



FI.DO:

Fighting fake news and DisinfOrmation

**A SERIOUS GAME AND
NEW METHODOLOGIES FOR
TRAINING SENIOR CITIZENS**



Erasmus+





The Initial Premise



“Fake news” and disinformation are not contemporary phenomena.

What is new is the possibility, which has multiplied exponentially, of anyone accessing and disseminating information through the Internet.



The Initial Premise



With a constantly ageing European population, **senior citizens** are now more than ever a growing and essential part of **participatory** processes, but at significant **risk** of disinformation due to the lack of more profound education on **digital media literacy**.



Project's Main Aims



To improve the level of digital skills of seniors regarding the use of internet-based communication platforms, including social media, by creating:

- meticulous methodological material,
- gamification techniques for adult educators and senior citizens.



Methodological Concept: Gamification

Making a **necessary process** potentially **fun and accessible** by applying theories and models of gaming to layers of social life that are not necessarily playful.

Gamification represents the intent to introduce common dynamics to the games **without** the user necessarily having to **notice it**, but in a way, in which, one can **perceive the benefits**.



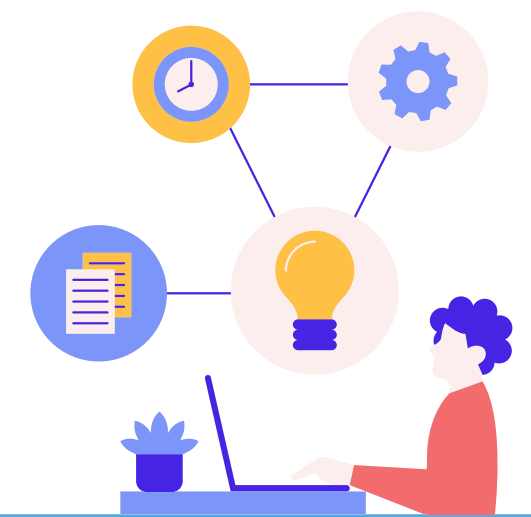
Gamification, Fake News and Disinformation

The complex theme of accessing fake news and disinformation becomes more evident and understandable if a direct experience capable to show the steps of the **manipulatory process** is made.

Playful and gamification models have shown extreme effectiveness, being used as **safe simulation environments** that lead the experience towards **moments of growth**.



FI.DO LIVING LABS 1 & 2



Face-to-face workshops where a trainer presents the prepared and described material of the **FI.DO Training Methodology** to the target group of **seniors** and engages the participants through **exercises and activities**.

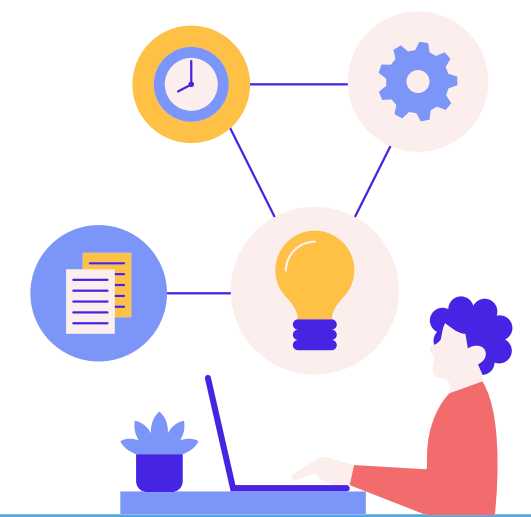
The trainers explained and addressed the challenges of disinformation on social media and traditional media outlets whilst implementing these guidelines:

- Participatory approach;
- Engage your audience as much as possible;
- Use small groups;
- Use of visual support.





FI.DO LIVING LABS 1 & 2



Findings are organized according to the **6 areas of interest** tackled in the FI.DO Training Methodology in order for them to more substantially **feed the review** of the **piloted project result** and were the basis for its **fine-tuning** before releasing its final version.

Six areas addressed in the Living Labs 1 & 2:

Deep Fake, Troll Farming, Language Based Manipulation, Misinformation and Data Manipulation, Pseudoscience and Conspiracy Theories, Biased Information.



Findings:

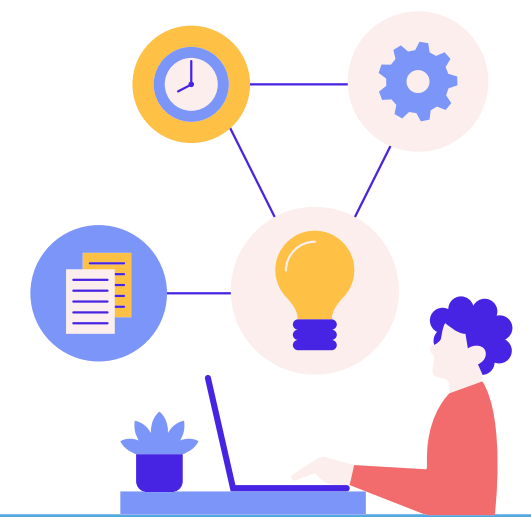
LIVING LABS 1 & 2



Area of Interest	Findings and Opinions
Deep Fake	The discussions upon deep fake were really substantial as in most partner countries related to how could a person understand a good deepfake and how would they be able to know the difference. The existence of online tools and journalist schemes that check for use of deep fake software were most appreciated.
Troll Farming	Troll farming is a concept that most citizens were unfamiliar with, and as such used more time in order to understand its premise upon the first stages of the workshop elaboration. Some participants felt that this area of fake news may not relate to their age as much as for the younger generations that interact most using media. Never the less there were mentions of trolls from troll farms visiting pages, especially through Facebook, that are mostly populated by seniors.
Language based manipulation	Language based manipulation was a topic that spurred the discussions around ethical journalism and the extent towards what is and what isn't ethical in terms of presenting information and how the language used can propagandise beliefs.
Misinformation and data manipulation	Data manipulation seemed to be exceptionally challenging especially with participants with a lack of mathematical or statistical familiarity. Explaining how basic graph elements are structured had some initial result in correctly identifying the examples presented through the activities proposed in the training methodology.
Pseudoscience and conspiracy theories	Pseudoscience and conspiracy theories were probably the most conflicting subject discussed in the living labs as several participants believed multiple of the theories proposed as either. The most important finding was how a balance can be achieved when the group of learners has the ability, due to its diversity, to enforce peer learning and thorough discussions to resolve conflicts even in a short-term setting.
Biased information	The level of biased information relate to the standard of the beliefs of the majority of the people following a specified stream of media was thoroughly highlighted as the main challenge towards understanding information as biased versus agreeable.



FI.DO SERIOUS GAME "AuthentiCITY"



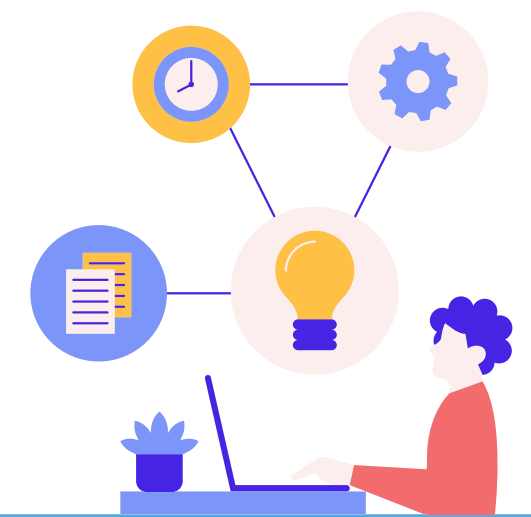
Design Process:

Involved a thorough **understanding** of the **problem** of fake news and its **impact** on senior citizens.

Achieved through **research on the topic**, in particular for the previous outputs of the same project, and specific research on **game dynamics for seniors** that usually are **not involved** in digital game activities.



FI.DO SERIOUS GAME "AuthentiCITY"



Design Process:

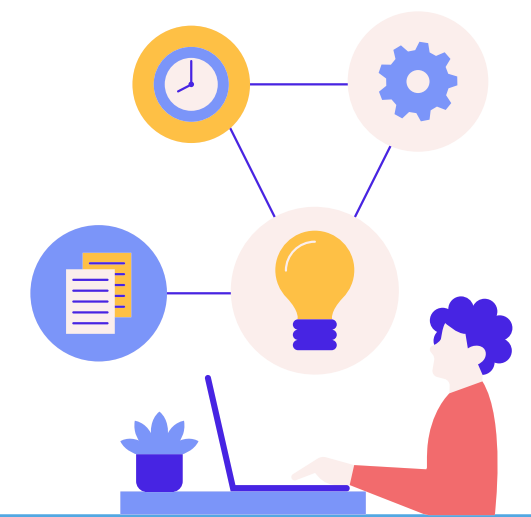
It was identified that seniors are particularly:

- vulnerable to the effects of fake news due to decreased digital literacy,
- and a tendency to trust traditional news sources.

To address this issue, the game mechanics were developed to effectively educate players on how to identify and evaluate the authenticity of news sources and content.



FI.DO SERIOUS GAME "AuthentiCITY"



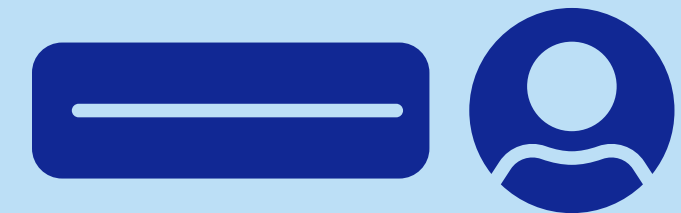
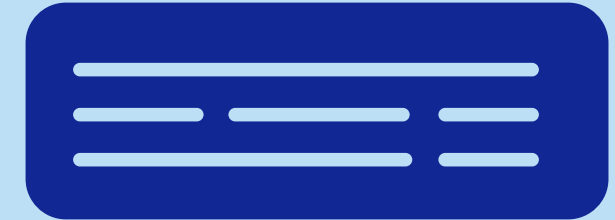
Design Process:

The game is designed as a **chat software simulation** to make the experience more relatable to users.

The **graphic design** is deliberately:

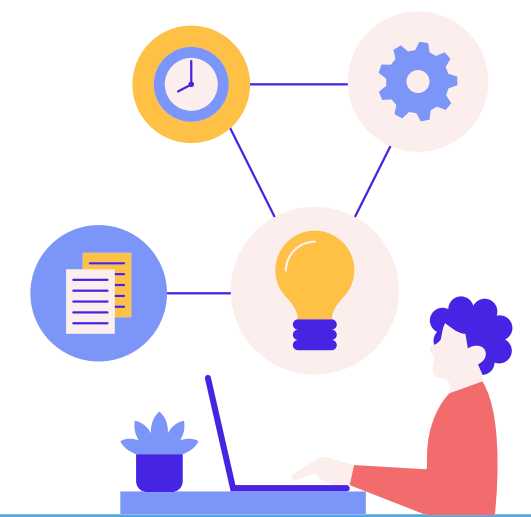
- simple and flat,
- without too many elements of distraction,
- but with an overall sense of seriousness and reality.

The game was designed to be **engaging and interactive**, with a focus on **real-world scenarios and decision-making**.





FI.DO SERIOUS GAME "AuthentiCITY"



Kind & Structure of The Game:

Web-based chat simulation game developed using the Vue JavaScript framework.

It presents players with various **news scenarios**, which are divided into **different social groups**.

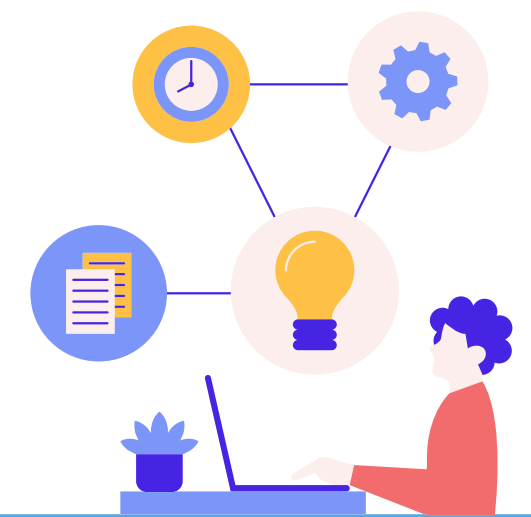
Each social group corresponds to a different scenario:

- politics, economy or health

and the players are **prompted with several questions** about different news articles.



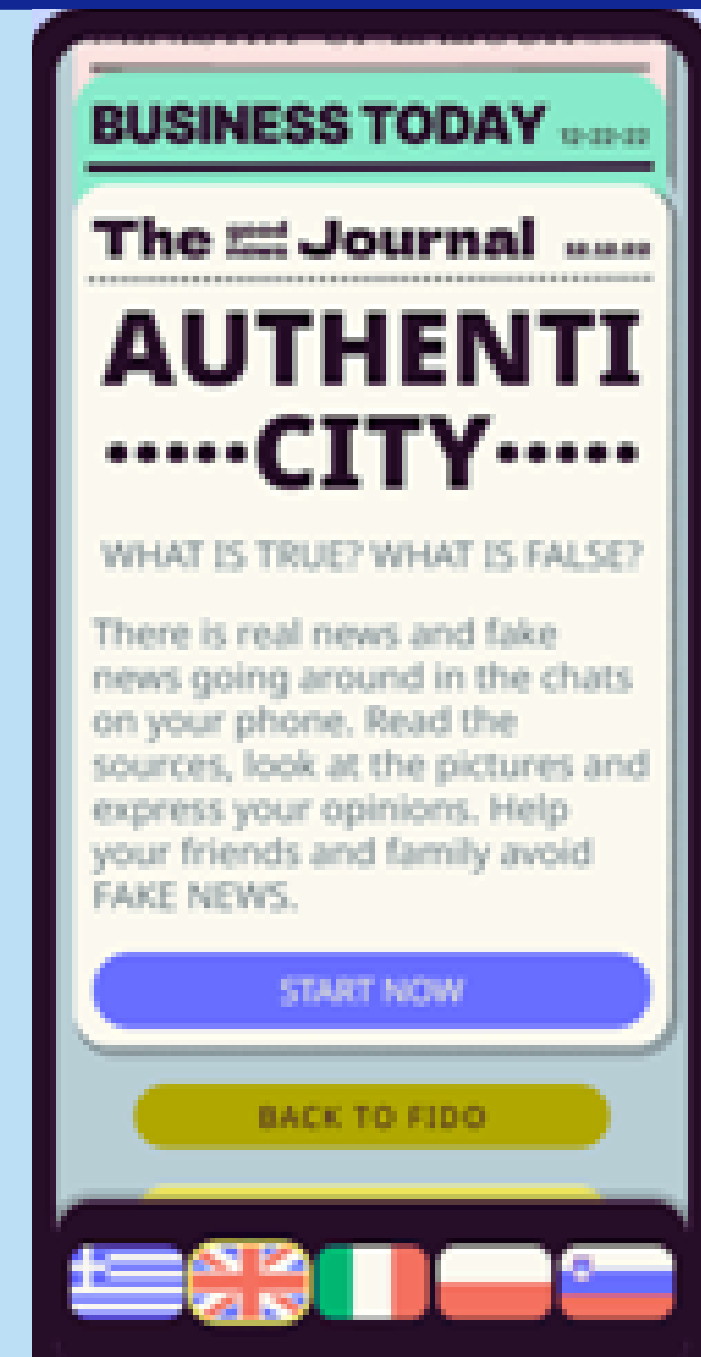
FI.DO SERIOUS GAME "AuthentiCITY"



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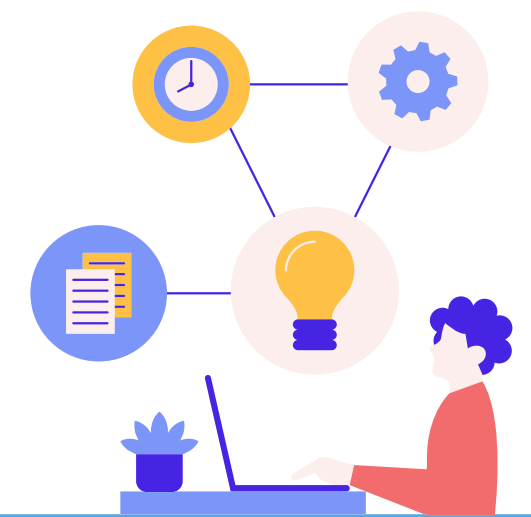
The aim is to help players define whether a certain article is fake or not.

Through a series of interactive exercises, players learn to spot the signs of fake news and develop the skills to verify information from credible sources.





FI.DO SERIOUS GAME "AuthentiCITY"

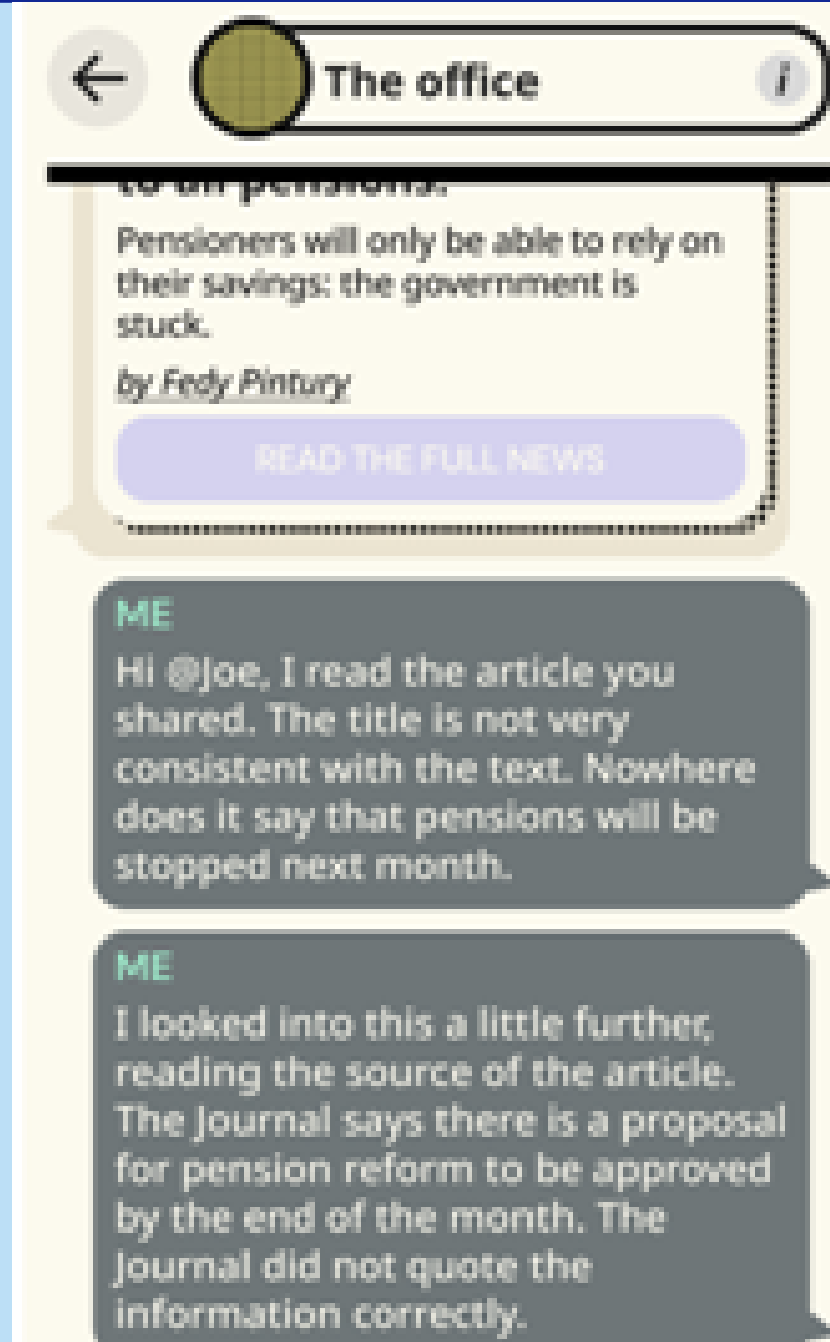


Scope:

Intended to reach a **wide audience**, with a focus on senior citizens.

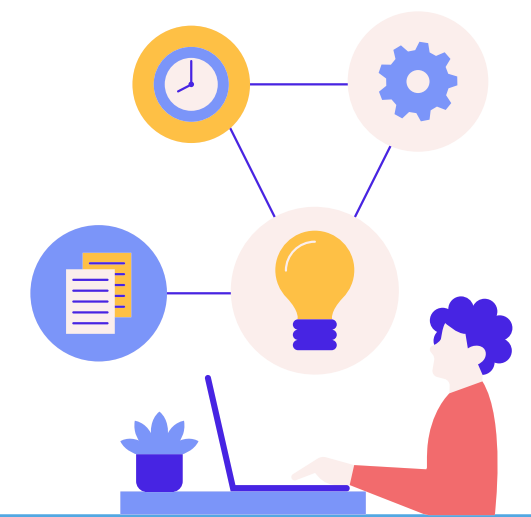
Interactive and **engaging** design is **accessible** to players with varying levels of **digital literacy** and **technological proficiency**.

It aims to empower seniors to take an **active role** in their own **media consumption** and to make **informed decisions** about the information they consume and share.





FI.DO SERIOUS GAME "AuthentiCITY"



Influencing:

While this game has the potential to **change the way people interact with news** in society, it's important to keep in mind the **willingness** of the players to be influenced by it: the number of scenarios exploited is limited but comprehensive of several types of fake news techniques, making it more efficient for the players to learn about **critical thinking** and **fact-checking**.





Findings:

LIVING LABS 3 as of January 2023



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Conclusions



The **information age** requires **life-long learning** in terms of **media literacy** to reduce **social exclusion**, as explained by the **European Digital Agenda**.

The strength of media and computer literacy is that it is a **preventive**, rather than a **reactive solution**, provoking **critical thinking**, which is crucial for the 21st-century citizen living in an ever-increasing **digital environment**.





Conclusions



The project consortium has identified its utmost promise to be, based on the findings of the Living Labs and the international literature advised, the development of seniors' skill and inclusion:

- through creativity and the arts,
- through improving seniors' digital competences in recognizing media disinformation and fake news, and supporting their inclusion in a digital world through creativity and gamification.

As well as improving trainers' skills and performance through the produced Training Methodology which aims to foster new competences in managing and coordinating group activities and focusing on project-specific themes.





Conclusions



This goal has started taking flesh and bones through:



- a) the participation of **180 seniors** to the Living Labs;
- b) offering seniors the possibility to explain, during the Living Labs, their **needs** and their **difficulties** to avoid the traps of a digital world;
- c) **free access** to educational tools, such as the **manual** and the **serious videogame** developed during the project.



Final Words



The premise of gamification subsequently has related to the very need for **understanding** and **not patronising** senior citizens and helping them **experience new learning** streams through a non-didactical lens, providing them with a much easier-to-navigate sense of learning **away** from the **gaze** of the **younger generations**.



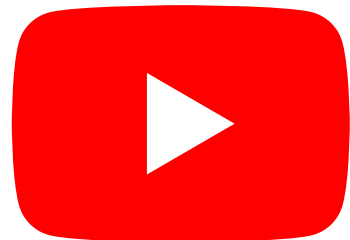
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Fighting fake news and DisinfOrmation



FIDO Project:

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Thank you!