**Define, explain and identify: Introduction to “fake news” and 5g technology**

**Module structure**

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| ***TEACHING HOURS***  ***(45 min each)*** | ***TIME NEEDED*** | ***CONTENT & TEACHER ACTIVITY*** | ***STUDENT ACTIVITY*** | ***RESOURCE / METHOD*** |
| Total teaching hours:  4 teaching hours (time needed: 3 hours) | | | | |
| 1 teaching hour  **Introduction** | 15 min | **Activity: Brainstorming**  Introducing the module starting with an initial brainstorming about “fake news” using PPT slide 3.  Open a digital whiteboard to collect all ideas and make them visible.  Leading questions (if needed) are:   * What comes to your mind when you hear “fake news”? * What topics of “fake news” do you know? * Where do you hear or read “fake news”? * Who is the target? | Students state and/or write down comments about what comes to their mind on the whiteboard.  If an impulse is needed, they can be guided by the outlined questions. | PPT and (in distance learning): digital whiteboard/padlet/ jamboard |
| *10 min* | **Fake News Examples**  Presentation of example topics on fake news. The previously discussed questions should be identified and explained clearly through the example topics. For future use of this module the topics can be adapted easily in order to be relevant to the location and date of the presenter and the students. PPT slides 4-6 | Students are encouraged to add to the examples any extra information they have. | PPT and (in distance learning):  presentation of the fake news examples using the PPT slides |
| 20 min | **Activity: Discussion/Examples**  Introduce the activity, read the questions on PPT slide 7 and encourage discussion with plenum. Let students present their examples and encourage them to ask questions which will be answered by other students in order to create discussion. | Students should think of 1-2 examples of fake news they’ve encountered recently and answer the questions on the PPT slide 7.  Open discussion between the students monitored by the lecturer. | PPT and (in distance learning):  jamboard |
| 1 teaching hour  **Definitions** | 15 min | **Definitions: Fake News, Misinformation, Disinformation, Infodemic**  Introduction in terms and definition using PPT slides 8-12. (See description above for more information on the content). Slides 8-12 giving an overview about terms and standard definitions |  | PPT slides 8-12 |
| 30 min | **Activity: What, Where, Who, Why, How, When?**  Introduce the activity and the general questions.  Leading questions are What, Who, Where – which can be answered with student interaction (having brief discussions on each question); questions Why, How, When are more complex and should be presented by the teacher encouraging discussion.  Last question ‘When’ will be the bridge to the next chapter (from the past to the present). | Option a): Activity in plenary: Students provide answers and general ideas and statements about the open questions, brief discussions are possible, but don’t take too much time here.  Option b): Question answered in a group activity: Therefore students should form a group for each question and then rotate between the groups/questions (“World café” method). | PPT  (in distance learning): breakout rooms/group work |
| Self-study material and accompanying literature for chapter 1 - Definition:   * McIntyre, L., (2018). *Post-Truth*. 1st ed. Cambridge, Massachusetts: The MIT Press. * Shu, K., Liu, H., Wang, S. and Lee, D., (2020). *Disinformation, Misinformation, and Fake News in Social Media: Emerging Research Challenges and Opportunities*. 1st ed. Switzerland: Springer Nature. * Zimdars, M. and McLeod, K., (2020). *Fake News: Understanding Media and Misinformation in the Digital Age*. 1st ed. Cambridge, Massachusetts: The MIT Press. * Goodman, J., (2020). *Coronavirus: Fake and misleading stories that went viral this week*. [online] BBC News. Available at: <https://www.bbc.com/news/52124740> [Accessed 2 September 2021]. * World Health Organisation. (2021). *Let’s flatten the infodemic curve*. [online] Available at: <https://www.who.int/news-room/spotlight/let-s-flatten-the-infodemic-curve> [Accessed 2 September 2021]. | | | | |
| 1 teaching hour  **Fake News and Technology: From the past to the present** | 15 min | **Fake News and Technology: From the past to the present**  Follow the PPT slides 26-35, present the content and knowledge provided on the slides and in the explanations above. |  | PPT slides 26-35 |
| 30 min | **Activity: Example topic: “5g technology”**  PPT slide 36  Introduce the activity and the general questions.  Leading questions are:   * How does the contemporary fake news around 5g technology relate to the old historical roots of the topic? * How did people react to similar technologies in the past? (i.e., 1g, 2g, 3g, 4g) * What are the common points between the past examples and the present? | Activity in groups  Students work in groups and follow the instructions (research and reflect) given a contemporary example that links back to a historic example by teacher or choosing one themselves. | PPT and  (in distance learning):  Breakout rooms and padlet (or similar) |
| Self-study material and accompanying literature for chapter 2 - Fake News and Technology: From the past to the present   * Bodner, J., (2021). *Covid-19 conspiracy theories : QAnon, 5G, the New World Order and other viral ideas*. 1st ed. Jefferson, North Carolina: McFarland & Company, Inc., Publishers. * Cerulus, L., (2020). *How anti-5G anger sparked a wave of arson attacks*. [online] POLITICO. Available at: <https://www.politico.eu/article/coronavirus-5g-arson-attacks-online-theories/> [Accessed 2 September 2021]. * Morgan, A., (2020). *What is the truth behind the 5G coronavirus conspiracy theory?*. [online] euronews. Available at: <https://www.euronews.com/2020/05/15/what-is-the-truth-behind-the-5g-coronavirus-conspiracy-theory-culture-clash> [Accessed 2 September 2021]. * Solis-Moreira, J., (2021). *How does fake news of 5G and COVID-19 spread worldwide?*. [online] Medicalnewstoday.com. Available at: <https://www.medicalnewstoday.com/articles/5g-doesnt-cause-covid-19-but-the-rumor-it-does-spread-like-a-virus> [Accessed 2 September 2021]. | | | | |
| 1 teaching hour  **How it all started: 5G technology and Covid-19**  **&**  **ERUM sub-report: Does 5g technology pose any health risks?** | 10 min | **How it all started: 5G technology and Covid-19**  Follow the PPT slides 37-47, present the content and knowledge provided on the slides and in the explanations above. |  | PPT slides 37-47 |
|  | 10 min | **Activity: Share your experience**  PPT slide 48  Introduce the activity and the general questions.  **Leading questions:**   * Did you ever share information on social media that proved to be fake news? * How often do you see information on social media that is fake news? * Who shares this information? * What are the topics of these posts? | Students should think of 1-2 situations they experienced personally and answer the questions in the table. Presentation of the experiences with plenum, encouraging discussion. | PPT and (in distance learning): jamboard |
|  | 20 min | **ERUM sub-report: Does 5g technology pose any health risks?**  Follow the PPT slides 49-58, present the content and knowledge provided on the slides and in the explanations above. |  | PPT slides 49-58 |
|  | 5 min | **Reflection and concluding remarks on the module**  Reflect on the lessons – what have we learned about fake news?  Leading questions:   * What are your thoughts about fake news and technology? * Do you think this is an emerging problem? Do you believe that people should be more open to the idea of the evolution of technology by now? * In your opinion, why do you think people resist change? | Let students summarize and reflect on what they’ve taken from the lessons, what they will keep in mind, what they liked and disliked following the questions on the slide. | PPT slide 59 |
| Self-study material and accompanying literature for chapter 3&4 - How it all started: 5G technology and Covid-19 & ERUM sub-report: Does 5g technology pose any health risks?   * Evershed, N., McGowan, M. and Ball, A., (2021). *Anatomy of a conspiracy theory: how misinformation travels on Facebook*. [online] The Guardian. Available at: <https://www.theguardian.com/australia-news/ng-interactive/2021/mar/11/anatomy-of-a-conspiracy-theory-how-misinformation-travels-on-facebook> [Accessed 2 September 2021]. * Agiwal, M., Roy, A., & Saxena, N. (2016). Next generation 5G wireless networks: A comprehensive survey. *IEEE Communications Surveys & Tutorials*, 18(3), 1617–1655. https://doi.org/10.1109/COMST.2016.2532458 * Anderson, A., Brossard, D., & Scheufele, D. (2012). News coverage of controversial emerging technologies: Evidence for the issue attention cycle in print and online media. *Politics and the Life Sciences*, 31(1-2), 87–96. https://doi.org/10.1017/S0730938400014283 * Goldacre, B. (2011, March 19). Why don’t journalists link to primary sources? The Guardian, <https://www.theguardian.com/commentisfree/2011/mar/19/bad-science-ben-goldacre> * Loughran, S. P. (2019). There's no evidence 5G is going to harm our health, so let's stop worrying about it. The Conversation, <https://theconversation.com/theres-no-evidence-5g-is-going-to-harm-our-health-so-lets-stop-worrying-about-it-120501> | | | | |