MEDEA

DEVELOPING MEDIA LITERACY TO DEBUNK GENDER-RELATED MEDIA MANIPULATION AND FAKE NEWS

PROJECT N. 2024-1-LV01-KA210-ADU-000243248

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Fact-checking techniques

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SKILL UP
CONSULTING TRAINING

MEDIA LITERACY
AND ITS RELEVANCE

MEDIA LITERACY IS THE ABILITY TO UNDERSTAND, ANALYZE, AND CRITIQUE MEDIA MESSAGES IN A CONSCIOUS AND INFORMED WAY.

OBJECTIVE:

- To reduce the impact of fake news and media manipulations

KEY COMPONENTS

- Critical understanding of media
- Ability to identify and verify sources

SOURCE VERIFICATION
AND THE THEORY OF CREDIBILITY

THEORY OF INFORMATION CREDIBILITY (LAZER ET AL., 2018):

- **Recognized sources** are more likely to provide accurate information compared to unverified or unknown sources.

- **Authoritative sources**: Universities, longstanding newspapers, field experts.

- **Non-verified sources**: Social media pages, blogs, anonymous news.

IMPLICATIONS FOR GENDER-BASED VIOLENCE:

- **Distortion of facts**: False or inaccurate information can downplay the severity of violence and blame the victim.

- **Importance of verification**: Ensures that news about gender-based violence is accurate to educate the public properly.

PRACTICAL TOOLS
FOR FACT-CHECKING

1. GOOGLE REVERSE IMAGE SEARCH / <u>TIN-EYE</u>: Verifies the origin of an image to understand if it has been altered or comes from a manipulated source.

2. INVID-WEVERIFY: A platform for verifying the authenticity of videos. InVID allows the analysis of video metadata to confirm its authenticity.

3. MEDIA BIAS/FACT CHECK: A website that classifies news sources, identifying those that are more reliable and those with politicized visibility.

4. FACT-CHECKING SITES: Snopes and PolitiFact are useful platforms for verifying the truthfulness of information. These sites are among the leaders in the field and provide detailed analysis of the most widespread fake news.

5. FAKE NEWS DETECTOR: Online tools like the Fake News Detector allow users to enter a news URL or article to verify if it has been flagged as false by fact-checking platforms.

LET'S TALK ABOUT
FAKE NEWS

DEFINITION

Fake news refers to **false or misleading information** that spreads rapidly on social media and online platforms.

MEDIA PERSUASION THEORY

Fake news is designed to evoke strong emotions (fear, outrage) to encourage the public to share it without verifying it.

VIRAL ON SOCIAL MEDIA

Social media algorithms reward content that triggers strong emotions and impulsive reactions, without assessing its truthfulness.

FAKE NEWS ON
GENDER-BASED VIOLENCE

1. MINIMIZING THE ISSUE:

Gender-based violence is downplayed or presented as less serious than it really is.

2. BLAMING THE VICTIM:

Headlines like "The victim had a troubled past" shift the focus from the violence endured to the woman's behavior.

3. DISTRUST IN THE LEGAL SYSTEM:

The spread of false ideas like "men are always penalized in divorce cases" fuels gender-based violence denialism.

THEORIES ON MISINFORMATION AND ITS IMPACT ON GENDER-BASED VIOLENCE

Polarization of Information

People are more likely to believe information that confirms their preexisting beliefs.

Emotions and Virality

Fake news fuels biases and stereotypes about gender-based violence, reinforcing false beliefs.

Effect on Biases and Stereotypes

False information spreads more quickly when it triggers strong emotions like fear and outrage.

THE SOCRATIC QUESTIONING TECHNIQUE

Definition: A dialogue-based method to stimulate critical reflection.

Objective: Encourage deep reflection and self-criticism.
Examples of Socratic questions:

"What is the source of this information?"
"What evidence supports this claim?"
"Are there alternative viewpoints on this topic?"

Benefits:

Encourages independent thinking.
Helps recognize media manipulation.

COMPARATIVE SOURCE ANALYSIS

Definition

Comparing the same news reported by different media outlets.

Objective

Identify differences in tone, details, and omissions.

Methods

Select the same news from multiple outlets.
Analyze how it is presented: tone, emphasis, perspective.
Observe any differences in the facts reported or omitted

Benefit

Understanding divergence in news production.
Recognizing framing and media manipulation.

SIMULATIONS AND PRACTICAL EXERCISES

Interactive activities to apply critical thinking to information verification.

Types of exercises

Debunking fake news: Students analyze a false news story and debunk it using fact-checking tools.

Role-playing: Students take on the roles of journalists, politicians, or experts to understand the dynamics of information production.

Benefits

Practical learning of fact-checking.

Development of empathy for journalistic processes and editorial decisions.

DEBUNKING FAKE NEWS

1.What is the source of this news?

Is the source reliable and recognized? What clues suggest whether the article comes from an authoritative source or not?

2. How is the violent event described?

Is the violence described seriously or is it minimized?

3. Is the victim blamed in any way?

Does the article shift attention to the victim's behavior rather than the aggressor's? If so, how?

4. Are there alternative sources that treat the same case differently?

Are there differences in tone or details?

5. How do these manipulations affect our understanding of gender-based violence?

How might this article influence public opinion about gender-based violence?

EXPECTED OUTCOMES

Skill developed

- Ability to verify the truthfulness of news related to gender-based violence.
- Ability to recognize and debunk fake news using fact-checking tools.
- Understanding the impact of media manipulation on the public perception of gender-based violence.

Creating a culture of awareness that rejects misinformation and promotes gender equality and respect.

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EXAMPLES

sky news
.COM.AU

Daily Mail

Meghan and Harry part company with SIX more staff after hiring firm behind Duchess's infamous twerking video to boost their profile

LETTICE BROMOVSKY
14 JUNE, 2025

OPINION **HARRY & MEGHAN LOSE SIX MORE STAFF**
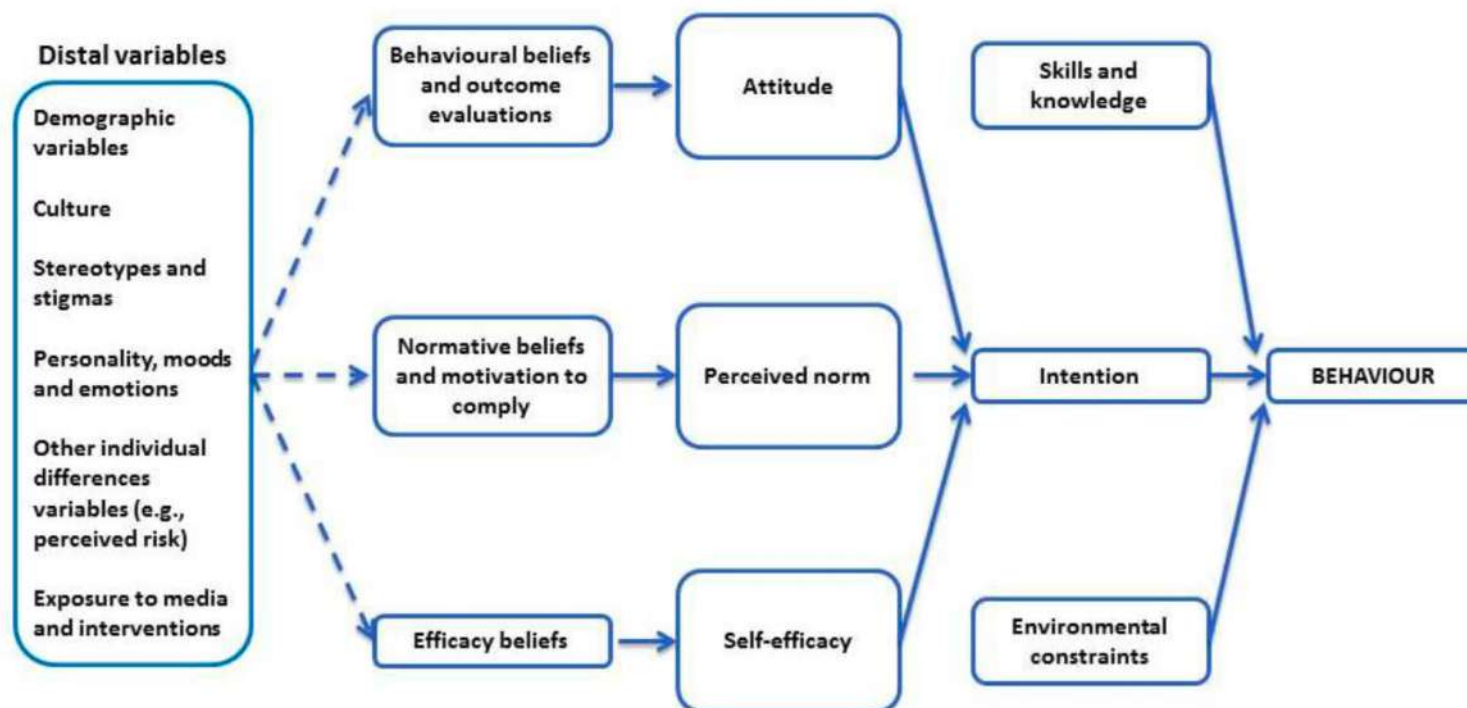
sky news

EXAMPLES

"Femicide. The numbers of a fabricated alarm"

Publicated on the blog of the website "Pro-life and Family". All the links to the claimed data have been taken down the web.

provitaefamiglia.it/blog/femminicidio-i-dati-allarme-inventato

Femminicidio. I dati di un allarme inventato

BEHAVIOURS BEHIND THE VIOLENCE

Figure 1: An integrative model of behavioural prediction (adapted from Fishbein and Yzer, 2003)

QUESTIONS TO ASK YOURSELF

1. How can we verify the truthfulness of this news?
   - use fact-checking tools, What do these tools tell us?
2. How is the victim presented?
   - Does the article mention a "troubled past" of the victim? How does this shift the focus away from the violence suffered?
3. Is the headline sensationalistic?
   - Is the headline provoking an emotional reaction? What type of emotions might it evoke in the reader?
4. How can we counter the spread of these fake news?
   - What can we do to educate the public not to believe or spread this type of news?
   - What verification tools and educational approaches can we use?
5. How can we verify the authenticity of this video or image?

QUESTIONS TO ASK YOURSELF

6. Does the manipulation of the image or video alter the context?
Has the content been altered to change the message or to provoke a specific emotional reaction? How does it change the context of the violence?

7. Who might benefit from the spread of this manipulated image or video?
What interests might be served by distorting the reality (e.g., justifying an aggressor, blaming the victim)?

8. How can the manipulation of images and videos contribute to the normalization of gender-based violence or fuel harmful stereotypes?

9. What steps can we take to prevent the spread of these manipulations?

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