



FaktaBaari **EDU**

Digital Information Literacy & Media Freedom Literacy

Mikko Salo, @Faktabaari @FactBar @NordisHub

Media Freedom Literacy Round Table 6.12.2022

SESSION I: Media and digital information literacy an antidote to information disorders

Ratsaal, Hofburg, Vienna hosted by OSCE Media Freedom representative



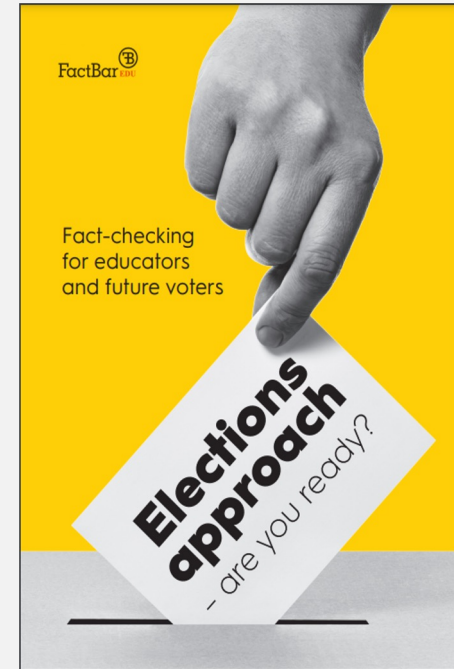
Digital Information Literacy Guide

A DIGITAL INFORMATION LITERACY GUIDE
FOR CITIZENS IN THE DIGITAL AGE



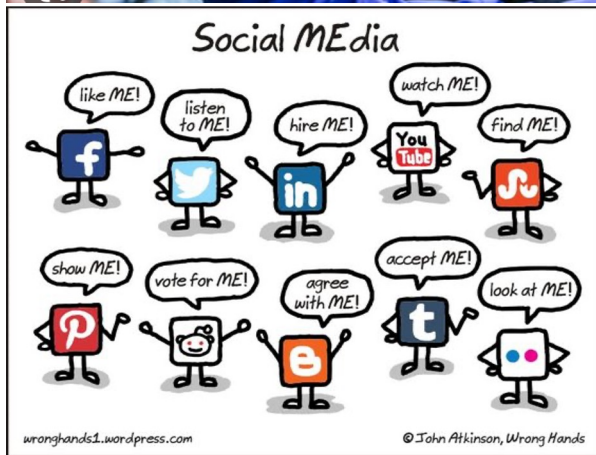
FaktaBaari **EDU**

Kari Kivinen, Minna Aslama Horowitz, Pipsa Havula, Tiina Härkönen, Carita Killi,
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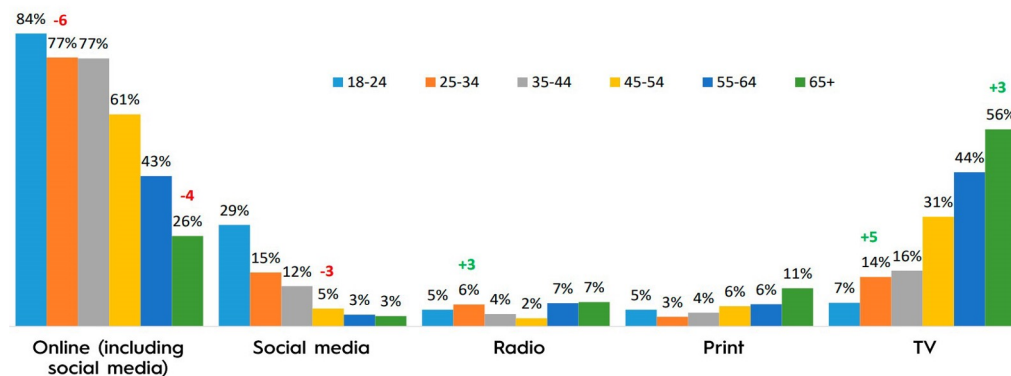


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The Context?



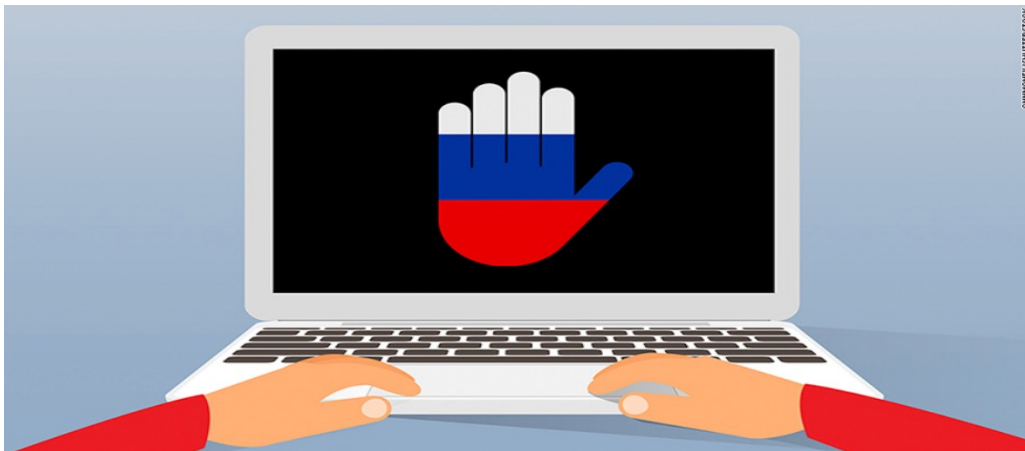
Options within WeChat



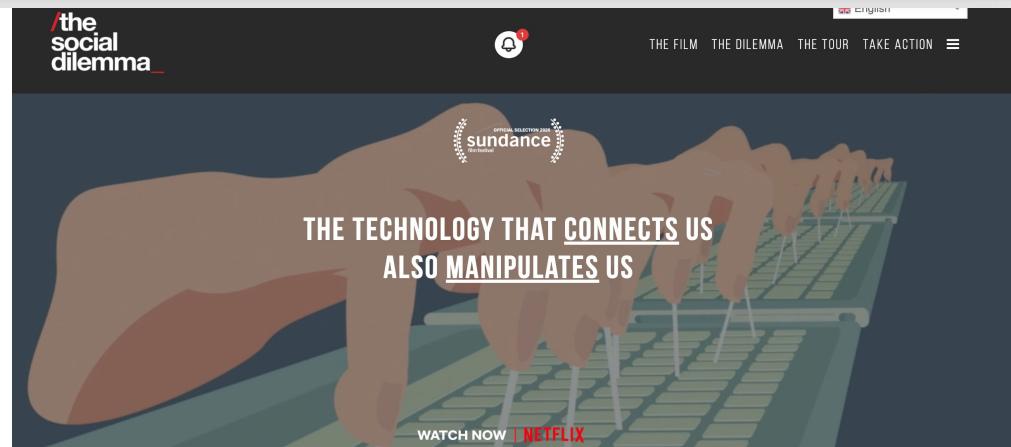
Q3/Q4: You have said to have used these news sources during the past week. Which one would you say is your main news source?
 N = number of people that have said to have used a news source in each age category. Minimum of three percentage point difference from last year has been marked with a coloured number as percentage points.

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The Choice?



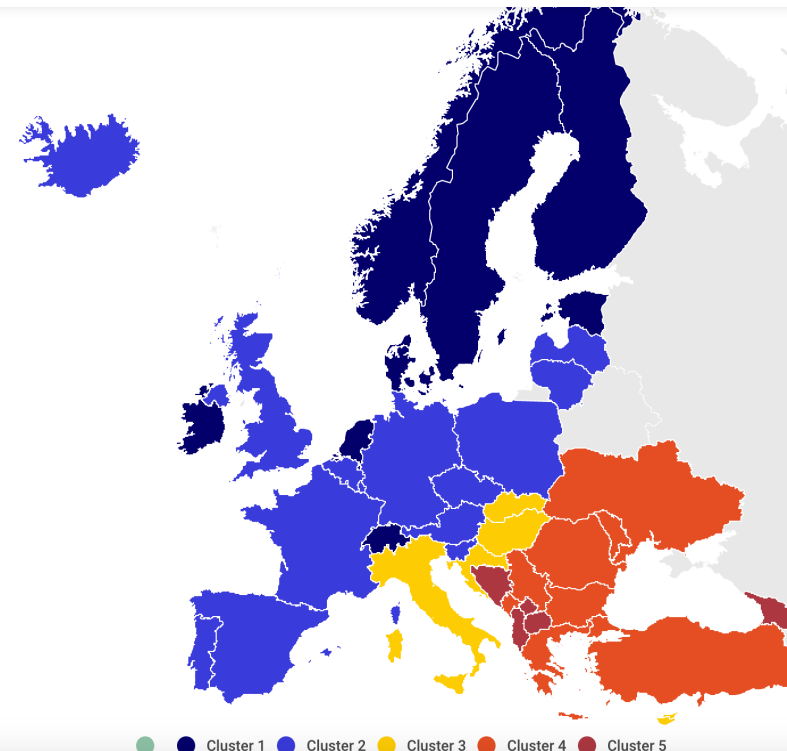
European frameworks for digital skills, protection, regulations & active citizenship



SPECIAL REPORT

Finland is winning the war on fake news. What it's learned may be crucial to Western democracy

By Eliza Mackintosh, CNN
Video by Edward Kiernan, CNN

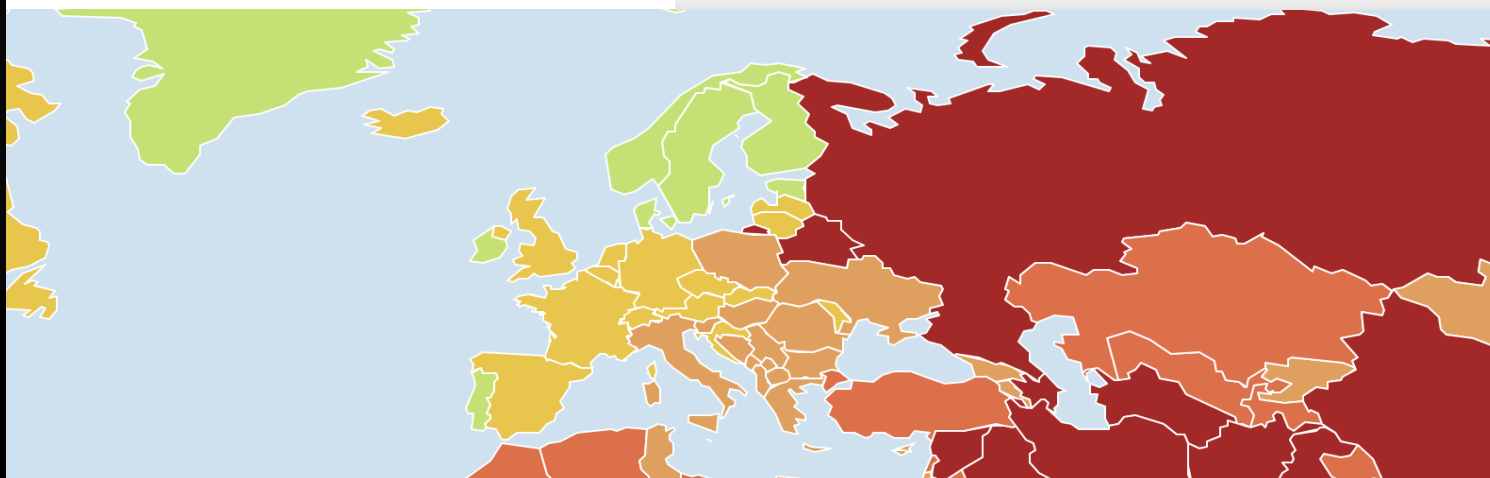


Rauno Merisaari @RaunoMerisaari · 14h

Thank you @Hanaholmen and @ChydeniusFound for organising an inspiring event on #digitalization and #democracy! Thanks to other wonderful speakers, too! *** @Ulkoministerio is willing to continue discussion and co-operation for #MediaFreedom and Right of Access to Information.

Rauno Merisaari @RaunoMerisaari

The day (Dec 2) is back to Freedom of the Press Act (1766) of Sweden (included Finland at that time); the legislation is regarded as the world's first law supporting the freedom of the press and freedom of information. Credits to Anders Chydenius





NGO driven Faktabaari (FactBar)

Enabled by Finnish transparency NGO
Avoin yhteiskunta ry since 2014

- Member of numerous international fact-checking and media education networks
- distributed lessons learned to domestic and international actors.
- Nordic freedom of information legacy

10 YEARS

in 2024

5

significant
recognitions

10k

followers in social
media channels

FAKTABAARI


FaktaBaari


- Fact-checking service for fact-based debate
- Shares methods on how to do fact-checking yourself
- Background stories about information disorders

FaktaBaari **EDU**

- **Toolkits** for teachers and students to tackle disinformation
- Teacher **training sessions**
- Simple **instructions** how to verify the source of the information or image
- **Reports**
- **Events, webinars & happenings**



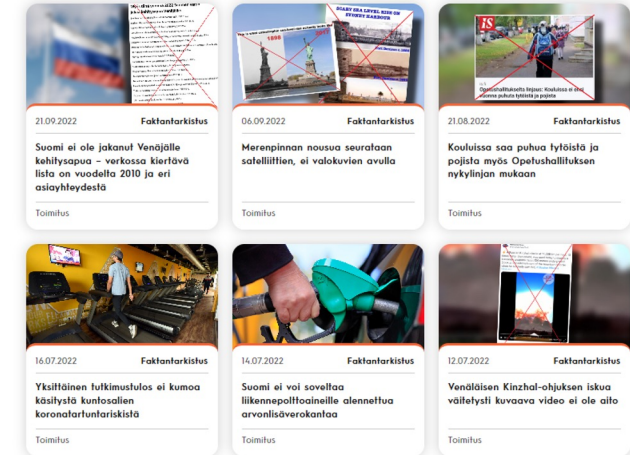
 **We participate in the EU-level digital information literacy policy discussions**

 **We promote active participation in democracy**

FAKTANTARKISTUKSET

Faktantarkistuksia noudatetaan [FaktaBaarin toimiluseperiaatteita](#) sekä [journalistin ohjeita](#). Tarvittaviin laitoihin voi tutustua [EDU-sivulla](#).

[Pyydä faktantarkistusta >](#)

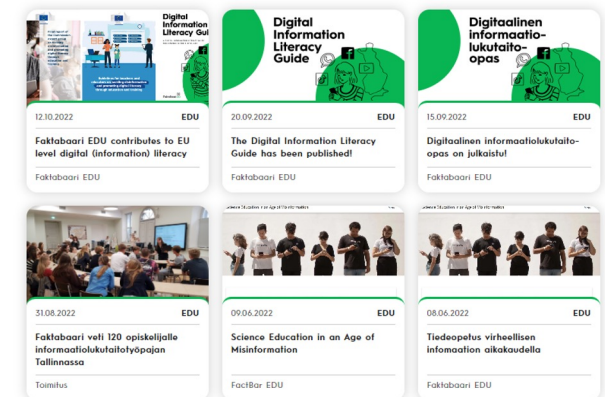


[Lue lisää](#)

EDU

FaktaBaari EDU edistää kansalaisten digitaalisen informaatiolukutaitoa - kykyä löytää ja tuottaa luotettavaa tietoa sekä soveltaa omaa yksityisyyttään.

[Tutustu oppaisiin >](#)

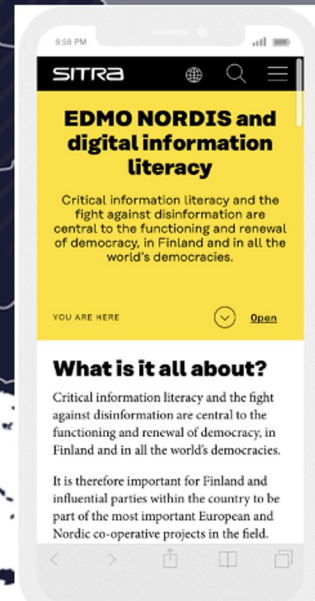
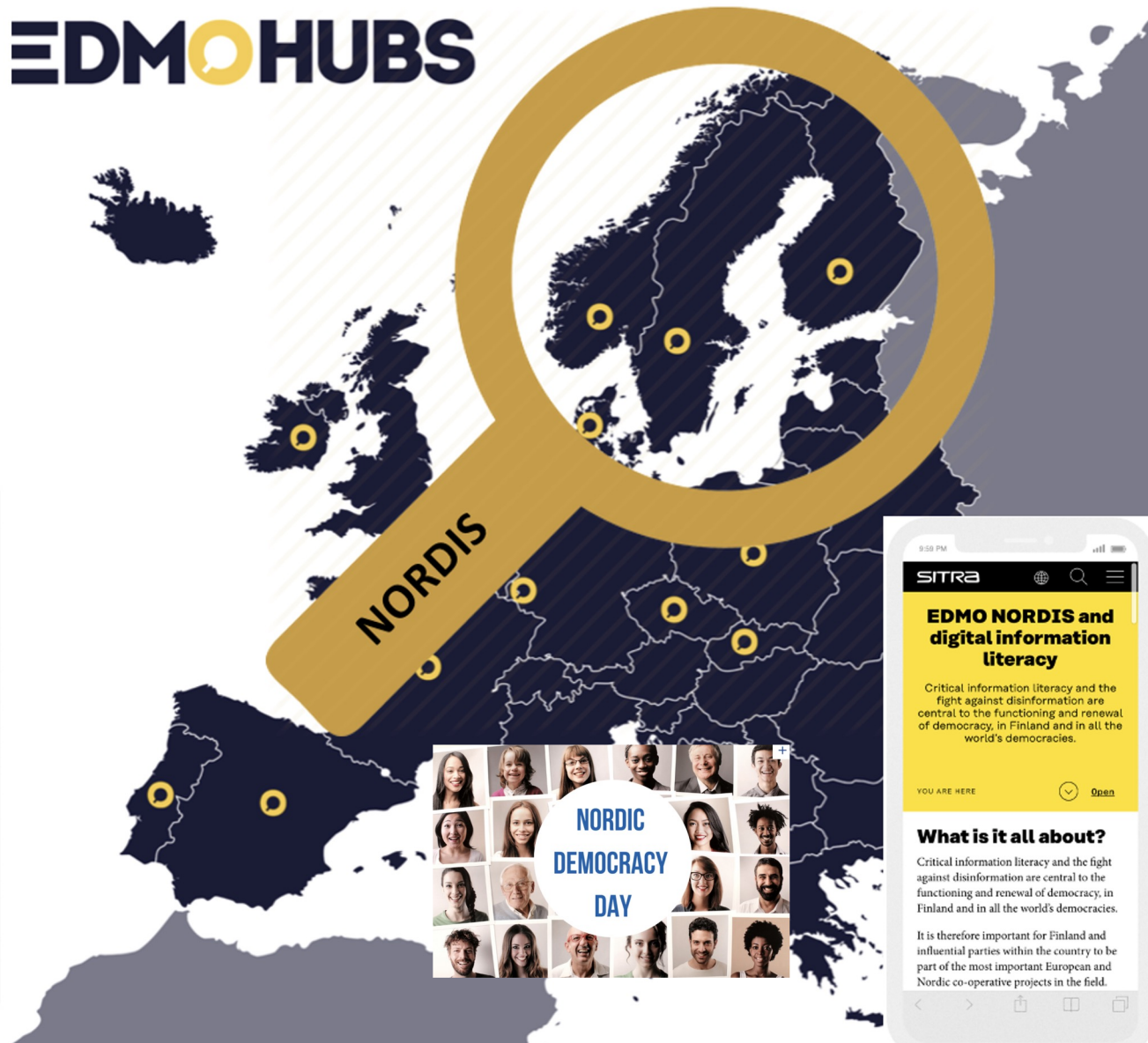


[Lue lisää](#)

<https://faktabaari.fi> & <https://faktabaari.fi/edu>

Towards Digital Information Literacy (DIL) with EDMO NORDIS & partners

EDMOHUBS

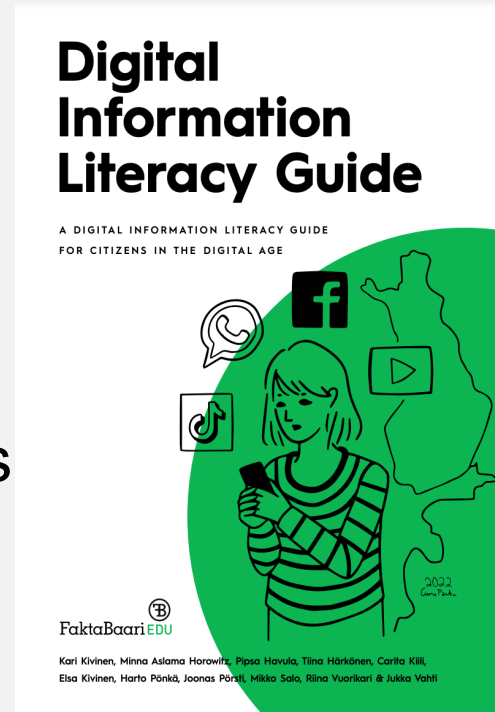
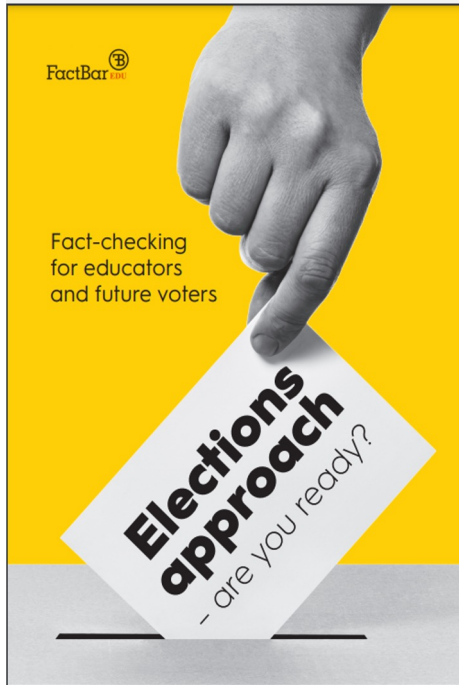




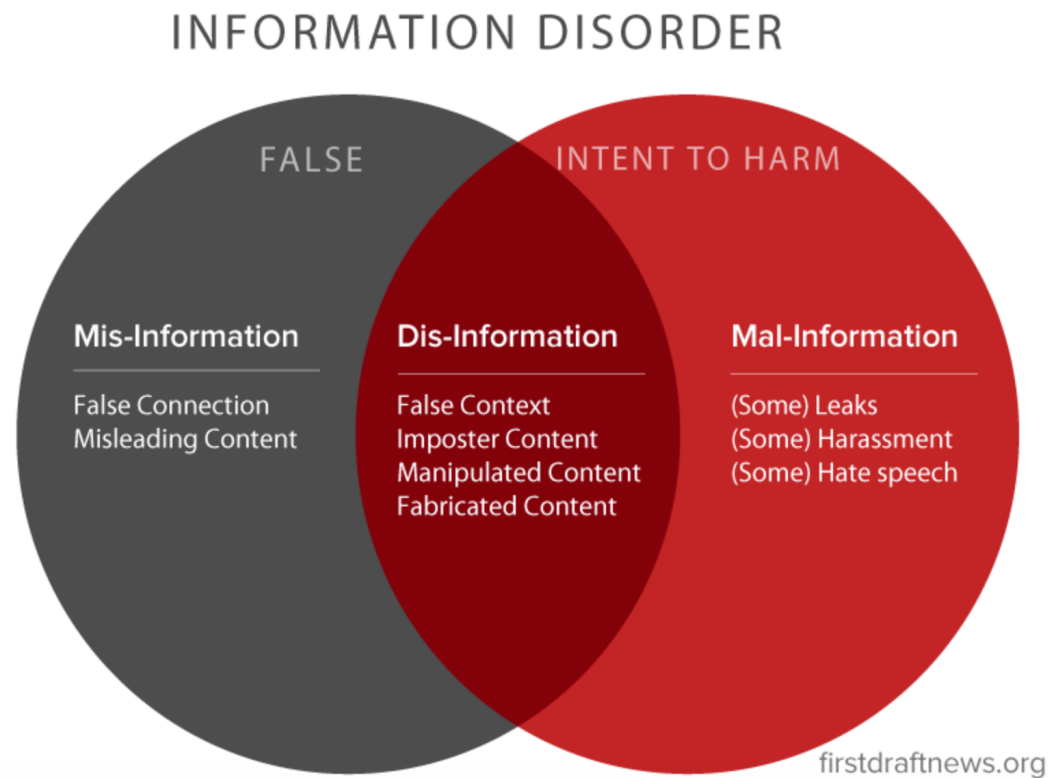
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Digital Information Literacy

**to build resiliency to information disorders
and empower curiosity driven
participation in digital democracy**



Information disorder definitions

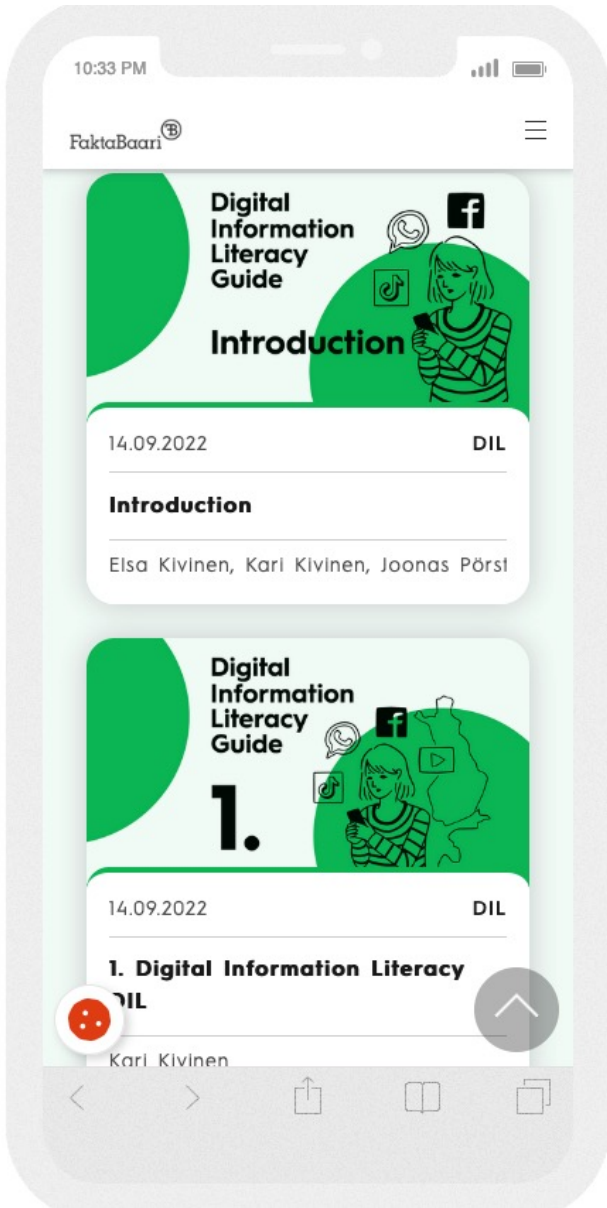


Mis-information - false information is shared, but no harm is meant.

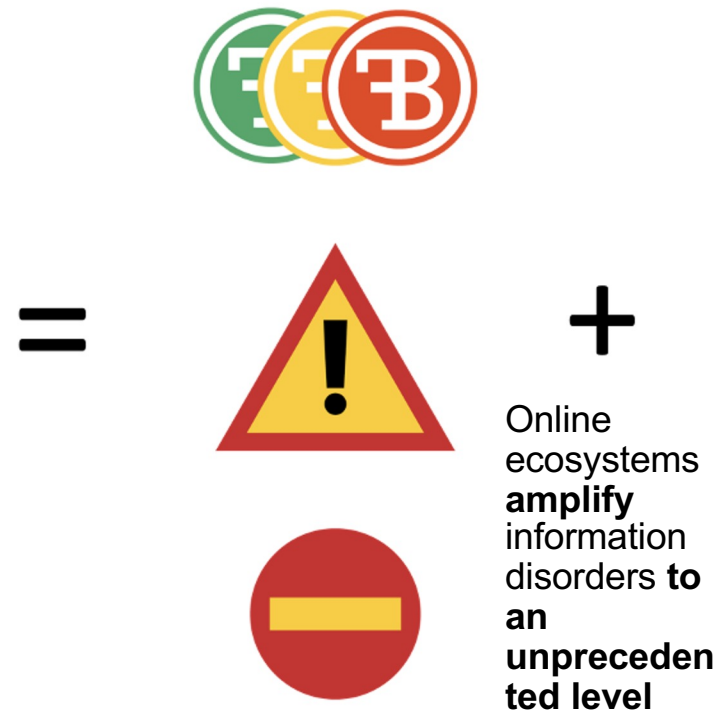
Dis-information - false information is knowingly shared to cause harm.

Mal-information - genuine information is shared to cause harm, often by moving information designed to stay private into the public sphere.

<https://firstdraftnews.org/wp-content/uploads/2017/11/PREMS-162317-GBR-2018-Report-de%CC%81sinformation-1.pdf?x88639>



EDUcate on Digital Information Disorders







DIL empowers fact-checking: What can you learn from fact-checkers?

The working methods used by fact-checkers have become an essential part of new online reading skills.

- Research shows that the way fact-checkers approach new information on digital platforms has proven to be very effective.
- Image and video verification tools used by fact-checkers can be used by anybody
- Pedagogical fact-checks as DIL material (e.g. video explainers by Faktabaari)

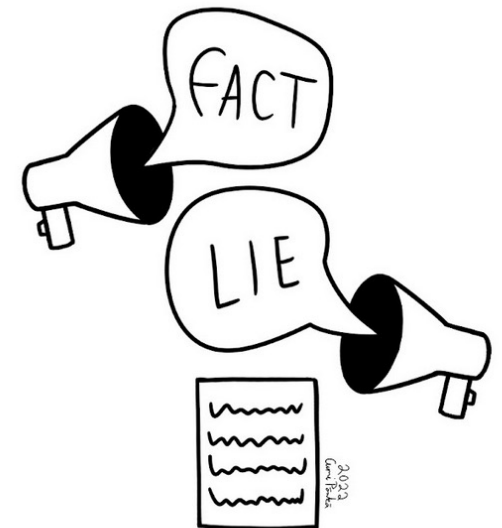
A practical tip

- If a claim, image or video you come across online causes a strong emotional response, **stop**.
- Disinformation spreaders often seek to stir up emotions, and when emotions are running high, it's harder to critically evaluate the claim.


1. DIL STOP, Think & Check, if in doubt...

When confronted with a claim in the online environment, ask three key questions:

1. Who is spreading the claim? Source?
2. What evidence has been presented to support the claim?
3. What do the other sources have to say about it?



New online reading skills & strategies



Traditional reading skills should be complemented by new online assessment strategies and online literacy skills to tackle disinformation!

Effective methods proven to tackle disinformation are e.g.:

- prebunking (anticipation),
- debunking (correction),
- strategic ignorance
- lateral reading,
- civic online reasoning

2. DIL "some" STOP, Think & Change settings



When using a data-hungry service

1. Why do I see what I see on my social media feed?
2. Who is in charge? Am I user or product?
3. What can I do to get more control on my information diet?



DIL Digital footprint and privacy - take a digiprofile test!



- Be aware of your
 - active and passive digital footprint!
- based on national laws, EU regulations like the GDPR, int. treaties & UN Declaration of Human Rights.
- Take the test and find out if you are a pro or a rookie online. Already over 30.000 persons have made the test: <https://digiprofiletest.sitra.fi>

Reflect twice

- to whom is it safe to share my data?
- how to deal with cookies?
- when sharing your location?
- which data should be deleted?

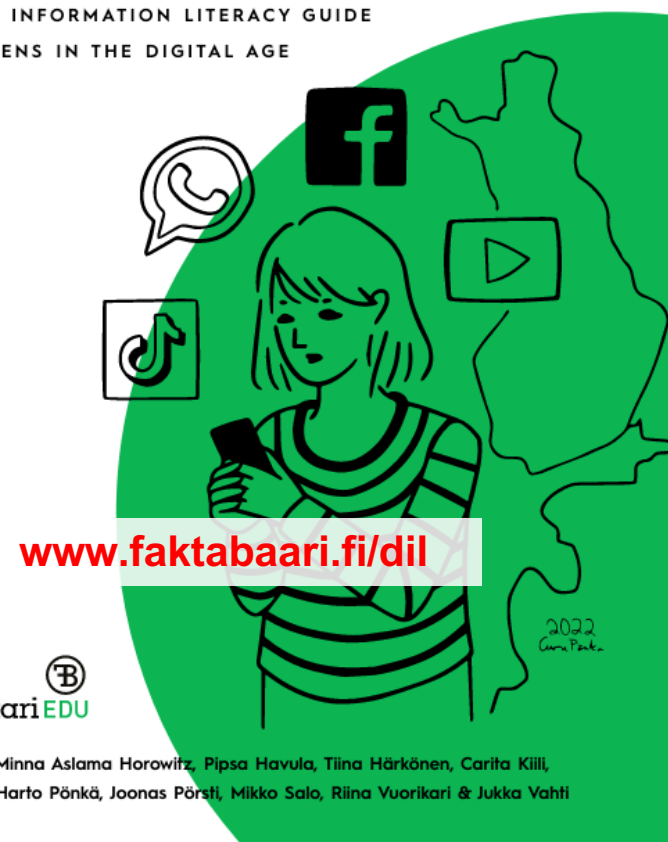
Digital Information Literacy **DIL**

...is the ability to access, manage, understand, integrate, communicate, evaluate, create, and disseminate information safely and appropriately through digital technologies.

- It includes competences that are variously referred to as information literacy and media literacy, computer, and ICT literacy but also an ability to understand the functioning the digital information landscape at large.
- It involves a dimension of active and civic engagement with the digital world and promotes active citizenship.

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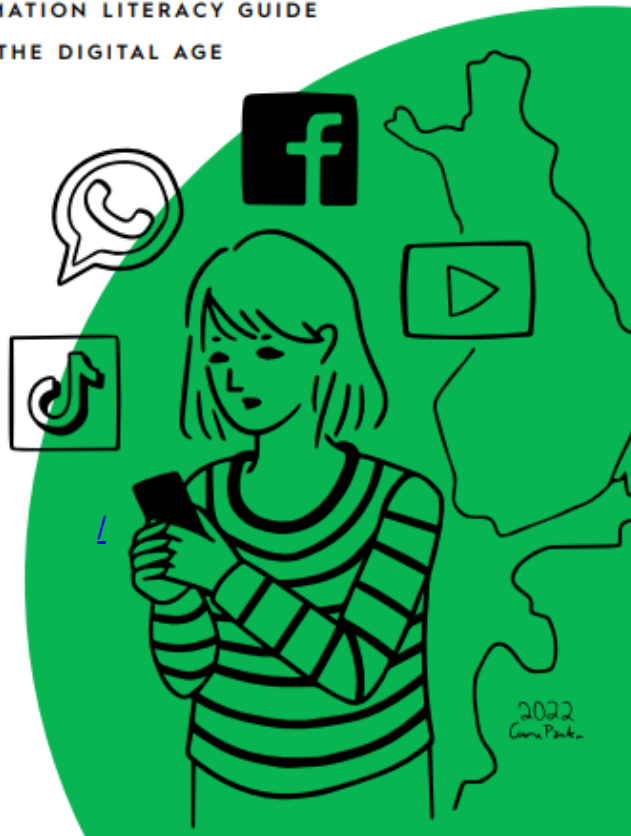


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Invitation for EDUcators

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Let's get inspired to **learn and teach** digital skills!



1

LEARN IT.

Become (digital and critical) media and information literate yourself.



2

TEACH IT.

Include MIL / DIL in your teaching or guidance work. Cases and tools can be integrated in all subjects.



3

USE IT.

Apply the skills you have as a professional into everyday life, too. Be a critical & curious, democratic citizen.

Contextualising
Digital Information Literacy (DIL)
in curricula & policy

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Digital Literacy

Critical Literacy

Multiliteracy

Media- and Information
Literacy

Information Literacy

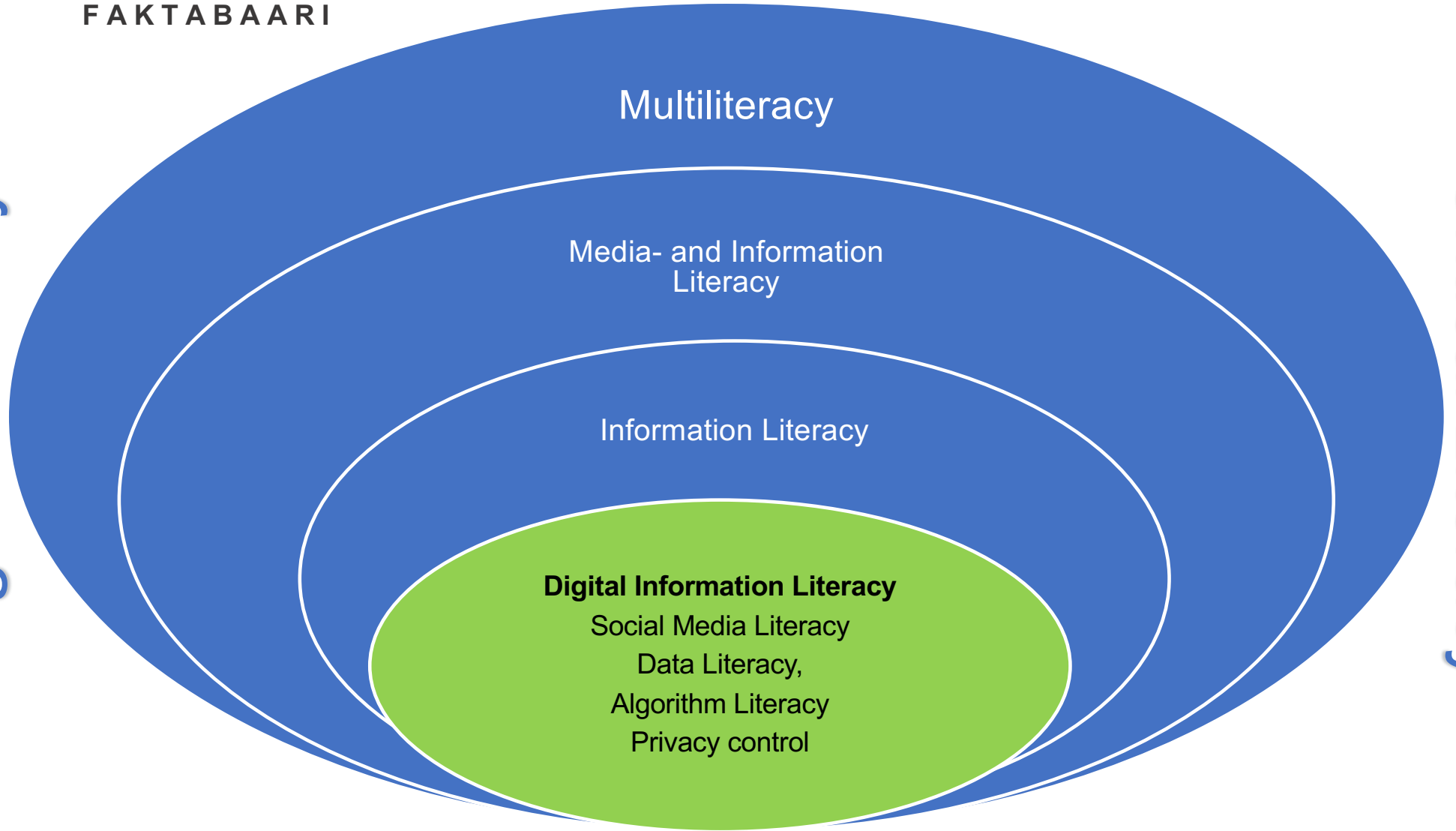
Digital Information Literacy

Social Media Literacy

Data Literacy,

Algorithm Literacy

Privacy control



2022

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DIL is civics for digital democracy and fully compatible with EU Digital Education Action Plan (DEAP) and DigComp 2.2.

The EU has set ambitious targets for at least 80% of the population to have basic digital skills by 2030

- DigComp 2.2. provides a common understanding of which are the key areas of digital competence.
- Digital Information Literacy competences are considered as basic civic skills
- Part of holistic EU approach



<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

DigComp 2.2. Information and Data Literacy



	EXAMPLES OF KNOWLEDGE, SKILLS AND ATTITUDES
Knowledge	<p>16. Aware that online environments contain all types of information and content including misinformation and disinformation, and even if a topic is widely reported it does not necessarily mean it is accurate.</p> <p>17. Understands the difference between disinformation (false information with the intent to deceive people) and misinformation (false information regardless of intent to deceive or mislead people).</p>
Skills	<p>24. Knows how to differentiate sponsored content from other content online (e.g. recognising advertisements and marketing messages on social media or search engines) even if it is not marked as sponsored.</p> <p>25. Knows how to analyse and critically evaluate search results and social media activity streams, to identify their origins, to distinguish fact-reporting from opinion, and to determine whether outputs are truthful or have other limitations (e.g. economic, political, religious interests).</p>
Attitudes	<p>29. Willing to fact-check a piece of information and assess its accuracy, reliability and authority, while preferring primary sources over secondary sources of information where possible.</p>

DIMENSION 1 • COMPETENCE AREA

1. INFORMATION AND DATA LITERACY

DIMENSION 2 • COMPETENCE

1.2 EVALUATING DATA, INFORMATION AND DIGITAL CONTENT

To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.

CASE: Finnish journalistic media refocus to educate new readers



More: <https://www.uutismediat.fi/informaatiolukutaito>
(translated in English)/

Uutismediat website 



INFORMATION LITERACY

The information literacy project of the Uutismedia Association increases the understanding of journalistic ethics, clarifies the role of the media in protecting democracy and emphasizes the importance of information security in a disrupted information environment.

f

t

in

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DIL relevancy for media FREEDOM literacy



Freedom **MEDIA LITERACY** Roundtable

DIL comes with freedom of expression &
for media freedom as essential part of democracy
BUT requires to be adapted with local examples by media & schools

FOCUS 1: Start early - from digital natives to digitally literate critical (and curious) thinkers

“Our students may be "digital natives" but in some ways they are surprisingly inexperienced at evaluating sources online, distinguishing ads from other content, understanding what a .org domain name means and doesn't mean, navigating search results, etc.”



Carl T. Bergström, University of Washington
Co-author of *Calling Bullshit: The Art of Skepticism in a Data-Driven World*

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FOCUS 2: 2024 Elections and especially future voters



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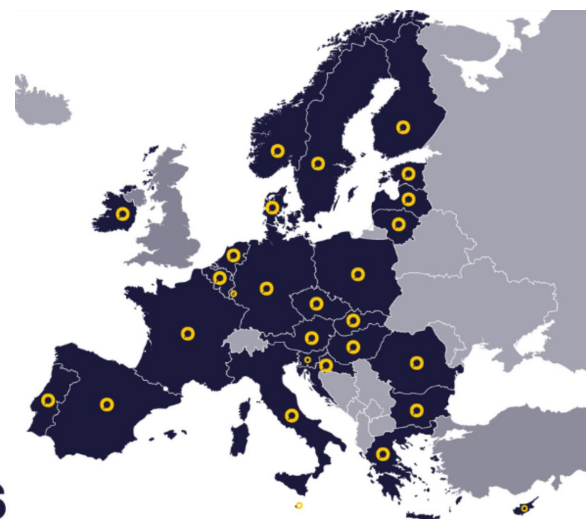
FOCUS 3: Sustainability, accountability and independency of Civil Society actors – watchdogs united.



INFORMATION & DEMOCRACY
COMMISSION

EFC[✓]SN

European Fact-Checking
Standards Network



EDMOHUBS



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URGENCY: Ukraina!



Recommendations

1. Rehearse online traffic rules and encourage curiosity
2. Protect yourself especially for data-hungry and addictive mobile devices
3. Incentivise self-regulated journalistic media (incl. fact-checkers etc.)
4. Strengthen ethical rules in marketing and ensure supervision/sanctions
5. Special treatment for tech giants including Chinese, building on EU trials as democracy is at stake
6. Special attention to empower civil society organisations to keep accountability their domestic actors especially during elections – no one else does that
7. Empower the international media watchdog networks also for literacy, OSCE role
8. Transatlantic inclusive digital democracy agenda
9. OSCE 2025 Helsinki digital democracy process?
10. Ukraina - without forgetting the rest of the world.



References

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Debunking handbook: <https://www.climatechangecommunication.org/debunking-handbook-2020/>

DigComp 2.2. <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

Digital Information Literacy Guide - <https://faktabaari.fi/dil/>

Digiprofile test - <https://digiprofiletest.sitra.fi/>

EDMO <https://edmo.eu/edmo-hubs/>

Faktabaari materials, www.Faktabaari.fi

Key Competences for Lifelong learning (2018). [https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604\(01\)&from=FI#d1e32-7-1](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0604(01)&from=FI#d1e32-7-1)

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<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

Illustrations: Lumi Pönkä, Screen shots



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Thanks &
cheers!

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