



Question what you get. Media education to fight Disinformation

# A.1. DESK RESEARCH Germany



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## A.1. DESK RESEARCH

2. Measures against disinformation	Answer
<p>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</p>	<p>Germany had been actively working to combat disinformation through various strategies, including regulatory measures, the establishment of a law, agencies, and collaboration with experts. The Federal Ministry of Education and Research (BMBF), for example, is now funding 10 new projects in which scientists research fake news and other forms of disinformation in order to develop countermeasures:</p> <ol style="list-style-type: none"> <li><b>DeFaktS:</b> In the project “DeFaktS – Recognizing and disclosing factors and stylistic devices of disinformation campaigns,” researchers analyze messages from social media and messenger groups. They want to use the data to train an artificial intelligence. She should learn to recognize the factors and stylistic devices that are characteristic of disinformation. The aim of the project is an app that warns its users when suspicious stylistic devices occur in messages. <a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/defakts">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/defakts</a></li> <li><b>DESIVE2:</b> In the project “DESIVE2 – Better recognize and understand scientific-looking disinformation,” researchers are analyzing the mechanisms of the digital spread of supposedly scientific disinformation. To do this, they want to ask citizens what makes them spread information (unverified). Based on the findings, a model for dealing with disinformation will then be developed. <a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/desive2">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/desive2</a></li> <li><b>DYNAMO:</b> In the project "DYNAMO - Understanding, recognizing and combating highly dynamic forms of dissemination of disinformation", researchers are investigating how disinformation spreads in messenger services and how it "spills over" into other social media. They also analyze the extent to which recurring patterns exist from which control strategies can be derived. Research will also be carried out into the patterns behind disinformation campaigns and the influence that emotional content has on its spread. The aim is to develop tools that counteract the spread of disinformation.</li> </ol>

	<p><a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/dynamo">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/dynamo</a></p> <p><b>4. FakeNarratives:</b> In the project "FakeNarratives - Research into narratives of disinformation in public broadcasting and alternative news videos", researchers are investigating the narratives of disinformation in public broadcasting news broadcasts and alternative information videos. They use discourse and linguistic analyzes as well as research methods from the digital humanities. In addition, patterns should be recognized using machine learning. The aim is a digital tool that can systematically reveal the mechanisms and strategies of disinformation narratives.</p> <p><a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/fakenarratives">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/fakenarratives</a></p> <p><b>5. HybriD:</b> In the “HybriD – Real-time detection of disinformation campaigns in online media” project, researchers are developing a software-based analysis tool that is intended to help experts better assess disinformation campaigns. The researchers combine machine analysis with human expertise to detect disinformation campaigns. The analysis tool is intended to make it possible to evaluate large amounts of data from online media and social networks in real time and to record temporal patterns. Based on this data, experts can comprehensively assess disinformation campaigns and their effects.</p> <p><a href="https://hybrid.social/">https://hybrid.social/</a></p> <p><b>6. IKIP:</b> In the project “IKIP – Innovative communication strategies for intervention and prevention in disinformation campaigns” (IKIP), scientists are researching narrative patterns and stylistic devices of narratives in connection with psychological issues and personality traits that make people susceptible to disinformation. On this basis, they then develop training courses, workshops, educational concepts and communication strategies that counteract susceptibility to disinformation.</p> <p><a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/ikip">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/ikip</a></p> <p><b>7. noFAKE:</b> In the project "noFAKE - Efficient fact checks through artificial intelligence and crowdsourcing", researchers are developing an assistance system for the detection of disinformation that is intended to automatically sift through large amounts of data: Suspicious text and image material is pre-sorted, associated with similar material and the distribution routes</p>
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	<p>of the material are determined traced. The assistance system is intended to support previously trained personnel in assessing the trustworthiness of information material.</p> <p><a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/nofake">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/nofake</a></p> <p><b>8. NOTORIOUS:</b> In the project "NOTORIOUS - The Role of Celebrities in Disinformation Campaigns in the Eyes of Science", scientists are researching the role celebrities play in political communication and in spreading disinformation on social media. Since celebrities are typically featured on multiple digital platforms, they can easily be used as markers for the spread of disinformation across platforms. Through a scientific analysis of the distribution channels of disinformation, the underlying distribution patterns should be researched.</p> <p><a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/notorious">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/notorious</a></p> <p><b>9. PREVENT:</b> In the project "PREVENT - Training approach for teaching measures to prevent digital disinformation campaigns", researchers want to enable offices, authorities and organizations to counteract intentional manipulation of opinion. To this end, the researchers are developing a training tool that, on the one hand, simulates the emergence and targeted spread of disinformation and, on the other hand, assesses the effect of the countermeasures to be developed. The simulations are carried out using realistic training scenarios (e.g. Covid-19 pandemic).</p> <p><a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/prevent">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/prevent</a></p> <p><b>10. VERITAS:</b> In the project "VERITAS - Recognising and combating disinformation on health topics with artificial intelligence", researchers want to create a data set that includes information from public news portals, social media and specialist and expert knowledge. They are using data mining and artificial intelligence methods to extract and structure the data. With the help of the data set, citizens should be able to recognise fakes and disinformation more quickly when searching for information.</p> <p><a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/veritas">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/veritas</a></p> <p>In 2017 Germany also created the <b>law NetzDG (Network Enforcement Act)</b>, which requires social media</p>
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platforms to promptly remove illegal content, including hate speech and fake news. Platforms failing to comply may face significant fines.

They also have:

**GADMO:** The German-Austrian Digital Media Observatory (GADMO) is an alliance of fact-checkers, media literacy experts and scientists taking a coordinated approach to combating disinformation and misinformation. To this end, the leading fact-checking organisations in the German-speaking world are collaborating for the first time: Deutsche Presse-Agentur (dpa), Agence France-Presse (AFP), Austria Presse Agentur (APA) and the non-profit independent newsroom CORRECTIV. They cooperate with communication and data scientists from the Institute of Journalism and the Faculty of Statistics at the Technical University of Dortmund and the AIT Austrian Institute Of Technology.

<https://gadmo.eu/en/>

**GMK:** Gesellschaft für Medienpädagogik und Kommunikationskultur in der Bundesrepublik Deutschland e.V. - The Association for Media Education and Communication Culture (registered, non-profit organisation) is a nationwide professional association for education, culture, and media. It stands for the advancement of media education and media literacy. The association brings together interested and engaged people from research and practice, and ensures the exchange of information.

<http://www.gmk-net.de>

Other strategies developed by the country have been:

**The Federal Press Office's Task Force:** Germany established a task force within the Federal Press Office to monitor and analyze disinformation campaigns. This group works to identify and counter false information, particularly during election periods.

**Collaboration with Tech Companies:** The German government has engaged in discussions and

	<p>negotiations with major tech companies such as Facebook, Twitter, and Google to encourage them to take more responsibility for the content on their platforms. This involves addressing the spread of misinformation and implementing measures to curb its impact.</p> <p><b>Awareness Campaigns:</b> The government has run public awareness campaigns to educate citizens about the risks of disinformation and how to critically evaluate information they encounter online.</p> <p><b>Support for Fact-Checking Organizations:</b> Germany has provided support to independent fact-checking organizations that work to verify information and debunk false narratives. These organizations play a crucial role in identifying and correcting misinformation.</p> <p><b>European Union Cooperation:</b> Germany, as a member of the European Union, has collaborated with other EU member states on initiatives aimed at countering disinformation. This includes sharing best practices, coordinating responses, and addressing cross-border disinformation campaigns.</p> <p><b>Media Literacy Programs:</b> The German government has invested in educational programs to enhance media literacy among the population, helping individuals to discern credible sources of information and resist the influence of disinformation.</p>
<p>2.2 Mention at least two academic studies from your country in which the authors state the need to incorporate media literacy contents in formal and/or informal education.</p> <p>Briefly summarize their conclusions.</p>	<p>So many good references to research on the topic were found!!!</p> <p>We can find more specific references about the topic here:  <a href="https://www.gmk-net.de/publikationen/artikel/">https://www.gmk-net.de/publikationen/artikel/</a></p> <p>And we also believe that the best ones are part of the project <b>“Digitales Deutschland”</b>, as it includes a section on its website with numerous scientific articles on this subject.</p> <p><b>“Digitales Deutschland”:</b> the goal of the “Digital Germany   “Monitoring the digital competence of the population” is to create the basis for promoting competence of the entire population in the face of digitalization. <b>Digital Germany prepares studies and specialist literature in a database and develops</b></p>

**further empirical studies and expertise.** The project magazine “kompetent” illuminates current debates and terms – understandably and compactly. Since 2020, there has also been a particular focus on the topic of artificial intelligence. <https://digid.iff.de/>

1. Schüller, K., Busch, P., & Hindinger, C. (2019). Future Skills: Ein Framework für Data Literacy – Kompetenzrahmen und Forschungsbericht (Arbeitspapier Nr. 47). Hochschulforum Digitalisierung.

[https://hochschulforumdigitalisierung.de/wp-content/uploads/2023/09/HFD\\_AP\\_Nr\\_47\\_DALI\\_Kompetenzrahmen\\_WEB.pdf](https://hochschulforumdigitalisierung.de/wp-content/uploads/2023/09/HFD_AP_Nr_47_DALI_Kompetenzrahmen_WEB.pdf)

In this report, the authors develop a competency framework for digital skills using digital literacy as an example. The publication features representatives from various disciplines who comment on the topic of data literacy (e.g. the relevance of data literacy) in their respective fields. This includes competencies, their definition and behavioral indicators derived from them. Based on this, a measuring instrument will also be designed to support those responsible for curriculum development and teachers at universities in evaluating digital literacy. In the context of data literacy, the authors describe both cognitive and affective learning goals. In numerous specialist disciplines, decisions are increasingly being made based on data, which means that the interpretation and derivation of recommendations for action from data is becoming increasingly important.

Digital Literacy, Data Literacy, Information Literacy and Statistical Literacy cannot be completely differentiated from one another. However, ethical literacy can be viewed as a meta-competence, as the question of what is correct from an ethical perspective always arises. The reason for this is that the collection, use, processing and analysis of data cannot be seen separately from their interpretation and application. The authors locate the various concepts of competence from a process perspective. For them, competencies are “clusters of effective behaviors and attitudes to fulfill a definable task” (p. 24). The authors describe digital literacy on the one hand as the ability of experienced experts to create data products, but on the other hand also as the competent handling of data by end users.

2. Seufert, Sabine; Guggemos, Josef; Tarantini, Eric: Digitale Transformation in Schulen – Kompetenzanforderungen an Lehrpersonen - In: Beiträge zur Lehrerinnen- und Lehrerbildung :

**Zeitschrift zu Theorie und Praxis der Aus- und Weiterbildung von Lehrerinnen und Lehrern 36 (2018) 2, S. 175-193 - URN: urn:nbn:de:0111-pedocs-170969 - DOI: 10.25656/01:17096**  
[https://www.pedocs.de/volltexte/2019/17096/pdf/BzL\\_182\\_175-193Seufert.pdf](https://www.pedocs.de/volltexte/2019/17096/pdf/BzL_182_175-193Seufert.pdf)

Digital transformation has far-reaching effects on the economy and on society. This also applies to the education sector and thus to teachers. Our article deals with developmental paths of the digital transformation in the education sector. These developmental paths serve as a normative point of reference for defining essential «digital competencies» of teachers. Our framework for modelling digital competencies of teachers is based on the concept of professional competence and extends it. This makes it particularly clear that it is not only a question of dealing with digital content, but that digital transformation also has implications for methods of teaching and school development. Referring to a sample of 215 teachers at nine commercial schools in German-speaking Switzerland, we present results concerning the teachers' development of important competence facets and discuss implications for teacher education.

**3. Lorenz, Ramona [Hrsg.]; Yotyodying, Sittipan [Hrsg.]; Eickelmann, Birgit [Hrsg.]; Endberg, Manuela [Hrsg.]: Schule digital – der Länderindikator 2021. Lehren und Lernen mit digitalen Medien in der Sekundarstufe I in Deutschland im Bundesländervergleich und im Trend seit 2017. Münster ; New York : Waxmann 2022, 212 S. - URN: urn:nbn:de:0111-pedocs-246067 - DOI: 10.25656/01:24606**  
[https://www.pedocs.de/frontdoor.php?source\\_opus=24606](https://www.pedocs.de/frontdoor.php?source_opus=24606)

The 2021 national indicator now presents control results and knowledge for school teaching and learning with digital media for Germany and in a comparison of the federal states for the fourth time. In terms of educational monitoring, the study provides a current overview of teaching and learning processes in the classroom from the perspective of high school teachers. Furthermore, framework conditions related to digitalization in schools, which are becoming increasingly important in the context of the corona pandemic, are examined. With the topics of school IT equipment and support, the use of digital media, teachers' media-related skills and the promotion of students' IT and information skills, four main areas of the study of the national indicator are addressed in terms of trends and developments through



	<p>comparisons with the results of the 2017 national indicator. Furthermore, the current cycle of studies is dedicated to examining the effects of federal and state IT investment programs perceived in schools, reflecting on the drive for digitalization in teaching and learning processes triggered by measures following the Corona pandemic, as well as in the future. aspects aimed at the professionalization of teachers related to digitalization.</p>
<p>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</p> <p>Briefly summarize their work.</p>	<p>These are notable organizations in Germany that have been involved in promoting media literacy and combating disinformation include:</p> <ol style="list-style-type: none"> <li>1. <b>Medienanstalt Berlin-Brandenburg (mabb):</b> Medienanstalt Berlin-Brandenburg is the media authority for the states of Berlin and Brandenburg. While its primary focus is on regulating broadcasting, mabb is involved in various initiatives related to media education and literacy. They collaborate with schools, educators, and other stakeholders to promote media literacy among students and teachers. <a href="https://www.mabb.de/">https://www.mabb.de/</a></li> <li>2. <b>KboM: Keine Bildung ohne Medien</b> - "No to Education without the Media!" Initiative to promote a permanent and sustainable anchoring of media education in all areas of education! <a href="https://www.keine-bildung-ohne-medien.de/">https://www.keine-bildung-ohne-medien.de/</a></li> <li>3. <b>CORRECTIV</b> is a media company focused on the public interest that strengthens democracy. As an award-winning editorial team, they champion investigative journalism. They promote public debates, work with citizens in our research and promote society with educational programs. <a href="https://correctiv.org/">https://correctiv.org/</a></li> <li>4. <b>klicksafe:</b> klicksafe is a German initiative funded by the European Commission with a focus on promoting online safety, media literacy, and responsible use of the internet. While its primary audience is children and young people, klicksafe also provides resources and training for educators and parents. They aim to empower teachers with the knowledge and tools to address</li> </ol>

	<p>digital challenges, including disinformation, in the classroom. <a href="https://www.klicksafe.de/">https://www.klicksafe.de/</a></p> <p>5. <b>Lie Detectors:</b> is a newly founded non-profit organization awarded by the European Commission with the aim of strengthening critical thinking and news literacy among young people and their teachers across Europe. They use professional journalists from recognized specialist media in classrooms to talk to students and educators about the phenomenon of false news, to present testing methods, and to introduce them to professional journalism and the challenges of ethical reporting. <a href="https://lie-detectors.org/were-hiring-programm-direktorin-deutschland/">https://lie-detectors.org/were-hiring-programm-direktorin-deutschland/</a></p> <p>6. <b>Mimikama</b> is one of the leading platforms in German-speaking countries for detecting false reports and fraud on the Internet. Their mission is to educate the public about fake information and fraudulent activity online, thereby contributing to a safer and more trustworthy Internet. <a href="https://www.mimikama.education/">https://www.mimikama.education/</a></p>
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