**The Psychology behind Fake News & Applying the methodology and mechanisms to detect Fake News**

**Module structure**

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| **TEACHING HOURS**  **(45 min each)** | **TIME NEEDED** | **CONTENT & TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **RESOURCE / METHOD** |
| 1 teaching hour  **The Psychology behind Fake News & Activity: Fact or Fake?** | 20 min | **The Psychology behind Fake News**  Follow the PPT slides 3-13, present the content and knowledge provided on the slides and in the explanations above. |  | PPT slides 3-13 |
| 25 min | **Activity: Fact or Fake?**  Introduce the activity, and present one example at the time allowing time for group activities and discussion between the examples. | Activity in groups  Students will research the specific examples using one or more of the detection methodologies learned in Module 02 in order to distinguish between fact and fake. | Breakout rooms  PPT slides 14-22 |
| Self-study material and accompanying literature for chapter 1 - The Psychology behind Fake News & Activity: Fact or Fake?:   * Brotherton, R., 2021. *Bad News: Why We Fall for Fake News*. Zed Books. * Hills, T. and Menczer, F., 2020. *Information Overload Helps Fake News Spread, and Social Media Knows It*. [online] Scientific American. Available at: <https://www.scientificamerican.com/article/information-overload-helps-fake-news-spread-and-social-media-knows-it/> [Accessed 4 October 2021]. * Kramer, J., 2021. *Why people latch on to conspiracy theories, according to science*. [online] National Georaphic. Available at: <https://www.nationalgeographic.com/science/article/why-people-latch-on-to-conspiracy-theories-according-to-science> [Accessed 4 October 2021]. * Pennycook, G. and G. Rand, D., 2021. The Psychology of Fake News. *Trends in Cognitive Sciences*, [online] 25(5). Available at: <https://www.sciencedirect.com/science/article/pii/S1364661321000516#!> [Accessed 4 October 2021]. | | | |
| 1 teaching hour  **Trust in Media Statistics 2021 & Activity: Can you build a fake news empire?** | 10 min | **Trust in Media Statistics 2021**  Follow the PPT slides 23-32, present the content and knowledge provided on the slides and in the explanations above. |  | PPT slides 23-32 |
| 35 min | **Activity: Can you build a fake news empire?**  Students will visit the website of the game individually and experiment with the game. After their interaction with the game there will be time for open discussion. If necessary, the discussion can be accompanied by asking the following questions to give some ideas:   * What are your first impressions of the game? * What did you learn through the game?   Has your view about fake news changed, and how? | Individual activity  Online game. Students will visit the website of the game and experiment. After the activity students will share their experience with plenum. | PPT slides 33 |
| Self-study material and accompanying literature for chapter 2 - Trust in Media Statistics 2021 & Activity: Can you build a fake news empire?:   * Djordjevic, M., 2021. *27 Alarming Fake News Statistics [The 2021 Edition]*. [online] Letter.ly. Available at: <https://letter.ly/fake-news-statistics/> [Accessed 4 October 2021]. * Forgas, J. and Baumeister, R., 2019. *The Social Psychology of Gullibility: Fake News, Conspiracy Theories, and Irrational Beliefs*. Routledge. * Schwab, K., 2018. *Can You Build A Fake News Empire? Test Your Conspiracy Skills With This Game*. [online] Fast Company. Available at: <https://www.fastcompany.com/90161176/can-you-build-a-fake-news-empire-test-your-conspiracy-skills-with-this-game> [Accessed 4 October 2021]. | | | |
| 1 teaching hour  **Activity: Reverse Theory - Create Fake News** | 45 min | **Activity: Reverse Theory - Create Fake News**  Introducing the activity: PPT slide 34  PPT slides 35-40 will inform the students with the necessary elements in order to structure their fake news article. The students will be able to take inspiration from these slides and use them as a reference point during the activity. The six question/points are:   * Who is the author? * What is the topic? * What is the headline? * When are you publishing your story? * What tactics are you using?   Who is the target? | Individual activity  Students will be encouraged to use the methodologies learned for detecting fake news in reverse, in order to create fake news. | PPT slides 34-40 |
| 1 teaching hour  **Activity: Reverse Theory - Create Fake News (Presentations)** | 35 min | **Activity: Reverse Theory - Create Fake News (Presentations)**  Presentations of the student’s fake news articles using the template on slides 41-42. | Students will present their fake news articles encouraging discussion with plenum. | PPT slide 41-42  Template for the activity |
|  | 10 min | **Reflection and concluding remarks on the module**  Reflect on the lessons – what have we learned about fake news?  Leading questions:   * How did you feel about creating fake news? * Which do you think is more work: creating fake news or reporting real news?   Critical thinking: What can actually help prevent the spread of fake news? | 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 43 |