/the source? On what site is the new sender/the source write about itself?*
   a. Does the sender/the source wish to inform or opinion, do or buy something?
   b. What do other sources say about your source? on other pages (visit ex. Wikipedia or search the internet). Do other sites describe the source in the same way it describes itself?

3. *How trustworthy do you think the use of evidence is? Which evidences exists in the article? Is the article based on facts or is it mostly views that are presented? Are primary sources used?*
   a. (Do the images belong to the event or do they describe something else? Do a reverse image search online.)

4. *Can you find the same news on other news sites? Which sites do you find that report the same event? Search the internet. Are the sources trustworthy? Do those sites confirm or contradict the information from your news article?*

5. *Now when you have evaluated the sender/the source, scrutinized the use of evidence and compared with other sources, how trustworthy do you think your news are? Rank from 0 to 10, where 0 is "Not at all trustworthy" and 10 "Fully trustworthy".*

Fake News among teenagers -
Towards a more responsible media literacy

Dauer: 2 Jahre   **Mobilitäten** ⬇

- November 2019: Lehrer Austausch in Stenungsund (Schweden)

- Februar 2020: Schüleraustausch Reignier (Frankreich)
- 22.-28.Mai 2020: Lehrerfortbildung (Österreich)

- Oktober 2020: Schüleraustausch (Slowenien)
- März 2021: Schüleraustausch (Deutschland)
- Juni 2021: Schüler&Lehrerfortbildung (Bulgarien)

Geplante Aktivitäten

19.12.2019: Kleine Zeitung Workshop in Graz

07.01.2020: Ausstellung: Fake truth und Workshop in Wien

Erasmus Corner (neben Bibliothek und online auf Schulhomepage)

To-do-Liste für Frankreich

To-do-Liste für Frankreich

Umfrage nochmal vorab machen (Jänner)

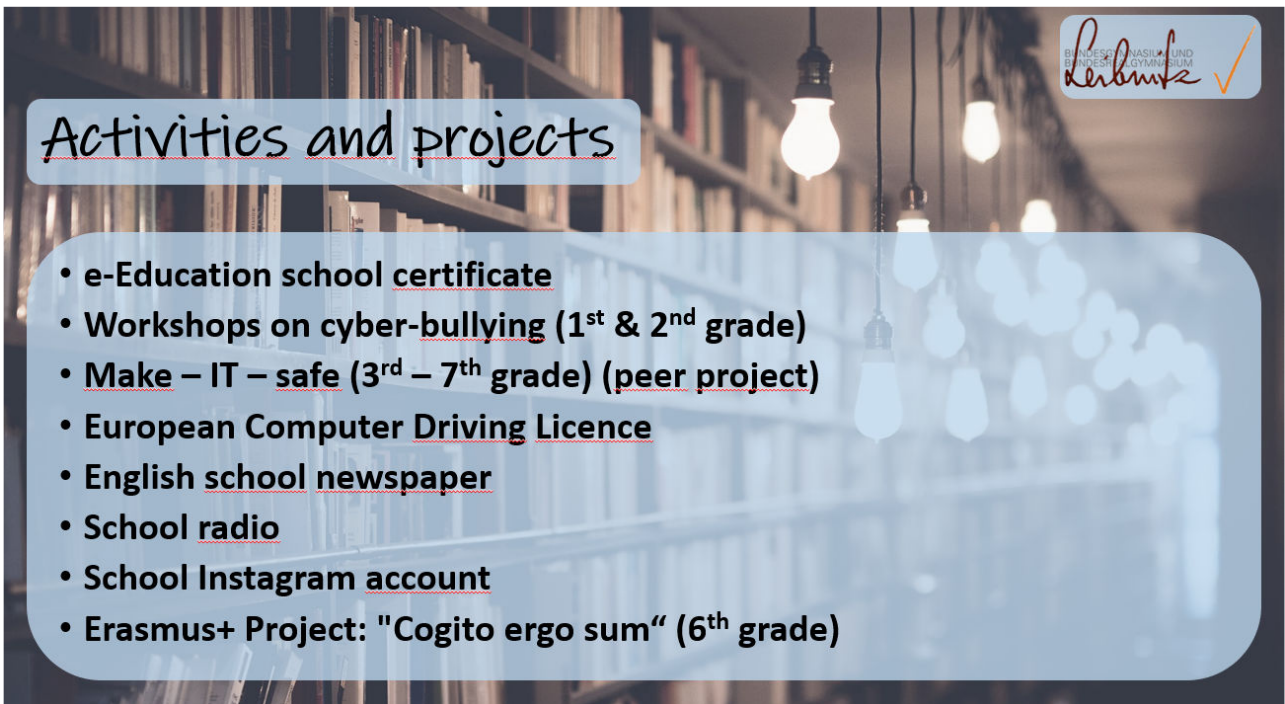Artikel über Fake News sammeln und in Frankreich vorstellen

Round Table mit Journalisten, Experten...

Bei TwinSpace anmelden

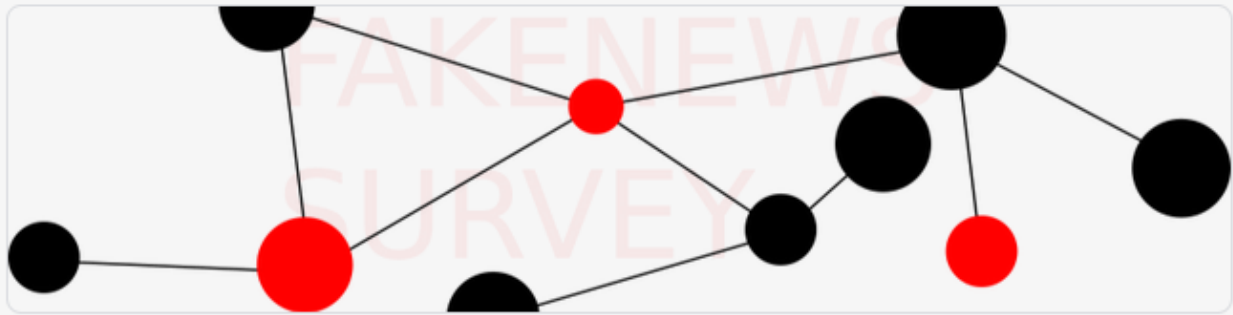Das B(R)G Leibnitz in Frankreich vorstellen

Media Literacy @ the B(R)G Leibnitz

Activities and projects

- e-Education school certificate
- Workshops on cyber-bullying (1st & 2nd grade)
- Make – IT – safe (3rd – 7th grade) (peer project)
- European Computer Driving Licence
- English school newspaper
- School radio
- School Instagram account
- Erasmus+ Project: "Cogito ergo sum" (6th grade)

Survey on Fakenews

Towards a more responsible media literacy - (2019-1-SI01-KA229-060523_4 ; KA2-SE-35/19)

In Google anmelden, um den Fortschritt zu speichern. Weitere Informationen

---

1 - How often do you use social networks or read the medias ?

☐ More than 3 times a day

☐ 3 times a day

☐ Once a day

☐ hardly ever

---

2 - How do you recognize Fake News?

○ Your friends tell you

○ You use internet

○ It is difficult to recognize them

○ You don't recognize them

3 - In which areas can there be Fake news?

○ In your fields of interests

○ In current issues

○ In politics

4 - Do you know how to unmask Fake News?

○ Yes

○ No

○ If i know the current news

4 bis - if "yes", please explain

Meine Antwort

5 - Do you use the internet and social networks ?

○ For school

○ To read the medias

○ For research on my favourite subjects

6 - What influence can Fake News have?

- [ ] It could be dangerous manipulation
- [ ] None , it is just for fun
- [ ] I don't know how to recognize them

7 - How to manage after Fake news?

- ( ) They are sites to denounce them
- ( ) We cannot erase them
- ( ) Once you know them you don't care much
- ( ) You warn your friends

7 bis - What other solution

Meine Antwort

8 - How are you trained in the media in the classroom ?

- [ ] more than three weeks of studies at school
- [ ] About three weeks of studies at school
- [ ] One week a year
- [ ] No training

9 - How are you trained on Fake news in class ?

- [ ] I know how fake news are made
- [ ] I know how to test fake news
- [ ] From time to time teachers or friends warn us
- [ ] No training

10 - What do you expect from the Fake news project?

○ To recognize them

○ To create them

○ S

○ To compare how dangerous they are in the partners' country

○ To travel

○ To work on them with partners

○ To share experience on social networks

○ To make friends

○ To create a manual on how to deal with them

10 bis - Other expectation

Meine Antwort

Senden   **Alle Eingaben löschen**

December 18, 2019 – workshop at the news agency *Kleine Zeitung* in Graz (5bw students with Mag. Koval & Mag. Stachel)

January 7, 2020 – visiting the exhibition "Fake Truth" & workshop in Vienna

In the morning the students did a workshop with Christa Bauer, who is the chief executive of the Austrian Mauthausen committee (MKÖ). The students were informed about the MKÖ, which advocates a free and democratic society and guaranteed human rights no matter what nationality, political conviction or religion. Additionally, the committee supports a special protection of minorities.

In the afternoon the students visited the exhibition "Fake Truth" in the photo gallery Westlicht. In times of never-ending discussions regarding fake news, Alison Jackson's staged photographs plays with the visitors' expectations and desires for revelation. The photographs deal with the voyeurism of the public.

C2 Frankreich

Die Französisch-Schüler der 5bW nahmen gemeinsam mit Frau Mag. Danner und Frau Mag. Stachel an der ersten Schülermobilität des Erasmus+ Projekts "Fake News" in Reignier, Frankreich, teil. Bei der Arbeit am Projekt, gemeinsam mit Partnern aus Schweden, Frankreich, Deutschland, Slowenien und Bulgarien, wurden neue Freundschaften geschlossen und Erfahrungen gesammelt.

Dabei waren ein Spaziergang durch die Gassen von Annecy, das kleine Venedig, eine Bootsfahrt über den Genfer See und die Verkostung französischer Spezialitäten nur einige schöne Eindrücke der Reise. Im Gegenzug lernten unsere Partner steirische Köstlichkeiten wie Kernöl und Verhackert kennen.

Discussing the media with ORF journalist Dieter Bornemann

ORF (Austrian broadcast) journalist and stock market expert Dieter Bornemann exchanged the studio for the class room and inspired the students at the B(R)G Leibnitz with a different kind of media studies.

Dieter Bornemann spent some of his school years at the B(R)G Leibnitz and recently he returned in order to share his experience with the students of four different classes. Together they discussed important sections of media history and analyzed the role and the remit of the ORF. The ORF economic expert emphasized that "quality journalism is the fuel for democracy". He added: "Broadcasters who are governed by public law need money for their programs but they have a crucial role in society. This is the reason for TV fees." This is even more important in times of digitalization, new ways of using the media and popular streaming platforms, such as *Netflix*. Bornemann delighted with a passionate plea for journalism with social responsibility and his final tip for the students – based on his own experience – was that being a bad student is not a good idea.

February 5, 2021 – Online English lecture on Fake News & Hacking with Pawel Ngei (5bw, 6bw & 8bw)

"I think it was a really interesting and great lecture! It was a unique opportunity to listen to such a knowledgeable person talking about all the problems and difficulties that fake news entails. Therefore, I am grateful that I could attend this lecture. I hope that many other students will be able to listen to Pawel's intriguing stories."

by Jan Jammernegg (6bw)

When fake news spreads so fast
it should be our task
to stop this
because the news is not just beautiful, positive and wonderful
but also brutal, sad and unlawful.

Not believing what someone says
and trying to confess
that not everything is the way we want it to be
should maybe
show us
to distrust
and take the time to just
look twice
and take advice
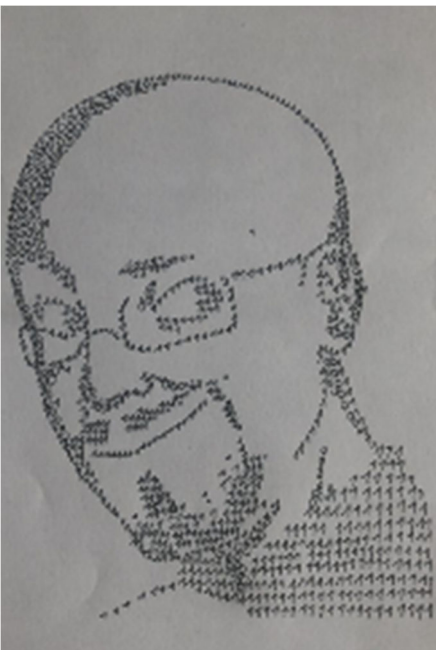to not spread fake news
in our lives.

by Monique Kern (6bw)

by David Kumpusch (8bw)

Pawel Ngei

by Larissa Marbler (8bw)

C3 Austria- Internet Safety (Online)

October 22-23, 2020 – Austrian online meeting on the topic *Internet Safety*

22.10.2020	23.10.2020
9:00-10:30 **Pawel "alxd" Ngei** **Fake News - Lecture & QnA** Fake News has been with us since the dawn of the written word, but the rise of social networks in the XXI century has totally changed the social mechanisms which propagate it in our societies. We'll look at the problem from both social and technological perspectives, looking for the sources of the problem, possible systemic solutions and learn a concrete set of tools to analyze and debunk fake news. We'll look at their bloody consequences in Pakistan and Sudan, logical fallacies and biases, dopamine cycles and attention optimization.	9:00 -10:30 Pawel "alxd" Ngei **Basics of Cybersecurity - Lecture and QnA** In the western world every one of us uses the Internet in their daily life whether they're aware of it or not, but very few of us got a good quality education about how to use it properly and securely - and even fewer of us have kept their knowledge up to date. We'll talk about a wide variety of threats and systemic problems and look at tools with which we can address every one of them. From social networks, phishing emails, ransomware, insecure passwords - we'll debunk the myths and look at usable daily practices which can help us use the internet responsibly.

14:00-15:30 Michael Roither	11:00 – 12:30 Pawel "alxd" Ngei
Merkel wants 12 million immigrants. The pope recommends electing Trump. Alexander van der Bellen has cancer. Three prominent examples of clear "fake news". The lecture addresses the phenomenon from the journalistic and media-scientific point of view. The former in the form of media examples, the latter in the form of practical input on the mechanisms behind them, including news value theory and the construction of reality in the media. The question of where "fake news" actually begins is particularly exciting here. The provocative thesis, based on initial research results: It is not the clear fake news that is problematic from a socio-political point of view, but the systematic, partly ideologically instrumentalised distortion of "news", which is clearly less clear than "fake". Discussion until 16:00	**Fake News Debunking Workshop - Workshop - 90 min** During this workshop we'll split into groups and working together, try to debunk a list of different claims, classifying them as true, false, or impossible to tell. For this, we'll use the tools from the previous lecture - lateral reading, checking our sources, using the Wayback Machine and different versioning systems, reverse image search and existing fact-checking reports. The practical skills acquired here will help the participants not only in their daily lives, but also preparing educational materials for their students. Discussion until 13:00

Pawel "alxd" Ngei is a hacker, solarpunk, educator and a free software/open notebook science activist interested in neuroscience, technology, and policies around the world. He is the creator of Glider Ink project and a member of Global Innovation Gathering, connecting hackers from the Global South. Currently based in Poland and blogs at https://alxd.org/

Michael Roither
Vice Rector for International Affairs, Professor for Digital Media and Communication, University of Applied Sciences Burgenland; Program Director, Digital Media and Communication (Master) in Eisenstadt; Co-Founder & Managing Director (eLAC eLearning Academy for communication GmbH); Freelance Journalist (Salzburger Nachrichten since 2009); Lecturer / Reviewer in Austria, Germany, Switzerland, Hungary, Poland, Latvia

Cybersecurity: https://youtu.be/j2HUjl8cros and
https://slides.com/pawelngei/cryptoparty-2020-en

Fake News: https://youtu.be/UoOel_Vgnl8 and
https://slides.com/pawelngei/fake-news-2020

Discord is available at https://discord.gg/Ru3wgkT

For Fake News introduction, please check out https://getbadnews.com/

A map of Fact-checking organizations:
https://reporterslab.org/fact-checking/

Surveillance Self Defense: https://ssd.eff.org/en

SCAN ME

C4 Slovenia (Online)

	Monday, 10th May	Tuesday, 11th May	Wednesday, 12th May
8:00-9:30	1. Welcome by the headmaster and a short cultural program (30') 2. Populism & fake news (60') by Marko Majce	Internet and democracy by Sofija Baškarad	Hate speech and how to tackle it (90') by Pride parade
9:45-11:15	The concept of the online magazine for children and misleading info with children and teenagers (90') by Sonja Merljak Zdovc	Slovenian Commissioner for Data Protection (GDPR) - its role and meaning by Andrej Tomšič and local team	Team building activities + local culture 1. Showing you around the school (45') by local pupils 2. Presenting the corona everyday school life (45') by national teams
11:30-13:00	Team building activities + local culture 1. Virtual guided tour through Straw Hat Museum (60') by local guide 2. Evaluating the day (30') by local team	Team building activities + local culture 1. Presentation of the region (30') by local team 2. Escape room with the topic Democracy (60') by local team	Conclusion of the meeting + work on the outputs (90') by local team

C5 Germany

This project connects students from various countries in Europe – Germany, Bulgaria, Slovenia, France, and Austria. Unfortunately, we could not meet the other students in person, but we had the chance to talk to them in online meetings. This meeting was a special one as students from three countries were on-site in Germany while students from the other two countries were participating online.

The goal of this meeting was to dig deeper and examine fake news from different perspectives. The project started on Tuesday, Feb 1st, which was the introductory day. We presented our school and region using a video and a presentation. We also talked about conspiracy theories and why people spread them. Mr. Butter, a professor at the University of Tübingen, delivered an interesting online lecture in which he defined the term "conspiracy theory" and gave some examples, such as Angela Merkel supposedly being connected to the Illuminati.

On Wednesday we participated in an offline workshop on fake news. We had to do some research and find out whether the given news items were true or false. Afterwards we joined the other students online and received some valuable information on how to produce different videos, such as V-logs (YouTube, Tiktok), explainity videos, stop-motion and TV shows. Then we were tasked with making our own video, which was supposed to raise awareness about fake news.

Thursday was our production day – we created a video about fake news, which was lots of fun. We recorded a late-night show episode and some informative video sequences, which were all combined into one video. We had four actors for the late-night show: Eric Green, Emma Blue, Antonia Red, Leonie Yellowstone. Eric was the host of the *Late-Night Leibnitz* show, Emma and Antonia were the famous actresses featuring in the movie *Spiderwoman*. Leonie played an expert on fake news, who helped to reveal fake news. Sophia and Anna delivered some tips on how to debunk fake news. Nils was the camera man and Noreen did an awesome job editing the whole video.

On Friday, the last day of our project, all the different groups presented their finished videos online. The results were impressive and this was an amazing way to end our Erasmus+ project week.

1.) What is fake news and how can we detect them?

Understanding Fake News:
- *Presentation*: https://slides.com/pawelngei/understanding-fake-news-2021
- *Video*: https://www.youtube.com/watch?v=UoOel_Vgnl8

What is fake news? false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke (*Cambridge Dictionary*)

Why? ads, political gain, fame, scams, trolling

How not to fall for fake news?

1. Is it a clickbait?
2. Is the webpage legit?
3. Check author & date
4. Check the sources
5. Check the quotes
6. Check the comments
7. Use reverse image search
8. Is it a troll?
9. Am I biased?
10. Use other sources & fact-checkers

2.) PCR-Tests in Wien sind „echte" PCR-Tests

In den letzten Wochen wurden in Wien täglich etwa 302.000 PCR-Tests durchgeführt. Das sorgt nicht nur für Aufsehen, sondern in Deutschland auch von oberer Stelle teilweise für Fehldarstellungen.

Source: https://www.mimikama.at/faktencheck/pcr-tests-wien/

Fakten zu den PCR-Tests in Wien:

- In Wien gab es seit dem 01.04.2020 über 41.700.000 (41,7 Millionen) gemeldete Antigen- und PCR-Tests (Stand 25.01.2022).
- Laut Mario Dujakovic, Sprecher des Wiener Gesundheitsstadtrats, werden täglich etwa 302.000 PCR-Tests durchgeführt
- An Spitzentagen gab es allein in Wien über 500.000 PCR-Tests
- Die Gratis-Gurgeltests von Lead Horizon in Verbindung mit dem Abgabenetzwerk stellen in Wien ein effizientes System dar

Problemstellung:

- In deutschen Medien wird das System heruntergespielt und falsch wiedergegeben
- Sprecher Ewald vom deutschen Gesundheitsministerium sprach von sogenannten „Lollitests"
- Ebenso gibt es die Behauptung, die Ergebnisse seien unzuverlässig und würden nicht aus dem Labor stammen, sondern Tests vor Ort ausgewertet
- Peter Tschentner (SPD) spricht davon, dass die Tests nicht über professionelle Labore angeboten werden
  [Source: https://www.mimikama.at/faktencheck/pcr-tests-wien/]

Press freedom around the world

Introduction

The following report examines world press freedom. Press freedom is often violated when journalists and other publishers are misused, mistreated, or even killed. The information in this report is based on the survey of Reporters Without Borders, which is an international organization that monitors and reports on press freedom violations and advocates for policies and practices that defend the safety of journalists working in dangerous situations. Last Tuesday, the results of their 2021 survey were published. The annual index, which evaluates the press freedom situation in 180 countries and territories, shows that journalism is "totally blocked or seriously impeded" in 73 countries worldwide and "constrained" in 59 others – together representing 73% of those evaluated. These 180 countries are separated in five categories (which are shown by colors) – they show the current situation of press freedom in different countries. We picked out five countries from each category and summarized some facts about their press freedom.

Norway 1st (white)

Importance of reliable information

Norway has for years been at or near the top of all democracy and free speech rankings. A new media responsibility law that has just taken effect is portrayed by the authorities as the most important piece of legislation in years for media editors because it defines their freedoms and responsibilities. Restrictions on covering the pandemic's impact in hospitals resulted in a very low level of photographic documentation of the biggest crisis to hit Norway in peacetime. "The crisis we are in has made us more aware of the importance of reliable information," says President of the Board of Norwegian PEN, Kjersti Løken Stavrum. "Being number one is not a reason to sit back and relax. It comes with a great responsibility of taking good care of freedom of expression and inspiring other countries to perform better". The discussion about press freedom is also affected by the Corona crisis. "The crisis we are going through right now, shows how important it is to have access to facts and trustworthy news."

Austria 17th (yellow)

Attacks on press freedom

Since the inauguration of the Austrian conservative right-wing populist government on December 18th 2017, there are rapidly increasing signs that media freedom is being restricted in Austria. Journalists are publicly attacked by politicians. Reporters Without Borders Austria criticizes the defamation of constructive and critical journalists and media outlets by high-ranking government members such as former vice-chancellor Heinz-Christian Strache. At the same time, Reporters Without Borders warns of the dangers of a democracy- hostile information policy by the democratically elected government under chancellor Sebastian Kurz.

Over the last two years, the policies of the government, mentioned above, showed that the current media system can be influenced politically. In its first year under the government of Sebastian Kurz, Austria fell five places on the international press freedom ranking of Reporters Without Borders, to 16th place. According to a survey, nearly half of Austria's journalists feel that media freedom is in a precarious state. Harassment and threats against journalists, both online and offline, also reached a new level under Kurz's government. In addition, restrictions on journalistic access to information related to the government's work are cause for concern about the situation of media freedom and the free flow of information in Austria.

There are plans to restrict media coverage of leaked legal information that would also jeopardize press freedom. A controversial idea by the government of the Austrian party would undermine the work of investigative journalists.

The release of the "Ibiza-Gate" video in May 2019 that brought down the conservative / far-right coalition government and forced a snap general election resulted in a government in which the conservatives are allied with the Greens, a party that claims to respect the highest press freedom standards. But the Greens have not yet succeeded in bringing about lasting improvements in the media sector, such as press financing reform. We hope they will get and use their chance.

Greece 70th (orange)

Press freedom suffered in Greece in 2020. The conservative government led by Prime Minister Kyriakos Mitsotakis controls the flow of information closely as part of its efforts to deal with both the coronavirus pandemic and the refugee crisis. Investigative media and media critical of the government were either omitted or were prohibited. Journalists had to get the government's permission before reporting in hospitals while the health ministry banned medical staff from talking to the media. In February 2021, public TV channels were ordered not to broadcast video circulating on social media that showed the prime minister disregarding lockdown rules. The police resorted to violence and arbitrary bans to hamper coverage of the refugee crisis on the islands. In Lesbos, journalists were prevented from covering the consequences of police brutality and a fire at the refugee camp in the town of Moria. In Samos, a German documentary film crew was detained without charge and mistreated by police. The Greek public TV channel, which has been directly controlled by the prime minister although the supreme court ruled this to be unconstitutional, censored reports on the new migrant camps.

In April 2021, the community of Greek journalists was shaken by the assassination of the reporter specializing in crime issues Giorgos Karaivaz.

Brazil 111th (red)

Attacks against press and media

With threats and physical attacks, Brazil continues to be an especially violent country for the media, and many journalists have been killed in connection with their work. In most cases, these reporters, radio hosts, bloggers or other kinds of information providers were covering stories linked to corruption, public policy or organized crime in small or mid-sized cities. Insulting, denigrating, stigmatizing and humiliating journalists has become President Bolsonaro's trademark. The coronavirus crisis exposed major problems in accessing information and gave rise to new attacks on the media by Bolsonaro. The confidentiality of journalists' sources is under constant attack and many investigative reporters have been subjected to abusive judicial proceedings. Brazil is currently ranked 111th in the 2021 World Press Freedom Index, which results from the above- mentioned interventions. Brazil was ranked 107th in the 2020 World Press Freedom Index.

China 177th (black)

Almost the worst scenario

Since the start of Covid-19, China has tightened up their grip on the news even more, as it is shown in a report on the website the Reporters without Borders. With seven journalists still being held for their coverage of the pandemic, China places itself in the 177th place of the World Press Freedom Index. By relying on the massive use of new technology, President Xi Jinping's regime has imposed a social model based on control of news and information and online surveillance of its citizens.

Following six months of large-scale protests in 2019, the Chinese government imposed a harsh "National Security Law" in Hong Kong on June 30, which is seen as most aggressive assault on people's freedoms in Hong Kong. In Xinjiang, Turkish Muslims continue to be arbitrarily detained on the basis of their identity while others are subjected to forced labor, mass surveillance, and political indoctrination. In Inner Mongolia, demonstrations broke out in September when educational authorities decided to replace Mongolian with Mandarin Chinese in several local school classrooms.

COVID – 19

How does it affect press freedom?

At a time when it's vital to have access to reliable information to combat COVID-19-related misinformation, journalism is restricted in well over two thirds of the globe. That's according to data published Tuesday by Reporters Without Borders.

According to the 2021 World Press Freedom Index, which measures curbs on access to information and obstacles to news coverage, journalism is "totally blocked or seriously impeded" in 73 nations and "constrained" in 59 others. Those 132 countries represent just over 73% of the 180 nations surveyed.

"The pandemic has been used as grounds to block journalists' access to information sources, and reporting in the field. This contradicts the basic principle of journalism", expresses RSF. They also showed concern that some restrictions would stay in place even after COVID-19 abates. "We cannot even trust that the access will be restored when the pandemic will be over." The pandemic gave governments an excuse to strengthen executive powers. As such, we're in a very dire situation and it's really important for civil society groups like RSF to push back against infringements on press freedom.

Jan Jammernegg, Jan Körbler, Florian Puchas & Tobias Pucher (6bw)

Sources:

The following sources were used to write this report:

2020 World Press Freedom Index | RSF
Reporters Without Borders: Media Restricted in 132 Countries | Time
https://www.nobelpeacecenter.org/en/news/the-good-news-of-the-week-norway-tops-press-freedom-index
Austria: attacks on press freedom | Reporter ohne Grenzen (rog.at)

QUIZ: Instagram-Bilder World press freedom day

ONLINE JOURNAL

Austrian online meeting

WELCOME

The Austrian meeting – which was for **teachers** only – was held **online** as we could only meet digitally because of the ongoing pandemic. Nevertheless, we tried to present our region and school using a video. We wanted the teachers from the other participating counries to get to know Styria and Leibnitz.

The overall theme of the meeting was **internet safety**. Two speakers were invited to work with us and to provide more insight in this topic – let us introduce our experts on internet security and fake news!

1. Pawel "alxd" Ngei

... is an educator and free software/open notebook science activist interested in neuroscience, technology, and policies around the world. He is the creator of Glieder Ink project and a member of Global Innovation Gathering, connecting hackers from the Global South. Currently based in Poland and blogs at https://alxd.org/

Fake News has been with us since the dawn of the written word, but the rise of social networks in the XXI century has totally changed the social mechanisms which propagate it in our societies. We examined the problem from both social and technological perspectives, we looked for the sources of the problem, possible systemic solutions and learned a concrete set of tools to analyze and debunk fake news. Additionally, we discussed their bloody consequences in Pakistan and Sudan, logical fallacies and biases, dopamine cycles and attention optimization.

Lecture 🎙

by Michael Roither

2. Michael Roither

by Kim Braun

… is the Vice Rector for International Affairs, Professor for Digital Media and Communication, University of Applied Sciences Burgenland; Program Director, Digital Media and Communication (Master) in Eisenstadt; Co-Founder & Managing Director (eLAC eLearning Academy for communication GmbH); Freelance Journalist (Salzburger Nachrichten since 2009); Lecturer / Reviewer in Austria, Germany, Switzerland, Hungary, Poland, Latvia

Merkel wants 12 million immigrants. The pope recommend electing Trump. Alexander van der Bellen has cancer. Three prominent examples of clear "fake-news". The lecture addressed the phenomemon from the journalistic and media-scientific point of view. The former in the form of media examples, the latter in the form of practical input on the mechanism behind them, including news value theory and the construction of reality in the media. The question of where "fake news" actually begins was particularly exciting there. The provocative thesis, based on initial research results: It is not the clear fake news that is problematic from a socio-political point of view, but the systematic, partly ideologically instrumentalized distortion of "news", which is clearly less clear than "fake".

📖 Useful resources for teachers & students:

Cybersecurity:
https://youtu.be/j2HUjl8cros &
https://slides.com/pawelngei/cryptoparty-2020-en

Fake News:
https://youtu.be/UoOeI_Vgnl8 &
https://slides.com/pawelngei/fake-news-2020

Discord is available at
https://discord.gg/Ru3wgkT.

For a introduction on fake news, please check out:
https://getbadnews.com/

A map of fact-checking organizations:
https://reporterslab.org/fact-checking/

Surveillance self defense:
https://ssd.eff.org/en

Workshops and lectures
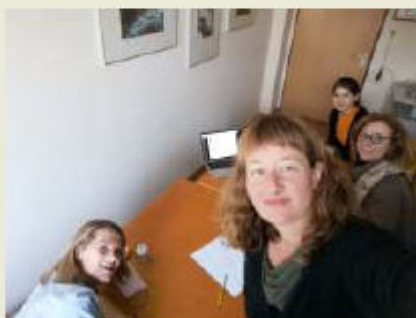
Basics of cybersecurity

By Pawel

In the western world every one of us uses the Internet in their daily life whether they're aware of it or not, but very few of us got a good quality education about how to use it properly and securely - and even fewer of us have kept their knowledge up to date. We talked about a wide variety of threats and systemic problems and looked at tools with which we can address every one of them. From social networks, phishing emails, ransomware, insecure passwords - we debunked the myths and looked at usable daily practices which can help us use the internet responsibly.

Fake News Debunking Workshop

By Pawel

During this workshop we were divided into groups and worked together to debunk a list of different claims, classifying them as true, false, or impossible to tell. For this, we used the tools that were introduced in the previous lecture - lateral reading, checking our sources, reverse image search and existing fact-checking reports. The practical skills acquired here should help the participants not only in their daily lives, but also preparing educational materials for their students.

2 lesson - 6bw (Jan 26 & Jan 31, 2022)
Topic: Conspiracy theories

NYT article: *Birds aren't real, are they?*
Reading and discussing the article

3 lessons – 6bw (April 27, May 2 & May 4, 2022)
Topic: World Press Freedom Day 2022

Video, project work – working in groups, Instagram story (scavenger hunt in the school building), presentations, new reporters without borders ranking – text about Austria
(downgraded to the 31st place)

5 lessons – 7bw (April 21, April 27, April 28, May 9 & 11, 2022)
Topic: bias and fake news, journalism, media literacy

debunking fake news headlines, media vocabulary, a text about media literacy, comic journalism, a reading comprehension about press freedom, statistics about freedom of the press worldwide (listening and discussion), reporters without borders (new report – focus on Austria)
----
5 lessons – 7bw (April 19-29, 2021)
Topic: World Press Freedom Day 2021
project work in groups, Instagram Quiz, presentation, report
3 lessons – 7bw (May 3-6, 2021)
Topic: News Challenges (Lie Detectors)
workshop on debunking fake news – students working in groups

Fake News & Hacking workshop with Pawel Ngei (February 5, 2021)
participating classes: 5bw, 6bw & 8bw

Online Meeting with the journalist Wilfried Rütten, who now works for *Lie Detectors* (December 15, 2021) participating class: 6bw

TED-talks on various topic connected to fake news and conspiracy theories (June 2021)
delivered by some of the students of the 6aw & 6dk
Fakenewsgame.org, FaktCheck.org, ARD fact finder, stopFake.org, reporterslab.org, getbadnews.com (getbadnews.de), Mimikama.at, unzensuriert.at
Bilder checken: google.de/images, tineye.com (=reverse image search)
Awareness Test: dothtest.co.uk
Make IT safe (Lena), Erasmus Corner, Kleine Zeitung Workshop, Fake Truth Ausstellung…

P5-Homepage
http://fakenewsamongteenagers.splet.arnes.si/885-2/

Fake News

DUDEN: in den Medien und im Internet, besonders in den Social Media, in manipulativer Absicht verbreitete Falschmeldungen

Desinformation, Propaganda, Scherze

Sind nicht einklagbar (außer wenn persönlicher Angriff)

---

8 Tipps zum Umgang mit Fake News

- Etwas ist zu spannend, neu - Vorsicht!
- Seltsame Web Adresse URL
- Welche anderen News bringen die Quelle
- Impressum
- Auf anderen Plattformen gegen checken
- Etwas ist anonym – Vorsicht!
- Populär heißt nicht plausibel (Anzahl der Likes)
- Öffentlich-rechtliche Medien sind aufgrund ihrer Statuten und Finanzierung plausibler

---

Faktencheck Seiten

https://www.tagesschau.de/faktenfinder/

MIMIKAMA.at

factcheck.org

https://www.unzensuriert.at/

https://www.youtube.com/watch?v=Ir7R3zWqmJw

Bilder überprüfen

tineye.com

https://klickwinkel.de/tutorials/fake-news-so-checkst-du-es/

google.de/images

Media education in the Austrian curriculum

Irina Missethan

Ten Principles of Teaching

→ not assigned to any specific subject (problematic!)

→ one of these principles: media education

→ goal: "students are able to deal with media in a self-effective, critical and reflective way"

[enactment in 2012]

Media Manual

→ Teaching materials

→ Mediafit Challenge

→ Media literacy award

→ Media week : 20.-28.10.2019

→ "21 media competencies"

media literacy award 2020

History and Civic Education

Lower and upper secondary school

elections and voting -> dealing with political media, election campaigns

media and political communication

German

Lower secondary school

Power Point Presentations, application documents

Upper secondary school

overall pedagogical principle: media education and media literacy (movies, newspapers, computer etc.)

Art

<u>Lower secondary school</u>

using (social) media in a responsible way, visual communication → thinking critically and being aware of possible manipulation

<u>Upper secondary school</u>

dealing with visual mass media, advertisement, manipulation, copyright law, presentation techniques

Basic digital education

1st grade: Computer application

2nd grade: Math

3rd grade: Art