

Final Conference

Brussels, 10 October 2019

Democratic and Inclusive School Culture in Operation (DISCO)

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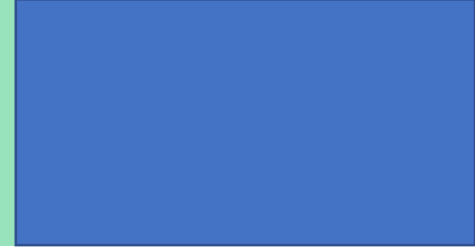
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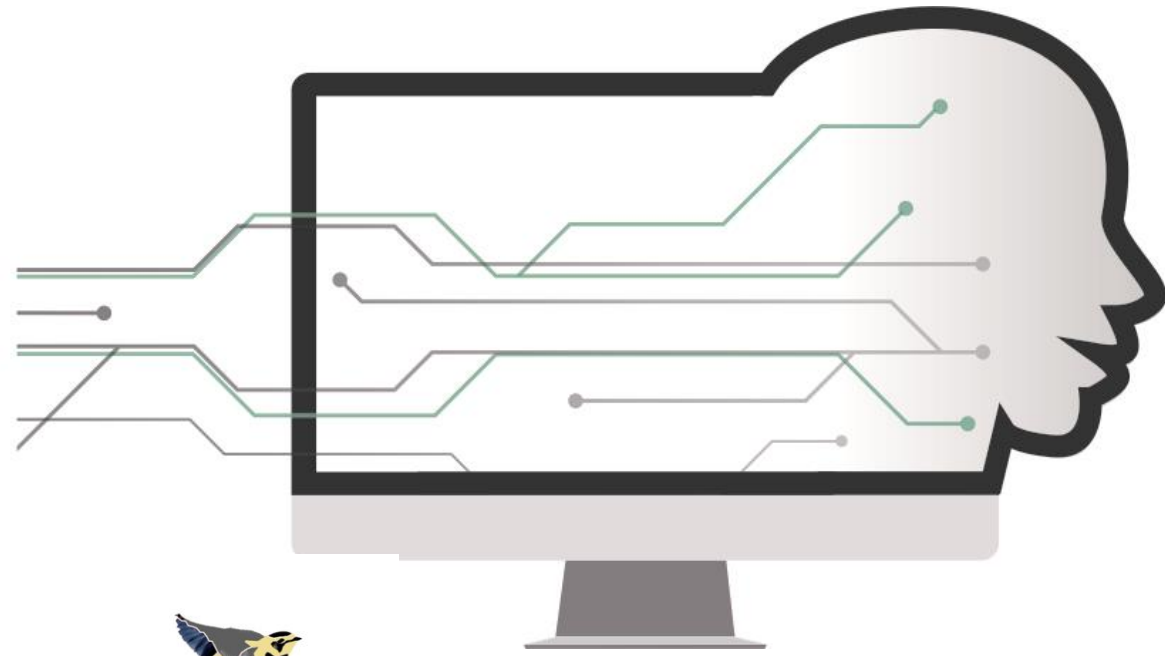
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DIGITAL RESISTANCE



Institut für
Didaktik der Demokratie



AGORA
CIVIC EDUCATION



Leibniz
Universität
Hannover



universität
wien



MINISTERUL EDUCAȚIEI
NAȚIONALE





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Presentation - Structure

- Aims of the Project
- Achievements
- Challenges faced and Key lessons learned
- Follow up and Sustainability of the results



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Aims of the project

- Supporting media- and information literacy against «fake news» connected to indoctrination and discrimination
- Promoting digital citizenship
- Bringing the topic of «fake news» to classrooms
- Sharing perspectives on «fake news»



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Achievements – Teaching Material

- Creation of the «Digital Resistance Handbook»
- Creation of additional teaching material (lesson plans, presentations etc)



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Achievements - Involvement of Target Groups

- a) Teachers (trainings)
- b) Students (implementation in schools)
- c) Stakeholders (conferences)



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Teachers Trainings

- Sensitizing and familiarizing teachers with the topic of «fake news» and similar phenomena
- Informing about the method of the project
- Providing teachers with research topics that are of interest for students



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Teachers Trainings





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Students Assignments

- Sensitizing students about the dangers of «fake news»
- Supporting students in doing research
- Supporting students in creating media outcomes



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Students Assignments

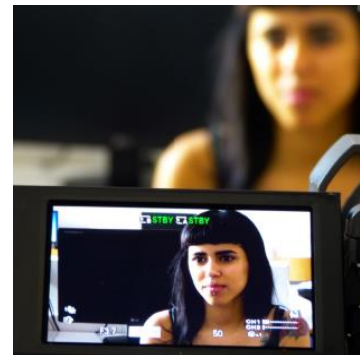
Survey among students of Pavia:

- 80% of involved students expressed appreciation and interest in the project, the training and the assignment
- 98% of involved students perceived improvement of their knowledge of “fake news” (about the existence of different kinds of fake news, the spreading channels, different actions to unmask the fake news, different psychological mechanisms for believing at “fake news”)
- 92% of involved students perceived usefulness for understanding the risks of the digital world



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Students Assignments





Conferences / Workshops





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Achievements – Outcomes

- Different types of media outcomes produced by students
- Media Literacy Award (best practice in the category “media didactics”) by the Austrian Federal Ministry of Education, Science and Research (for the podcast)
- Creation of a website and social media accounts to share material and outcomes

Examples of results

Digital Resistance: Die Gelbwesten und ihre Guillotine

Was sind die Gelbwesten?


- Bewegung, die in den sozialen Medien begann
- Video: Priscilla Ludovisky startete Online-Petition für Senkung der Benzinpreise → sammelte über 1 Mio. Unterschriften
- Am 17.11.18 landesweit Straßen zu blockieren
- ↳ als Markenzeichen tragen alle gelbe Warnwesten
- Wollensich keiner Partei anschließen
- ↳ besteht nur aus einfachen Bürgern

Ziele:


- Streichung der Ökosteuern-Erhöhung
- Verbesserung der Kaufkraft
- Senkung von Steuern & Erhöhung der Löhne
- Verbesserung öffentlicher Dienstleistungen
- radikale Demokratisierung → grundlegende Erneuerung des politischen Systems → Volk ist zu wenig einbezogen
- ↳ Bürgerversammlung und Volksabstimmung zu jedem Gesetzesvorhaben
- ⇒ Politik müsse im Interesse der einfachen Bürger und auch direkt durch diese gemacht werden
- ⇒ um Ziele umzusetzen auch bereit Gewalt einzusetzen

Verbreitete Fake-News:

Gelbwesten verbreiteten Foto-Montage einer von vermeintlichen Anhängern aufgebauten Guillotine



Bildunterschrift: "Wenn das französische Volk die Regierenden daran erinnern will, dass sie nur ihre Vasallen sind, bastelt es über ein paar starre Symbole" (wurde über 50.000 Mal geteilt)



Original: Das Foto wurde im Januar 2018 bei einer Demonstration der Gewerkschaft CGT gegen Kürzungen im Kulturhaushalt aufgenommen → Gelbwesten gab es noch nicht

Mediale Formen:

- Instagram: einzelne Seiten (25.276 Followers)
- populärste Seite gilets-journees.off
- Twitter: vereinzelt Posts mit Hashtag
- ↳ nach Tagesschau = Organisation durch soziale Medien
- Bericht über Fake-News der Gelbwesten nur durch Tagesschau und FAZ verbreitet

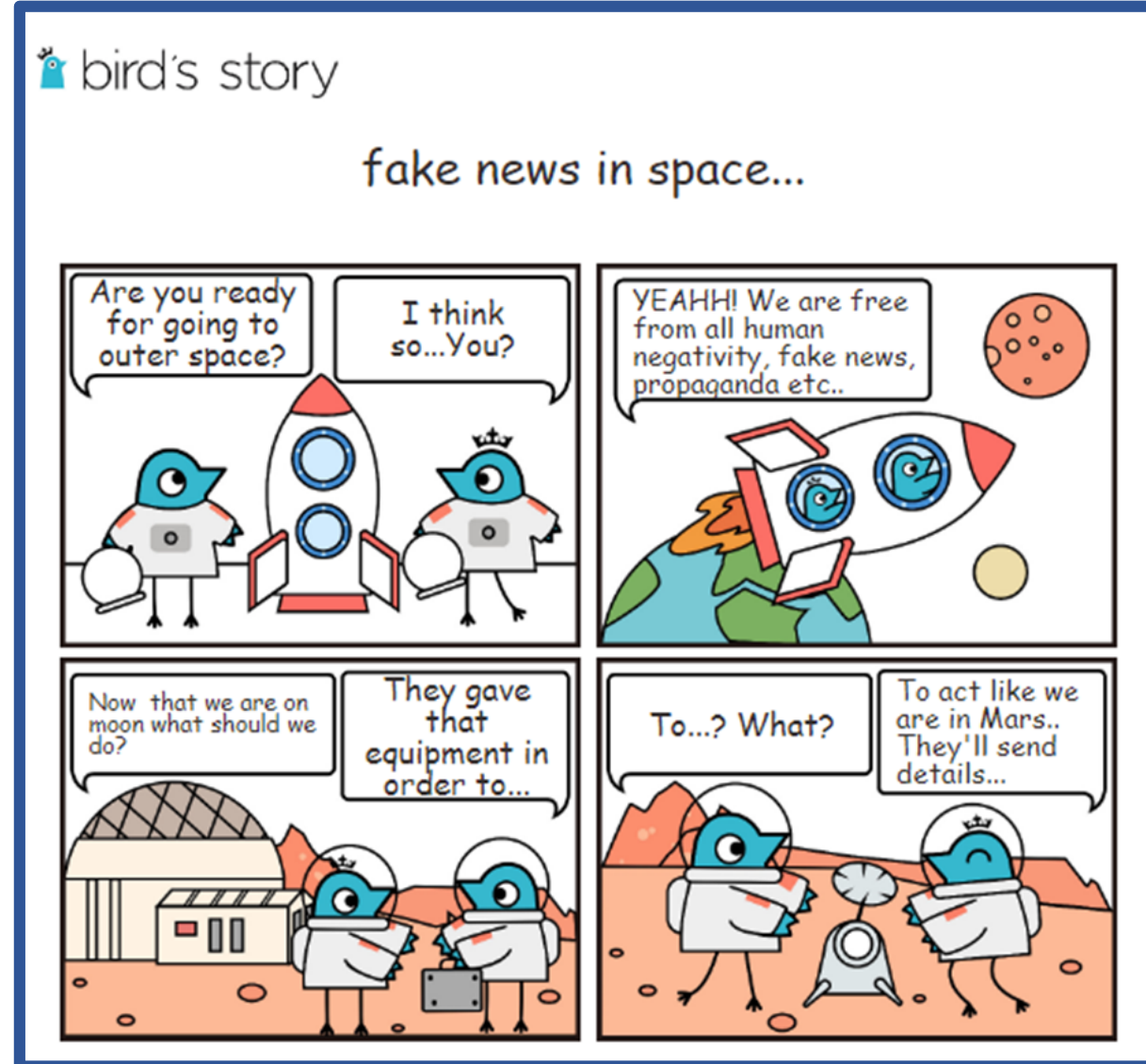
Auswertung:

- von der AFP (Agence-France-Presse) als Fotomontage entlarvt
- ⇒ diente als Propaganda (beabsichtigt)
- ↳ Anschluss von Schülern
- ↳ Macron nahm Erhöhung des Ökosteuers zurück

ABER: Proteste gehen weiter

- Bild von Jackie Guyot verbreitet (französische Aktivistin) → nicht vertrauenswürdig
- ≠ AFP = älteste internationale Nachrichtenagentur (tagesschau/faktensfinder) & FAZ
- Bild erstmals auf Putin-Fanseite geteilt
- außerdem Gelbwesten veröffentlichten angeblich auch Fotos von blutenden Personen, um die Polizei-gewalt gegen Gelbwesten anzuprangern, obwohl diese ursprünglich von Protesten aus Spanien (2012/2017) stammen.
- * → einzelne Proteste auch in Belgien & den Niederlanden

Examples of results





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Examples of results





Examples of results





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Challenges faced

- A complex topic like «fake news» takes much time to be implemented in school
- Therefore it was challenging to find teachers that were able to implement the project



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Challenges faced

- The topic of «fake news» connected to indoctrination and discrimination is a sensitive topic
-> it is challenging for teachers to discuss this topic with students



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Challenges faced

- To support students in doing research online and enhance their digital competences requires also digital competences among teachers



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Challenges faced

- The ability to connect the problem of «fake news» to implications for society and democracy varied among students



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Challenges faced

- The method of enquiry-based learning was difficult to implement for some teachers



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Key lessons learned

- More detailed planning of activities in school regarding organizational aspects and different methods
- Some teachers need more support to manage the topic of «fake news»
- More time should be spend on discussion and evaluation after the assignments to draw the connection to general political aspects



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Follow up and Sustainability of the results

- Production of sustainable teaching material
- Production of sustainable media outputs that will be available after the end of the project, such as a quiz-app or a podcast
- Large multiplier events and social media activities safeguard awareness about the project



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Follow up and Sustainability of the results

- Networks of teachers established
- Further dissemination of the project's method as well as the CoE and EC Commission frameworks in the field of teacher education (lecture for teacher trainees, further training for active teachers)
- Future proposals, Erasmus+ project ERUM



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