

Qyourself

Question what you get. Media education to fight Disinformation

First results



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File research

What do our potential students and teachers think about disinformation and media literacy?

Free Association in the context of the *Grid Elaboration Method* (Joffe & Elsey, 2014) facilitates in-depth and personal exploration of the meanings that certain terms or topics evoke, helping to uncover unconscious patterns of thinking and feeling. To explore the social representation of the terms **disinformation** and **media literacy**, students and teachers from five different countries (Germany, Greece, Italy, Poland, Spain) were asked to freely express in writing the first four words that came to mind to describe these terms. In this way, by identifying lexical patterns and key words, we can use word clouds (the words that appear more frequently in the corpus appear larger) to represent how these people interpret **disinformation** and **media literacy**.

Students

A total of 96 students those five different countries (59.4 % female, 40.6 % male; 30.2 % 14-17 year-old under-age, 9.4 % 18-25 year-old young, 11.6 % 26-45 year-old adults, 48.9 % 60-72 year-old senior) were asked about the **disinformation** and **media literacy** as it is stated before. (Figure 1 and Figure 2).

Figure 1. *Social Representations of Disinformation (students).*

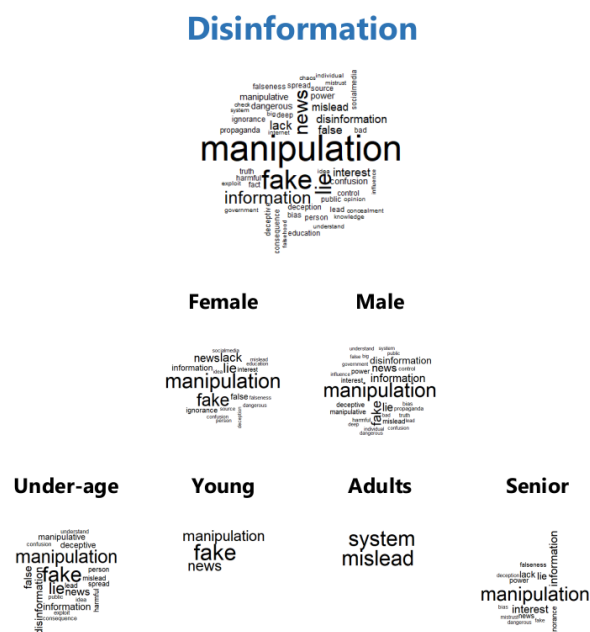
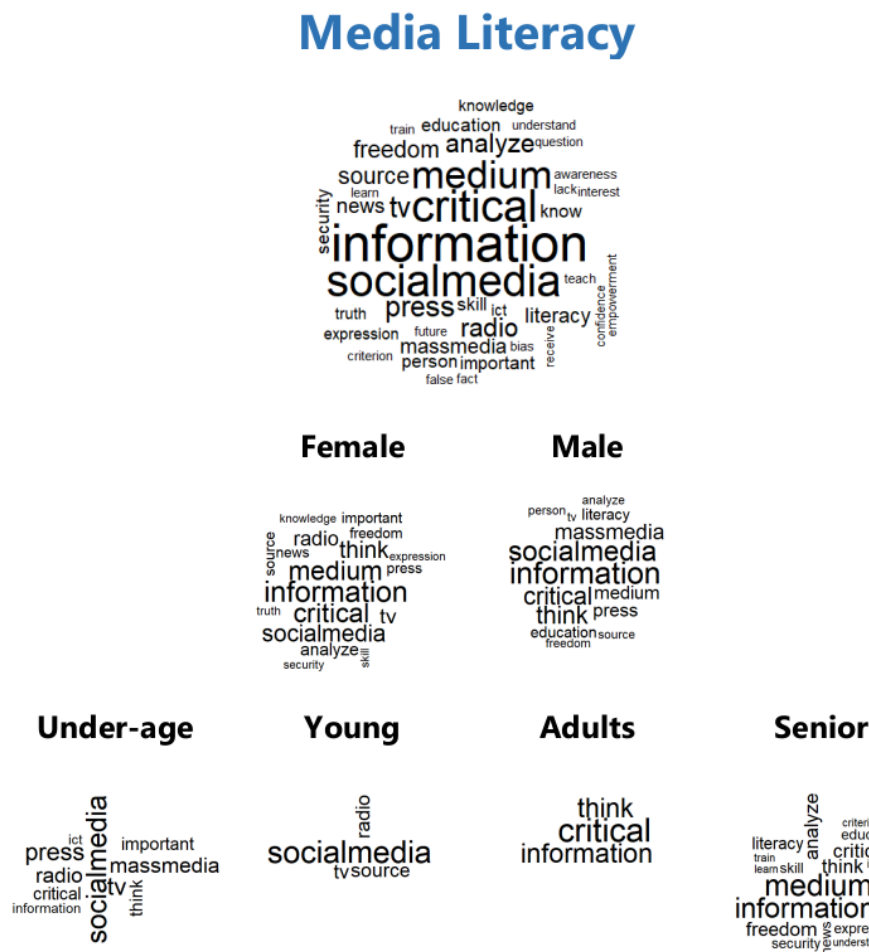
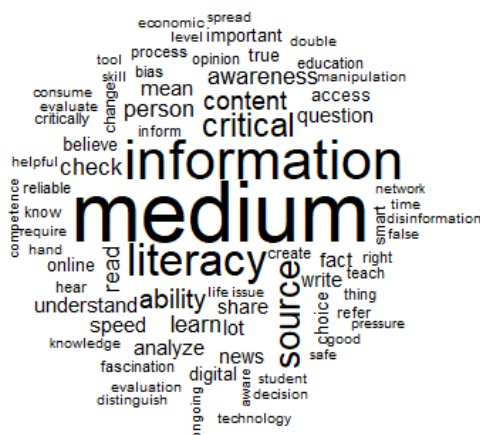


Figure 2. *Social Representation of Media Literacy.*



Among the group of people who described **disinformation**, words such as manipulation, fake, lie, interest, mislead and news, among others, stand out. These words reflect a social construction of **disinformation** as a dangerous phenomenon, deliberate and motivated by hidden interests, whose purpose is to confuse and manipulate through falsehoods presented as legitimate information. It is perceived as a threat to the veracity of news and thus to people's ability to access reliable information and make informed decisions. It is also seen as a phenomenon closely linked to power and interests, as people who spread **disinformation** do so for their own gain. Both women and men agree that manipulation is a key factor in understanding **disinformation**. This suggests that women and men similarly understand **disinformation** not only as false, but also as a strategy to influence the minds of others. Looking at the age of the people describing disinformation, both younger and under-age participants highlight the creation or dissemination of information that is not true as key to understanding this construct. For these digital natives in particular, **disinformation** is intentionally misleading and false, while adults and seniors who described it qualify this falsehood and relate it more to a system of deception and manipulation of information according to different interests.

Figure 2. *Social Representations of media literacy (teachers).*



Among the group of teachers who described **disinformation**, the words that appear with the highest frequency in relation to the term disinformation are: information (n=41), disinformation (n=31), person (n=20), spread (n=16), media (n=12), fake news (n=12), false (n=12), social (n=11) and social media (n=11). The concept described by these words reflects a direct association of the term with information, as opposed to a more critical view found in the student population. Although disinformation is strongly associated with a type of false information, the critical view is not as unanimous as in the student group, although importance is attached to the rapid spread of disinformation through social networks. It is understandable that the vast majority of participants associate the term with information and its potential.

In the narratives about **media literacy**, the words that appear with the highest frequency in relation to the term media literacy are: media (n=41), information (n=25), literacy (n=20), source (n=15), critical (n=13) and ability (n=10). The results do not reflect as holistic a view as the student group, focusing on the skill practices associated with improving critical source literacy. This may be related to their teaching roles.

The results of the questionnaires.

Teachers

Students (TITULARES)

How many times do you go on internet?

	senior	Teenagers	adults
+ 10 daily	29,2%	57,7%	65%
6 -10 daily	35,4%	19,7%	30%
2-5 daily	18,8%	12%	5%

Access to the news

	Senior	Teenagers	adults
+ 10 daily	16,7%	1,4%	42 -14%
6 - 10	18,7%	2,1%	13-28%
2-5	50%	14,1%	14-14%
Once a day	14,6%	21,1%	-
2-3 a week	-	15,5%	28%

The answers in adult population are too diverse to be conclusive.

Interest for the news

Senior are very or absolutely interested: 75%

Teenagers: almost 80% somewhat interested and not very interested.

Adults: very different results in the different countries. 60% somewhat interested,, not so much, 28%, very much (more in Greece than in Italy, for example)

Interest for politics

Senior are very or absolutely interested: 60% *more or less like the news.*

Teenagers: 58% somewhat interested and not very interested. *They are less interested than the news.*

Adults: very different, but similar to the news. In Italy don't want to respond.

News sources you use:

Senior: TV and radio are important (64% and 37%), they still use printed newspapers (56%), and web-pages (62%) They barely use social media, less than 10%, more youtube 22%.

Teenagers: more than 70% social media. TV less than 20%

Adults: like teenagers, social media, less TV

Principal sources of information:

Senior: páginas web 29,2%, periódicos impresos 22,9%, radio, 17%, redes sociales etc, menos de 5%

Teenagers: tik-tok and Instagram: 51%, web-sites, 10%, TV only 9%,

Adults: They use social media as much as teenagers, and in Greece they use TV.

Trust in the news:

Among seniors, 80% believe news is low or neutral. Credibility grows in what they consume. Radio and printed newspapers are more trustworthy than television and social networks, which are not trustworthy. In fact, they are very concerned about the credibility of the information they receive online.

Teenagers, like seniors, believe that news has little credibility, and it does not grow on those they trust. All channels are considered to have media value, in fact, they don't consider social networks to be more valuable, despite the fact that they consume them. In fact, they believe that these channels are where they have seen the most disinformation in the last week.

Among adults, they have little trust and do not differ between trusting the news and trusting the news that they transmit.

Information narratives

Seniors: Politics (72%), climate change and armed conflicts (58%), immigration 48%

Teenagers: politics, climate change, health are the most popular topics, followed by feminism, armed conflicts and immigration,

Adults: similar to seniors.

Media education: how do you know the information is misleading?

Teenagers and seniors give a lot of importance to the comments. Adults give also importance, although less than the comments, to searching internet. The senior population are the most likely to find the information implausible (41%), followed by the comments (21%)

Hate content:

All consider that they have read hateful content.

Opinion about disinformation

Everyone sees this as a serious problem for society, misinformation is able to manipulate people's beliefs, therefore we need greater media literacy.

References





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