

The Arctic is not fake
news!

Games in fact-checking
teaching

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Teaching fact-checking 1.

Erasmus Plus project on Fact-checking 2020-2022

Pilot course Online Civics for Fact-checking, March 2022

8 students from the Tampere University and University of Lapland

Home assignment: Learning games on disinformation

Games are an excellent tool to learn about disinformation. Let's test some of them.

Familiarize with two of the following games by next Tuesday 1st March. Think about their use and utility in teaching media education: for which purposes you could use these games? What do you like about them?

Prepare yourself to discuss these games and give your opinion on them in the learning session.

<https://www.fakeittomakeitgame.com/>

<http://factitious-pandemic.augamestudio.com/#/>

<https://www.getbadnews.com/en>

<https://trollfactory.yle.fi/>

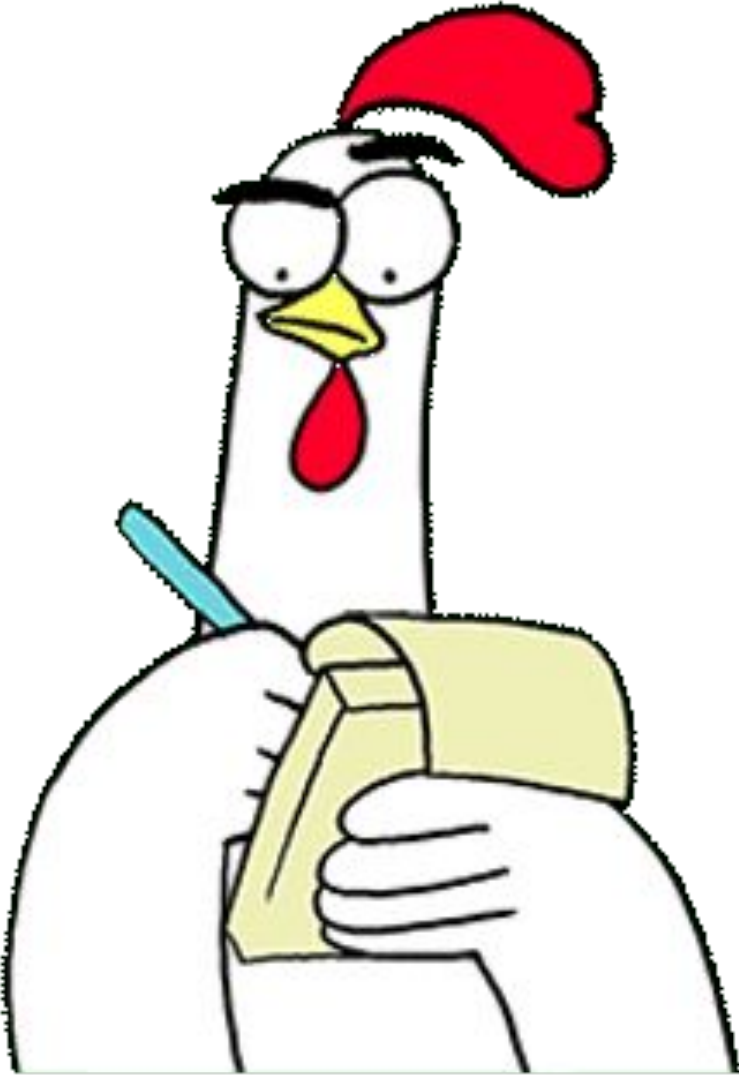


SOME FEEDBACK FROM STUDENTS

"It was too long, no one played it until the end." (Fakeittomakeit)

"Afterwards it's very important to discuss the games and what you learnt from them. You can't just leave them alone with the game".

"It depends on the age of the pupils. I think that they would need beforehand some clarifications because it takes some time to get into the game. "



Teaching fact-checking 2.

Global Media Education, autumn 2023

18 Teacher students and Media education students from several European and Asian countries

Home assignment: What is a troll factory?

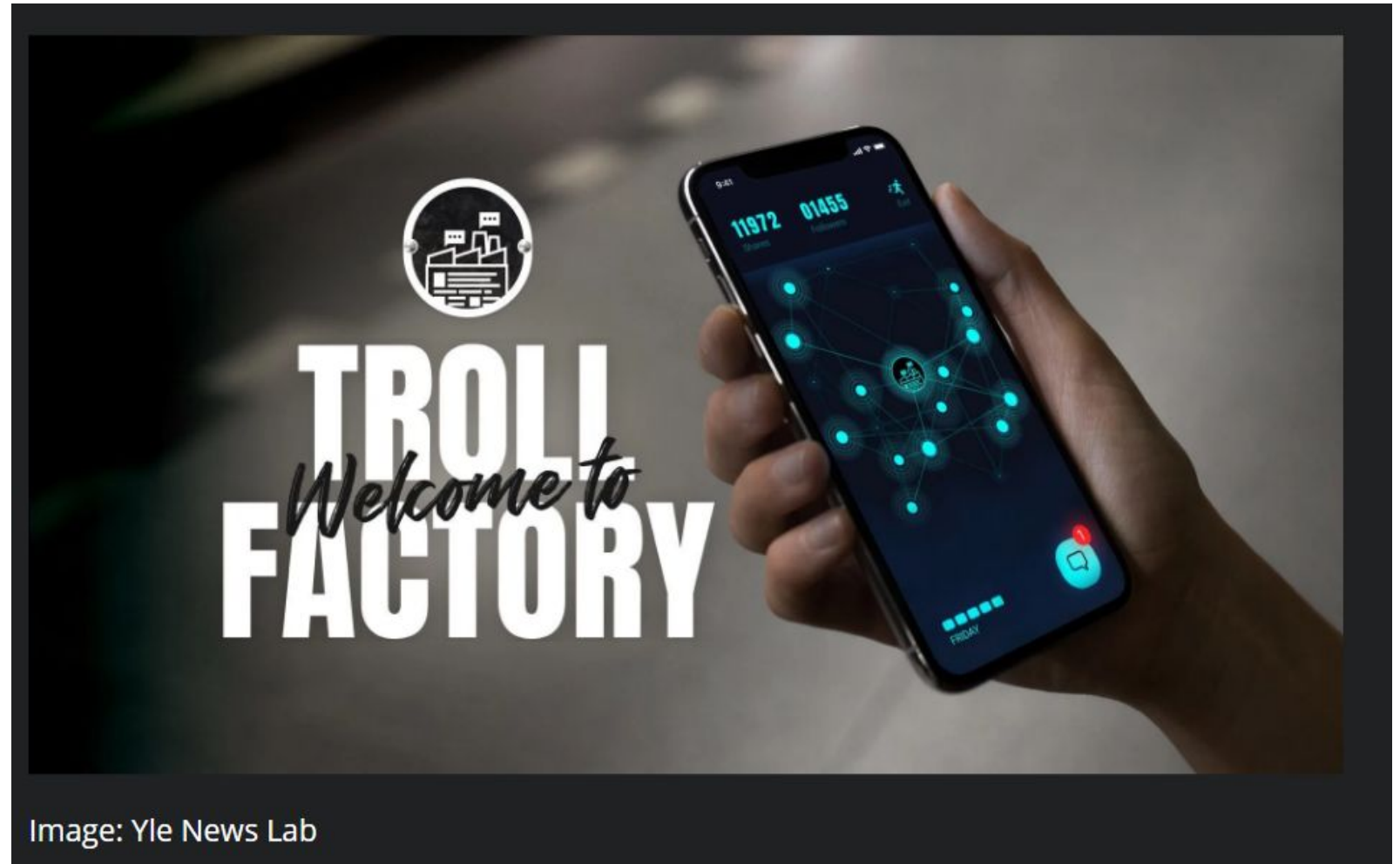
Read Jessikka Aro's article
The Cyberspace War:
Propaganda and Trolling as
Warfare Tools to learn more
about trolls.

Test then the Troll Factory
game at

Troll factory

<https://yle.fi/news/3-10972974>

Write a short analysis (max.
1 page), what did you learn
through the Troll Factory
game. Submit your analysis
in Moodle return box by 3
October.



A large orange circle is positioned on the left side of the slide, partially cut off by the edge.

What did
students learn?

NEW CONCEPTS

“After reading the article about “cyberspace war” and also playing the Troll Factory game I started to understand what “Troll Factory” is and how it works. The mission of troll factories is to spread fake news on social media as much as possible. These kinds of trolls and bots are trying to spread propaganda and attack critics.”






What did
students learn?

NEW PHENOMENA

“I have seen how through just posting simple photos or short messages the information passes through lots of different people all over the world. In addition, I have seen that choosing the age group where you want to create the fake news is something really important, as the trolls analyzed what the population of that range of age is watching on their phones. Furthermore, I have seen that if you have money, it is much easier to spread the fake news, as you can get to more people.”



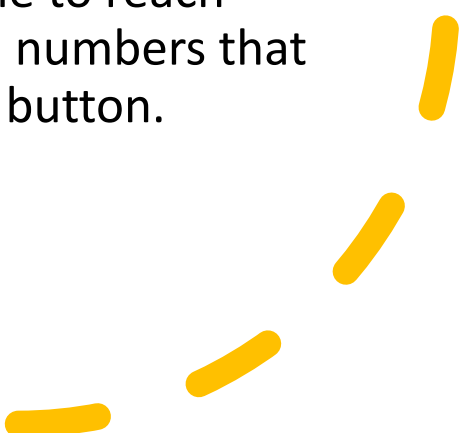


What did students learn?

POWER OF SIMULATION – PHENOMENA BECOME REAL

“What I learned while playing the game. Pretty quickly I noticed **how quickly the sharing of fake news started to spread**, especially when I used hashtags in my news, I got a lot more shares, which also increased the number of followers. The most amount of shares and followers I got when I used pictures, such as different memes, in the content I produced.”

“On the other hand, completing the game has **made me feel in the shoes of a troll**, it has made me think about the power of the media and the information we give in it. Just by uploading a few memes, fake photos and a tweet, I have been able to reach 11,000 views and increase my followers by 2000, numbers that seem insane to me to reach simply by pressing a button.”



GROUP 2

Fear + trust, happiness
love, anger, hate, confidence
Sadness, embarrassing
disappointment, loyalty
proudness, Rejection, brave,
respect, inspiration, inspired
aggression, shock
refusal, Frustration
Impressed
Amazed

POWER OF EMOTIONS

"From a personal point of view, I found the messages and memes to post quite **disturbing**. It is not the same if you see them online then if you are the one posting them. It was a bit **uncomfortable**, even if I knew that is was fake.

The damage that can be done by troll is really big and **scary**. And the speed in which it can be done is quite shocking"


"It is also **frightening** to see how quickly a message spreads and how easy it is to reach a large number of people. It is important that more people become aware and remain sceptical. "

GROUP 1
y, Love, Trust, Sorrow, Fear,
me, panic, Disgust, Anxiety,
appiness, Amazement, Hope,
te, Lust, Cockiness, Sadness
vousness, Pride, Contentment
very, confidence, Humility
stalgic, enlightened, Timid,
ggressiveness, Regret, Awkward
Disappointment.

POWER OF EMOTIONS

"This game was interesting in more than one way. On one side it was quite **shocking** to be a part of the fake news industry, even though it was not real. I felt **shame**, to influence people in such a way. #

"People like **fun** things and you can reach more people through their sense of humor. Even if the content is inappropriate in a humorous way, it is easier to manipulate the recipient."





What did I
learn?

IMPORTANCE OF COOPERATION BETWEEN THEORETICAL CONTENT AND THE GAME

“After reading the article, I had a better idea of the power of social media and false information. But it is really after playing the game that I was able to realise the extent of the damage that those trolls could give and special social media makes a lot of things possible, nice ones but also bad ones.”

“Based on my experience playing the game **I could confirm that all the information that the article states are true.** I have seen how through just posting simple photos or short messages the information passes through lots of different people all over the world. In addition, I have seen that choosing the age group where you want to create the fake news is something really important, as the trolls analyzed what the population of that range of age is watching on their phones. “

