DIGISHIP TRAINING MATERIAL 2

Topic	Ethics, Responsibility, and Regulation in the Digital Media Age
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Objectives	-Learn about media ethics, like being fair and unbiased, and see how it's important for responsible journalism and content creation. -Figure out the problems caused by fake news and wrong information online. See how it affects society and why we need honest reporting. -Explore the different types of digital media, like online news, blogs, social media, and what regular people create online. Understand why they're important in today's digital world. -Study the rules and challenges around controlling the media, like freedom of the press and government involvement. Think about the tough choices and responsibilities that come with it. -Get a deep understanding of the tough choices and responsibilities that media pros and content creators face in the digital age. See how it affects all of us and our democracy.

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Learning Outcomes	Learning Outcome 1: Understand media ethics, like being fair and avoiding bias. Be able to judge how they apply to responsible journalism and content creation in the digital age.
	Learning Outcome 2: Recognize and analyze different kinds of fake news and false information on the internet. Understand how they affect society and why it's important to fight them ethically.
	Learning Outcome 3: Get a detailed understanding of online journalism, blogs, social media, and content made by regular people online. See how they all fit into the digital media world.
	Learning Outcome 4: Be able to think deeply about how the media is controlled and regulated, especially concerning freedom of the press and government involvement. Understand the tough choices and ethical dilemmas in these areas.
	Learning Outcome 5: Develop a complete understanding of the ethical challenges and responsibilities faced by media professionals and content creators in the digital age. See how it affects society and democracy as a whole.

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Content Index	**UNIT 1 : MEDIA ETHICS AND RESPONSIBILTY** 1.1 Objectivity and Bias 1.2 Fake News and Misinformation **UNIT 2 : Media in the Digital Age Online Journalism and Blogs** 2.1 Social Media Influence 2.2 User-Generated Content **UNIT 3 : Media Regulation and Censorship** 3.1.Freedom of the Press 3.2 Censorship and Control
Content Development	**1.1 Objectivity and Bias** Objectivity means being fair and telling things as they are without taking sides or letting personal feelings get in the way. It's important in news, science, and the justice system to make sure the information is accurate and not influenced by personal opinions.

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Content Development	**1.2 Fake News and Misinformation: Navigating the Age of Disinformation**
	In the age of the internet, fake news and misinformation are big problems. Fake news means made-up stories that look like real news but aren't true. People make fake news for different reasons, like to trick you or for fun. Fake news can be hard to spot because it looks real, and it can make people believe things that aren't true. It can even cause problems like violence or affect how we vote.
	Misinformation is when people share wrong information without meaning to. This happens a lot on the internet because things get shared quickly, and not everyone checks if it's true. Misinformation can be tricky because once it's out there, it's hard to fix, and some people keep believing it even when they know the truth.
	So, it's important to be careful about what you read online and to check if it's true before you believe it or share it with others.

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| Content Development | 2.Fact-Checking: Fact-checking organizations play a crucial role in verifying the accuracy of news stories and claims. Consumers of news can consult fact-checkers to validate the accuracy of information before sharing or believing it.

3.Transparency: Media outlets, social media platforms, and content creators should be transparent about their sources and methodology. Clear and open communication about the editorial and reporting process helps build trust.

4. Diverse Information Sources: Encouraging people to diversify their information sources can help mitigate echo chambers and filter bubbles, which can exacerbate the spread of fake news and misinformation.

5. Responsible Sharing: Individuals should take responsibility for what they share on social media and other platforms. Verifying information before sharing it and avoiding the rapid spread of unverified claims can curb the dissemination of misinformation. |
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Content Development	6. Algorithmic Accountability: Social media and tech companies should be held accountable for the algorithms that curate and promote content. Stricter regulations and ethical guidelines can help reduce the spread of fake news and misinformation. 7. Media Literacy for Digital Natives: Children and young adults, often referred to as digital natives, should receive media literacy education from an early age to help them navigate the digital landscape more effectively. Addressing the challenges of fake news and misinformation is an ongoing endeavor. It requires the collective efforts of individuals, media organizations, tech companies, and policymakers to foster a more informed, discerning, and responsible society that can effectively combat the spread of false information and maintain the integrity of the information ecosystem.

Content Development	**UNIT 2 : Media in the Digital Age Online Journalism and Blogs**
	2.1 Social Media Influence
	Social media, like Facebook and Instagram, has changed the way we talk, get information, and connect with others. It's a big deal in our world today. It can be good and not so good in different ways. Here's what you need to know about it:
	1. Sharing Information: We use social media to share news and stories. It's fast, but sometimes, wrong things get shared. So, we have to be careful about what we believe.
	2. Changing How We Think: Social media can change what we think about things. People and groups use it to share their ideas and change how we see the world.
	3. Culture and Trends: Social media helps create new trends and cultures. People on platforms like Instagram or TikTok can become famous and make us want to be like them.

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Content Development	4. Business and Ads: Companies use social media to sell things. They also pay people with lots of followers to show off their stuff. 5. Privacy and Being Nice: Social media can take our personal information, and sometimes people are not very nice online. This makes some of us worried and upset. 6. Mental Health: Social media can make us feel bad about ourselves or left out. We need to be careful about how much time we spend online and what we see. 7. Staying Connected: Even with all the problems, social media helps us stay connected with friends and family, especially when we can't be together in person. 8. Picking What You See: Social media shows you stuff based on what you like. This means you might only see things you agree with. It's important to see different views and not stay in a bubble.

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Content Development	**2.2 User-Generated Content: Empowering the Digital Age** User-generated content (UGC) means pictures, videos, or reviews made by regular people, not experts. UGC is important in the digital world for a few reasons: 1. **Different Voices:** UGC shows all kinds of stories and viewpoints you might not see on TV or in the news. It's real and relatable. 2. Social Connections:UGC lets people talk and connect with others who have the same interests. You can comment, like, and share things, and it's like being part of a big group. 3. Anyone Can Create: UGC gives everyone the chance to make and share their own stuff. You don't need fancy equipment or special skills. 4. Influencers: Some people become really popular online and can influence what others like or buy. They work with companies to promote products.

| Content Development | 5. Reviews and Recommendations: UGC is a great way to find out what products are good. People trust what others say more than ads.

6. Citizen Journalism: Regular folks can be like reporters by sharing news on social media. They show what's happening in real time.

7. Challenges: UGC isn't perfect. There's fake news and people being mean online. We need to be careful and think about privacy.

8. Working Together: UGC often means people working together on a project. They create things as a team, like Wikipedia or open-source software. It shows how people can be creative together.

UNIT 3 Media Regulation and Censorship

3.1 Freedom of the Press: A Cornerstone of Democracy and Accountability

Freedom of the press means that reporters and news people can share information without anyone stopping them. This helps us in a few big ways: |
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Content Development	1. Telling Us Stuff: Reporters tell us about what the government is doing, new laws, and what's happening in our town. It helps us know what's going on, so we can make good choices and speak up when something's wrong. 2. Keeping an Eye on the Government: Press watches what the government does and tells us if they do anything bad or unfair. This way, leaders have to be careful because people are watching them. 3. Many Voices:We get to hear lots of different opinions because of freedom of the press. It's not just one way of thinking. We can hear from many different people and make up our minds about things. 4. Helping People: Reporters also talk about things that aren't fair or right, like when people are treated badly or unfairly. They help us understand what's happening and fight for fairness. 5.Keeping Things Open: Freedom of the press makes sure that the government and big companies can't hide what they're doing. Reporters look into things and tell us the truth.

Content Development	So, freedom of the press is a big deal because it helps us stay informed, makes sure the government is doing the right things, lets us hear different voices, and fights for fairness and honesty. It's a key part of our democracy.
	3.2 Censorship and Control
	Censorship and Control: What You Need to Know
	Censorship means powerful people or governments stop or limit what we can see or say. They might take down things from the internet or punish us for sharing certain information. Sometimes, it's to keep things safe, but it can also be bad for free speech.
	Censorship Forms:
	1. Taking Down Content: It's like when a post or video is deleted because it's considered dangerous or wrong.
	2. Prior Restraint: Some try to stop information from coming out in the first place. This can protect us but might also block important news.
	3. Internet Censorship: People or governments can block websites and social media to control what we can access. It can limit our freedom to share and learn online.

Content Development	Control means rules and guidelines on how things are shown online. It helps keep us safe and comfortable while using the internet.
	Control Forms:
	1. Content Moderation: Companies like Facebook and Twitter have rules to stop hate speech and harmful content. They want to protect us while respecting free speech.
	2. Algorithm Control: Websites use special computer programs to show us content we like. But this can also keep us in a bubble and not show us new things.
	3. User Data Control: Companies collect our data to show us ads and things we might like. There's a balance between our privacy and what businesses want.
	So, censorship can limit our freedom, but it's sometimes needed for safety. Control is about setting rules and guidelines to make the internet a better place for all of us.

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Workshop	Workshop Title: "Detecting Fake News and Misinformation: Building Media Literacy and Critical Thinking Skills"
	This one-day workshop is designed to empower participants with the knowledge and skills needed to critically assess information sources, identify fake news, and combat misinformation in the digital age. Through a combination of interactive sessions, group activities, and practical exercises, participants will become more discerning consumers and responsible sharers of information in today's information landscape. Workshop Duration: 1 day (6 hours) Workshop Objectives: - Equip participants with the knowledge and skills to identify fake news and misinformation in the digital age. - Promote media literacy and critical thinking in evaluating online information sources. - Provide practical strategies and tools to verify the credibility of news and information.

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Workshop	Agenda:
	Session 1: Introduction to Fake News and Misinformation (1 hour) - Define fake news and misinformation. - Explore the impact of false information in today's society. - Share real-world examples of misinformation. Session 2: The Psychology of Fake News (1 hour) - Understand why people fall for fake news. - Discuss cognitive biases and emotional triggers. - Explore the role of social media algorithms in the spread of misinformation. Session 3: Identifying Fake News (1.5 hours) - Explore common characteristics of fake news, including sensational headlines, lack of credible sources, and misleading content. - Learn techniques to spot suspicious news stories. - Analyze case studies and practice identifying fake news.

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Workshop	Session 4: Evaluating Online Sources (1.5 hours) - Discuss the importance of source evaluation. - Explore strategies for assessing the credibility of websites, articles, and social media posts. - Examine fact-checking organizations and tools. Session 5: Fact-Checking and Verification (1 hour) - Learn practical fact-checking techniques. - Explore fact-checking websites and resources. - Engage in group fact-checking exercises. **Session 6: Critical Thinking and Responsible Sharing (1 hour)** - Promote critical thinking in evaluating information. - Share best practices for responsible sharing on social media. - Discuss the importance of media literacy as a tool for combating misinformation.

Workshop	Session 7: Workshop Conclusion and Action Plan (30 minutes)** - Summarize key takeaways from the workshop. - Encourage participants to develop a personal action plan for applying the skills learned in their daily lives. - Q&A and closing remarks. Workshop Materials: - Handouts with tips and checklists for detecting fake news. - List of reliable fact-checking websites. - Sample fake news stories and exercises for analysis. - Access to online fact-checking tools and resources. MATERIAL 1 : Handout: Tips and Checklists for Detecting Fake News 1- Introduction: In the digital age, the spread of fake news and misinformation has become a significant challenge. The ability to distinguish between credible information and falsehoods is essential for informed decision-making and media literacy. This handout provides tips and checklists to help you identify fake news and unreliable sources.

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Workshop	1. Examine the Source:
	  – Check the website's domain: Look for unusual domain names or imitations of well-known sites.
	  – Investigate the site's "About Us" page: Legitimate news outlets provide information about their mission and editorial standards.
	  – Beware of sites with extreme bias or sensationalism.
	  – Be cautious of sites with grammatical errors, typos, or inconsistent formatting.
	
	2. Verify the Headline:
	  – Analyze the headline: Clickbait headlines often use sensational language.
	  – Cross-reference the headline with multiple reliable sources.
	  – Search for original sources: Look for primary news reports rather than aggregators or opinion pieces.
	
	3. Evaluate the Content:
	  – Review the article for credible sources and references.
	  – Check for quotes from experts or eyewitnesses.
	  – Verify the publication date: Older stories might no longer be relevant.
	  – Be skeptical of missing bylines or authorship.
	  – Watch for overly emotional or biased language.

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Workshop	4. Fact-Checking:
	  - Use fact-checking websites: Refer to trusted fact-checking organizations like Snopes, FactCheck.org, or PolitiFact.
	  - Fact-check the claims and quotes in the article.
	  - Check for retractions or corrections in the story.
	
	5. Check the Images and Multimedia:
	  - Reverse image search: Use tools like Google Reverse Image Search to verify the authenticity of images.
	  - Confirm the context of images or videos.
	
	6. Analyze the Domain and URL:
	  - Look for imposter sites: Fake news sites often mimic the design of reputable news organizations.
	  - Check the domain name: Some fake sites use similar-sounding domains.
	
	7. Investigate the Social Sharing:
	  - Check for credibility indicators: Verify if the story is shared by trustworthy sources.
	  - Analyze the engagement: Fake news often has a high volume of likes, shares, and comments.

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Workshop	8. Be Cautious of Your Own Biases:
	  – Be aware of your own political, cultural, or confirmation biases.
	  – Avoid sharing information solely based on your beliefs without verification.
	
	9. Cross-Reference Information:
	  – Compare the story with multiple reliable sources to ensure consistency.
	
	10. Educate Yourself:
	  – Stay informed about common misinformation tactics.
	  – Develop critical thinking skills.
	
	Remember: Detecting fake news is an ongoing skill. Be vigilant and share only credible information with your peers and social networks.
	Stay curious and skeptical!
	
	MATERIAL 2 : Reliable fact-checking websites in Europe play a crucial role in verifying the accuracy of news and information, debunking misinformation, and promoting media literacy. Here are some reputable fact-checking organizations based in Europe:

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Workshop	1. FactCheckEU (factcheckeu.info):
	- FactCheckEU is a collaborative project that brings together fact-checkers from various European countries. It focuses on verifying claims related to European Union policies and politics.
	2. Full Fact (fullfact.org):
	- Full Fact is a well-established fact-checking organization in the United Kingdom. They work to fact-check claims made by politicians, public figures, and the media.
	3. Pagella Politica (pagellapolitica.it):
	- Based in Italy, Pagella Politica focuses on fact-checking political statements and claims in Italian politics.
	4. El Objetivo objetivo.tv):
	- El Objetivo is a Spanish fact-checking platform that focuses on verifying claims made by politicians and public figures in Spain.
	5. FactCheckNI (factcheckni.org):
	- FactCheckNI is dedicated to fact-checking claims and statements related to Northern Ireland, offering insight into the region's political and social landscape.

Workshop	6. Pravda 24 (pravda24.sk):
	  – Operating in Slovakia, Pravda 24 focuses on debunking false information and verifying facts in the country's media and political sphere.
	
	7. Detektor (detektor.ba):
	  – Detektor is a Bosnian fact-checking organization that checks statements and news related to Bosnia and Herzegovina.
	
	8. **Valiomedia** (valiomedia.com):
	  – Valiomedia is a Finnish fact-checking initiative that focuses on verifying claims related to Finland and Finnish politics.
	
	These fact-checking organizations provide valuable resources for European citizens to verify the accuracy of news and information and make informed decisions based on reliable sources. It's important to note that fact-checking websites typically focus on specific regions or topics, so you may want to explore multiple sources to get a comprehensive view of fact-checking in Europe.
	
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| Workshop | MATERIAL 3 :
Here is a sample fake news story along with exercises for analysis. These exercises are designed to help individuals develop critical thinking skills and recognize common characteristics of fake news. After each sample story, you'll find a set of questions and tasks for analysis.

Sample Fake News Story 2:
Headline: "World Health Organization Confirms Garlic Cures COVID-19"

This headline suggests that garlic is a confirmed cure for COVID-19. Let's analyze it.
Exercise 2:
1. Question the Source:
  – Who published this story, and is it a reputable source?
  – Is there a byline or author's name?
2. Investigate the Claims:
  – Check if there are direct quotes from the World Health Organization (WHO) or health experts.
  – Search for any official statements from WHO regarding garlic as a COVID-19 cure.

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Workshop	3. Check the Date:
	  – Is the article's publication date recent, or does it lack a publication date?
	
	4. Analyze the Scientific Basis:
	  – Consider whether the claim aligns with known scientific research and recommendations. Is there credible evidence to support it?

QUIZ 1	Quiz: Understanding Objectivity, Bias, and Fake News
	
	Instructions: Choose the best answer for each question based on the information provided.
	
	Objective and Bias
	
	1. What does "objectivity" mean?
	  a) It means telling things as they are without taking sides or letting personal feelings affect it.
	  b) It's all about having strong personal opinions.
	  c) It means being biased in your reporting.
	
	2. What is "bias"?
	  a) Bias is when a news story is told fairly.
	  b) Bias is when personal beliefs affect the way information is presented unfairly.
	  c) Bias is when a story is very boring.

| QUIZ 1 | 3. How can bias show up in news stories?
  a) By being exciting and interesting.
  b) Through the way stories are told or the words used.
  c) By using only facts.

4. What is "fake news"?
  a) News that is always true and trustworthy.
  b) Made-up stories that look like real news but are not true.
  c) A type of news only for fun.

5. Why is fake news hard to spot?
  a) Because it's easy to see that it's fake.
  b) Because it looks real and can make people believe things that aren't true.
  c) Because it's always labeled as fake.

6. What is "misinformation"?
  a) Accurate information that everyone should believe.
  b) Wrong information that is shared without meaning to.
  c) Correct information that is always checked for accuracy.

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QUIZ 1	7. How can media literacy help combat fake news and misinformation?
	  a) By encouraging people to believe everything they read online.
	  b) By teaching critical thinking, fact-checking, and source evaluation.
	  c) By making information harder to access.
	
	8. What role do fact-checking organizations play in addressing misinformation?
	  a) They create fake news for fun.
	  b) They verify the accuracy of news stories and claims.
	  c) They help spread misinformation.
	
	9. How can individuals contribute to addressing fake news?
	  a) By sharing information quickly without verifying it.
	  b) By taking responsibility for what they share, verifying information, and avoiding the spread of unverified claims.
	  c) By believing everything they read online.
	
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Answers	
	1. a) It means telling things as they are without taking sides or letting personal feelings affect it.
	2. b) Bias is when personal beliefs affect the way information is presented unfairly.
	3. b) Through the way stories are told or the words used.
	4. b) Made-up stories that look like real news but are not true.
	5. b) Because it looks real and can make people believe things that aren't true.
	6. b) Wrong information that is shared without meaning to.
	7. b) By teaching critical thinking, fact-checking, and source evaluation.
	8. b) They verify the accuracy of news stories and claims.
	9. b) By taking responsibility for what they share, verifying information, and avoiding the spread of unverified claims.
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QUIZ 2	Quiz: Understanding Social Media, User-Generated Content, Freedom of the Press, and Censorship

	Choose the best answer for each question based on the information provided.
	
	Social Media Influence (2.1)
	
	1. What's one of the things we do on social media?
	  a) Dance and sing
	  b) Share information and stories
	  c) Play video games
	
	2. How can social media change what we think about things?
	  a) It can't change our thoughts.
	  b) People use it to share ideas and influence our views.
	  c) It only shows pictures and videos.
	
	3. Why do people on platforms like Instagram or TikTok become famous?
	  a) Because they're just lucky.
	  b) They create new trends and cultures.
	  c) It's a secret.
	
	4. What does UGC stand for?
	  a) Ultimate Game Challenge
	  b) Unofficial Group Chat
	  c) User-Generated Content

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| QUIZ 2 | 5. Who creates user-generated content?
  a) Only experts and professionals.
  b) Regular people like you and me, not experts.
  c) Only famous influencers.

6. Why is user-generated content important?
  a) It's not important at all.
  b) It shows different stories and viewpoints that might not be seen in the news.
  c) It's just for fun.

7. What does "freedom of the press" mean?
  a) Anyone can start their own newspaper.
  b) Reporters and news people can share information without anyone stopping them.
  c) It means the government can control what's in the news.

8. Why is freedom of the press important?
  a) It's not important at all.
  b) It helps keep the government in check, gives us different voices and opinions, and fights for fairness.
  c) It's only about making the news more exciting. |

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QUIZ 2	9. What does censorship mean? a) It's when everyone can say and do whatever they want online. b) Powerful people or governments stop or limit what we can see or say. c) It's a way to make the internet more fun. 10. What is one form of censorship? a) Showing content to everyone, even if it's harmful. b) Taking down content considered dangerous or wrong. c) Promoting free speech without any rules. 11. What is content moderation? a) It's when companies don't have any rules online. b) Companies have rules to stop harmful content, protecting us while respecting free speech. c) It's about controlling the internet with strict rules. ,

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Answers	
	1. b) Share information and stories 2. b) People use it to share ideas and influence our views. 3. b) They create new trends and cultures. 4. c) User-Generated Content 5. b) Regular people like you and me, not experts. 6. b) It shows different stories and viewpoints that might not be seen in the news. 7. b) Reporters and news people can share information without anyone stopping them. 8. b) It helps keep the government in check, gives us different voices and opinions, and fights for fairness. 9. b) Powerful people or governments stop or limit what we can see or say. 10. b) Taking down content considered dangerous or wrong. 11. b) Companies have rules to stop harmful content, protecting us while respecting free speech. ,