

Report on French Fake News Event

(from 3rd to 6th February 2020)

Presence of the 5 partners (13 teachers + 2 French) and (24 students + 4 French) every day of the event. 43 persons for each workshop.

Each day before lunch time from 11:00 to 12:00 the students accompanied by two teachers had to visit a class of the host school to introduce themselves, question their hosts and share their work during the stay. At the end of the day from 16:00 to 17:00 the teachers had a chance to focus on the programme and adapt it when necessary. The workshops happened from 09:00 to 11:00 and 13:30 to 16:00 and were managed by the teachers of all countries, transmitting notions, encouraging students and fostering active learning, a reminiscent of a previous Erasmus project written by Pr Elena Sayanova.

Day 1:

Introduction of French meeting by Mrs Seignol, director of Jeanne Antide Vocational school with the French coordinator in presence of the partners.

Welcome to the partners and introduction of the programme, relying on the participation of everyone to make the best of it. 6 workshops were planned on how to tackle fake news in the media from local to European level. Active learning in workshops were favoured rather than conferences which would have been difficult to implement for the participants who had low level of English. Teachers had also enough resources to share on the subject to help the students grow up on the subject.

Teachers would introduce the workshops, encourage the students to do research on topics and explain to the audience their results. In the end of the workshop the teachers would explain and bring more information on the topics to encourage the students to be more active in their studies and have a better look on the veracity or variety of their knowledge with further readings and sharing.

Workshop 1:

1. Workshop on Media Literacy: Pupils will attend a workshop where basic media literacy terms will be discussed. The aim of the workshop is to evoke previous knowledge on media, to establish the level of knowledge among the pupils, to provide basic outlines of the complex media literacy; special interest will be put on journalism, the relationship to advertising and social media.

‘Define your level of media literacy’

4 international groups to answer these questions:

1. What social media do you use?
2. What do you think of the relationship of media and advertising?
3. What is your level of interest on journalism? What kind of articles do like reading? explain.
4. Give examples and Use the form you like to sum up your work

During the first workshop students were asked about their knowledge on media literacy and their ability to choose a newspaper, an article and a social network.

Divided in 4 groups they discussed about the social media they are reading regularly. They had to explain why they choose them and what kind of information they read or look for.

Result: It happened the retransmission of the students' experience was rather poor in terms of media literacy. They unusually use social media for gossiping, chatting and leisure activities or interests.

The conclusion brought to the fore was that they were in need of being choosier and better informed on what they read to go to a higher level of information as European citizens.

Workshop 2:

2. Workshop on Fake News I. What makes an article trustworthy: This is a short workshop where pupils are engaged on a basis of one or two printed articles, preferably from the past, to extract the basic information and to tell whether are they true, false, biased, are they talking about facts or interpretation

For the second workshop it was time to teach a few notions to the learners so that they could carry on and improve their experience with media literacy.

'Biased articles from the past'

1. Explore the sites and discuss them. 10 minutes
2. Choose an article from the past and see how it is biased. 10 minutes
3. Explain to the class what you understood 10 minutes each.
4. Leave your productions.
5. Christine Demagny's intervention.

Mrs Demagny, school documentalist taught the students how to read an article and how to check the sources. The students had to understand they had no time to lose with false information from non-reliable sources. The documents used during the event are stored in

eTwinning. Students had to read different types of articles to determine the point of view chosen by the writer and find out how reliable they were.

Day 2:

Workshop 3:

3. Workshop on Fake News II. Short introduction: In this workshop, the term fake news or misleading information will be examined carefully. The name, the origins, why the term became popular and what's wrong with it.

Karine Calvel, director of communication at school suggested the shared document. (see eTwinning)

<http://expositions.bnf.fr/presse/pedago/07.htm>

The students worked on old posters and a study about fake news through ages. A document from the BNF (Bibliothèque Nationale de France). Language is also a barrier to communication, pictures and photos play an important part in Fake News.

Workshop 4

4: Workshop on Fake News IV. How to start a case study on fake news: Pupils will come to the workshop with some examples of fake news from their countries and will present them to their peers. We will encourage them to spot that fake news which aim at politics and populism in order to deconstruct them in their particular case study. Here, we will define the form and the extent of the case study which every school will carry out.

Mr François Arpin, French Teacher explained with his students the most sadly famous French Fake News through recent history, followed by the 5 partners of the project. The students were again totally involved in the participation and explanation. (see eTwinning's documents attached to the project)

Day 3:

In the morning the European partners had **a tour through Geneva or Annecy** and stopped in front of several landmarks of the city. (Protestantism founding fathers, Austrian statue next to the lake, the House of the associations, the museum of arts and history, the Cathedral and the old and new town, the old town of Annecy) The participants had also a chance to visit UNO on their own. **A quiz of fake news to be checked was distributed to motivate the walk through the city.**

Day 4:

Workshop 5:

5. Workshop on Fake News III. Examples of fake news: This workshop will try to answer the questions like What is the motivation behind the fake news? Populism? Which factors accelerate the spreading of fake news? How the fake news is stopped or their spreading is slowed down? A special issue is dedicated to algorithms of social media and their advertising part.

This workshop was managed by Mr Majce, university teacher in Slovenia and coordinator of the project. By means of a PowerPoint the students were invited to think over and discuss about the influence of political parties on fake news and how they used them to get what they want, i.e., deprive the population of the sound ability to choose their way of life thanks to clear and non-biased information.

The workshop was continued by an exercise in the afternoon for the students. The students had to run for a school campaign as students delegates with a biased point of view to seduce their voters. To exemplify the morning workshop, they had to have an ecologist, conservative, progressist or populist point of view to run the campaign. They had to produce a leaflet or a document to ad for their representative who gave a speech very well influenced by this point of view. (see eTwinning's file of documents)

The students' delegates of the French school wave the participant 'good bye' at the end of the day.

Conclusion:

There are millions of fake news produced everyday reduced to a thousand big ones we can read on social networks. Wisely the students are not drenched with them when they realised how able they are to discard them as they meet them. The students recognise fake news as a hindrance to political life of the countries.

They learned during the stay they have very good method to spot them and check them. Famous sites to debunk fake news were also presented to them during the first months of the project.

As European citizens pruned to vote very soon the students were pleased to share information in international groups on their different countries.

They also very eagerly shared their way of life, values and cultural landmarks.

The students and the teachers were also very enthusiastic on how active the students were with them to discuss about fake news coping together with difficulties of languages and various remote information on their distant countries.

Social networks had the last word again with the numerous invitations students and teachers exchanged on their accounts through Twitter, Facebook and Instagram. The hard core is stored in eTwinning.

The final evaluation (a video where participants could applause and clap their hands in a low position, average at the level of the face or high **above the head**) was very positive on how the workshops were shared between the participants. Attendance certificates have been distributed.

A last teacher meeting was organised to plan the next step of the project in Austria.

Dissemination of results proceeded during the stay and the following months.

Didier Simonot, French coordination during the event.

Reignier, France

20/02/2020