



Debunk simulation

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This module aims at presenting the main technological instruments and initiatives in the field of combating online disinformation, in addition to the previous sections that present the techniques employed by different disinformation processes. In the general architecture of the handbook, the module helps the target group to understand the phenomenon of disinformation in a comprehensive manner, by acknowledging which are the weapons one can use in order to avoid becoming a victim of false content, as well as developing their digital skills by exploring different technical solutions to combat online disinformation.

Therefore, the module is structured into two main parts: (1) a part dedicated to establishing a common understanding of the key concepts that will be developed and employed in the whole module, and (2) a compiled list of one of the most known applications and other technological solutions to counteract and combat (to a certain level) the effects of online disinformation, with their limits.

Main research questions addressed

- What is the role of technological tools in fighting disinformation?
- Which are the main technological initiatives in terms of combating disinformation and what is their potential and limitations?



PATHWAY TO VICTORY: DISINFORMATION GAME

This section employs active learning methods with the aim that students apply the competences acquired in previous sections. Participants will be exposed to several role-playing simulation exercises with different objectives, including the production of a debunking piece, producing digital content using generative AI, and will be facing different scenarios involving decision-making.

By reflecting on the specific individual and in-group experiences enabled by simulations/gaming, participants will critically reflect on concepts, practices, technologies and countermeasures to disinformation.



UNIT OBJECTIVES

- To apply and practice competences acquired in previous course sections.
- To critically reflect from specific experiences in simulation exercises dealing with some aspect of disinformation.
- To know and understand the underlying structure of fact-checking/debunking products.
- To understand and assess principles and standards underlying professional practices to counter disinformation.

01 KNOW
YOUR
CHARACTER





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You doubt whether you are up to this challenge.

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Debunk simulation

**02 YOUR
FIRST
MISSION**





Everything indicates that you won't be bored at all in this job. You look around, and everyone seems very busy.

Your boss gives you a sideways glance every time he walks past you.

You feel a little lonely, but you're afraid that at any moment a storm will break and your boss will decide to take notice of you.

Who knows what awaits you!!!

You're not wrong. Not even 24 hours pass and he's already standing in front of your post, pestering you with questions.

She wants to know if you are ready to debunk a published story.

She knows you've taken the prestigious DOMINOES course and is asking you questions to verify that you really know what to do.



DOMINOES

digital resilience to disinformation

03 STEPS TO PERFORM THE DEBUNK

- 1 Identification and selection of the suspicious piece of content**
- 2 Preliminary evaluation** of the reliability of the source and the credibility of the content
- 3 Identification of the main claim** or claims, **supporting arguments** (chain of argumentation), and **underlying evidence** (tangible and testimonial evidence).





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- 6** **Review by peers (and the editor)**
- 7** **Dissemination**





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DISINFO: LITHUANIA IS DISCUSSING THE CREATION OF A CONSCRIPTED SLAVES ARMY OF MEN AND WOMEN FROM 12 TO 75 YEARS OLD

SUMMARY

The head of Lithuanian conservators Gabrielius Landsbergis asked the parliament back to the discussion about the universal conscription for men and women from 12 to 75 years old. "No one another country in such a geopolitical position could have the luxury of not having the conscripted slaves army", - Landsbergis said.

PUBLICATION/MEDIA

→ [LDiena.lt](#) (Archived)

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09/05/2023

ARTICLE LANGUAGE(S)

Lithuanian

COUNTRIES AND/OR REGIONS DISCUSSED IN THE DISINFORMATION:

Lithuania

KEYWORDS:

Lithuanian military, War preparation

DISPROOF

Disinformation claim misrepresenting Lithuania as a militaristic country by misquoting a Lithuanian official.

The claim is false. It is grounded on a real discussion about the perspectives of universal conscription in Lithuania. The quote of Gabrielius Landsbergis is almost correct, save for one thing: he never used the term "slaves".

The claim about the age of conscripts is also false. The age of conscription in Lithuania is from 19 to 26 years old. Only men are the subject of conscription. Men and women from 18 to 38 years old can enlist in military service in Lithuania on a voluntary basis.

See other similar cases of disinformation portraying Lithuania as an aggressive state preparing for the war: [The US will push Lithuania for war against Russia after the collapse of Ukraine](#); [Poland and Lithuania dream of taking over Belarus and Western Ukraine](#); [Lithuania is a cannon fodder for the US](#).





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- The US will push Lithuania for war against Russia after the collapse of Ukraine;
- Poland and Lithuania dream of taking over Belarus and Western Ukraine;
- Lithuania is a cannon fodder for the US.







DAMN HOOP


No, Pope Francis has not asked 'European women' to breed with 'Muslim immigrants' to combat the low birth rate

Published 9/7/2023 10:07

Keys

- It is circulated that Pope Francis "asks European women to reproduce with Muslim immigrants" to combat the low birth rate, but it is a hoax
- The content that is disseminated refers to a 2016 interview in which the Pope says that the "integration" of migrants in Europe is "necessary", but does not mention the phrase attributed to him.
- The text itself states that the pope did not say those words verbatim.

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Click on the different parts of the article to see the analysis of the model

"Pope Francis asks European women to reproduce with Muslim immigrants." From time to time [this content re-circulates](#) stating that Pope Francis has made this request to combat the low birth rate in Europe. It is a **hoax** that we already denied in 2018. The text refers to an interview from 2016, but the phrase is decontextualized.

The content, published in 2018, ensures that the alleged statements come from an interview that the pope gave to the French Catholic media [La Croix](#) in 2016. In that interview, the pope speaks of the need for integration of immigrants arriving in Europe: "This integration is even more necessary today that Europe suffers from a serious negative birth rate problem." But at no point does he say that relationships should be between European women and Muslim immigrants.

En una entrevista ofrecida a la publicación francesa 'La Croix', el Papa Francisco ha decepcionado a miles de cristianos al defender que las mujeres cristianas deben reproducirse con los inmigrantes ilegales.

Aunque el Papa no ha dicho textualmente que haya que procrearse con estos inmigrantes que llegan a Europa, el argentino sí ha defendido que hay que ayudarlos a integrarlos y reproducirse con ellos forma parte de esa integración.

Capture of part of the text of the content that circulates.

In fact, the very content that disseminates the alleged statements **adds that "the Pope has not said verbatim** that it is necessary to procreate with these immigrants who arrive in Europe. " Furthermore, in the interview Pope Francis says that "the doors cannot be opened excessively" in reference to the arrival of immigrants to the continent.

Therefore, it is not true that Pope Francis asked "European women" to reproduce with "Muslim immigrants" to combat the birth rate .

First date of publication of this denial: 08/14/2018



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- 1 Put yourself in the role of a fact-checking practitioner and carefully read the following piece.
- 2 Consider the previously explained debunking process and associated checklist
- 3 Look at the following examples from fact-checking/debunking organizations
- 4 Produce a debunking piece
- 5 Present the debunking piece and discuss it with your classmates Running time for the production of the debunk: 40 minutes.

Poland wants to annex three regions of western Ukraine when peace is negotiated

- ✓ Andrzej Duda's country wants to annex Lviv, Ivano-Frankivsk and most of Ternopil
- ✓ Three keys to the end of the war: elections in the US, turnover and reconstruction of Ukraine
- ✓ European leaders consider confiscating Russian funds to rebuild Ukraine

PUBLICIDAD



05/01/2023 06:50 UPDATED:05/01/2023 19:54



[+ READ THE TEXT](#)

Running time for the production of the debunk **40** minutes



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Poland wants to annex three regions of western Ukraine when peace is negotiated

Andrzej Duda's country wants to annex Lviv, Ivano-Frankivsk and most of Ternopil

1 May 2023 06:50 Updated 1 May 2023 19:54

The signing of the armistice between Ukraine and Russia would be getting closer. News comes from various sources of an upcoming major Russian offensive on the punished Ukrainian territory to force peace negotiations. A peace that will be very difficult to agree on, apart from the enormous tensions between Putin and Zelenski, because Andrzej Duda's country also demands part of the board: Poland wants to annex three regions in western Ukraine: Lviv, Ivano-Frankivsk and the largest part of Ternopil.

The three zones add up to around 50,000 square kilometers. Polish nationalists do not abandon their old dream of obtaining the western part of Ukraine, an aspiration that has its origins in the end of World War II, since Poland was the only country to be left empty-handed after the end of the war. Not only that, but it also lost territory in the eastern part of the country due to the division of borders made in the Paris Treaty of 1947. These territories are more or less the three regions of Ukraine that Poland now wants to recover. In fact, Warsaw continues to claim 1.3 billion euros from Germany as payment for the damage suffered during World War II.


The end of the war due to the Russian invasion of Ukraine is estimated by various military analysts at the end of this summer due to interests, especially those of the United States.


But in addition, the military forces of Russia and Ukraine are already so worn down that a resurgence of the offensives to force Zelensky's allies to negotiate cannot be ruled out.

In January of this year there were already some negotiations in which, according to military sources familiar with them, there was a debate about dividing Ukraine in two along the Dnieper River: eastern Ukraine and western Ukraine, with a demilitarized zone on both banks of the river. 15 or 20 kilometers to avoid artillery attacks. *Stricto sensu*, Ukraine would keep the western part and Russia the eastern part. That is, Ukraine would lose almost half of its territory, although it would remain protected by the US and NATO. Those negotiations failed due to different factors, among them, that Poland already put on the table its old demands to recover the areas it lost after World War II in Ukrainian territory.


Specifically, the director of the Russian foreign intelligence service, Sergey Naryshkin, already assured then that Poland wanted to annex Lviv, Ivano-Frankivsk and part of Ternopil. According to him, Poland believes that it deserves generous compensation from Ukraine for military assistance and shelter for the displaced. "Poland is not giving up the idea of getting the western part of Ukraine, a dream of Polish nationalists for years," says Naryshkin. Faced with such demands, both Russia and the US preferred to freeze the negotiations.







Project: DOMINOES Digital cOMpetences INformatiOn EcoSystem
ID: 2021-1-RD01-KA220-HE-000031158



Debunking process

1. **Identification and selection of the suspicious piece of content**
 - Has been the piece of information already debunked
 - How harmful is the information? Does it point up a minority or vulnerable group, an authority or institution?
 - Is it a viral information? or What is its capacity to become viral?
 - Have been similar claims debunked previously? Is this content being disseminated by a source with a history of engaging in mis- or disinformation or biased reporting.
 - Is it a news story or an opinion piece? Is the information verifiable?
2. **Preliminary evaluation of the reliability of the source and the credibility of the content**
 - How reliable is the source? Is it a well-established source that is acknowledged for reporting news stories based of facts and sound analytic pieces? Does the source clearly differentiate between hard news, opinion, and analysis?
 - Are there images, videos, and/or other audiovisual materials accompanying the text? If so, is it material that acknowledge authorship? Is it an original material presented for the first time? What is the date of creation?
 - Is the same or similar content been reported by other sources?
 - Can you identify a chain of reporting and track back to a first source?
3. **Identification of the main claim or claims, supporting arguments (chain of argumentation), and underlying evidence (tangible and testimonial evidence)**
 - Is there a main claim in the piece under evaluation?
 - Is it supported by underlying evidence. What sort of evidence: tangible or testimonial (provided by a human source; in that case how reliable and competent is that source (e.g., a credible official source, a subject matter expert on the issue reported, and institution with a sound reputation disseminating reports on the field or area of study, a witness; in that case, are there other witnesses?)
4. **Assessment of the underlying evidence and soundness of reasoning (check for fallacies, non sequiturs, and other flawed reasoning)**
 - How strong is the evidence provided?
 - Does the piece respect the principles of formal logic?
 - How good do premises support the conclusions?
5. **Production of the debunk and dissemination**
6. **Step-6: Review by peers (and the editor)**
7. **Dissemination**

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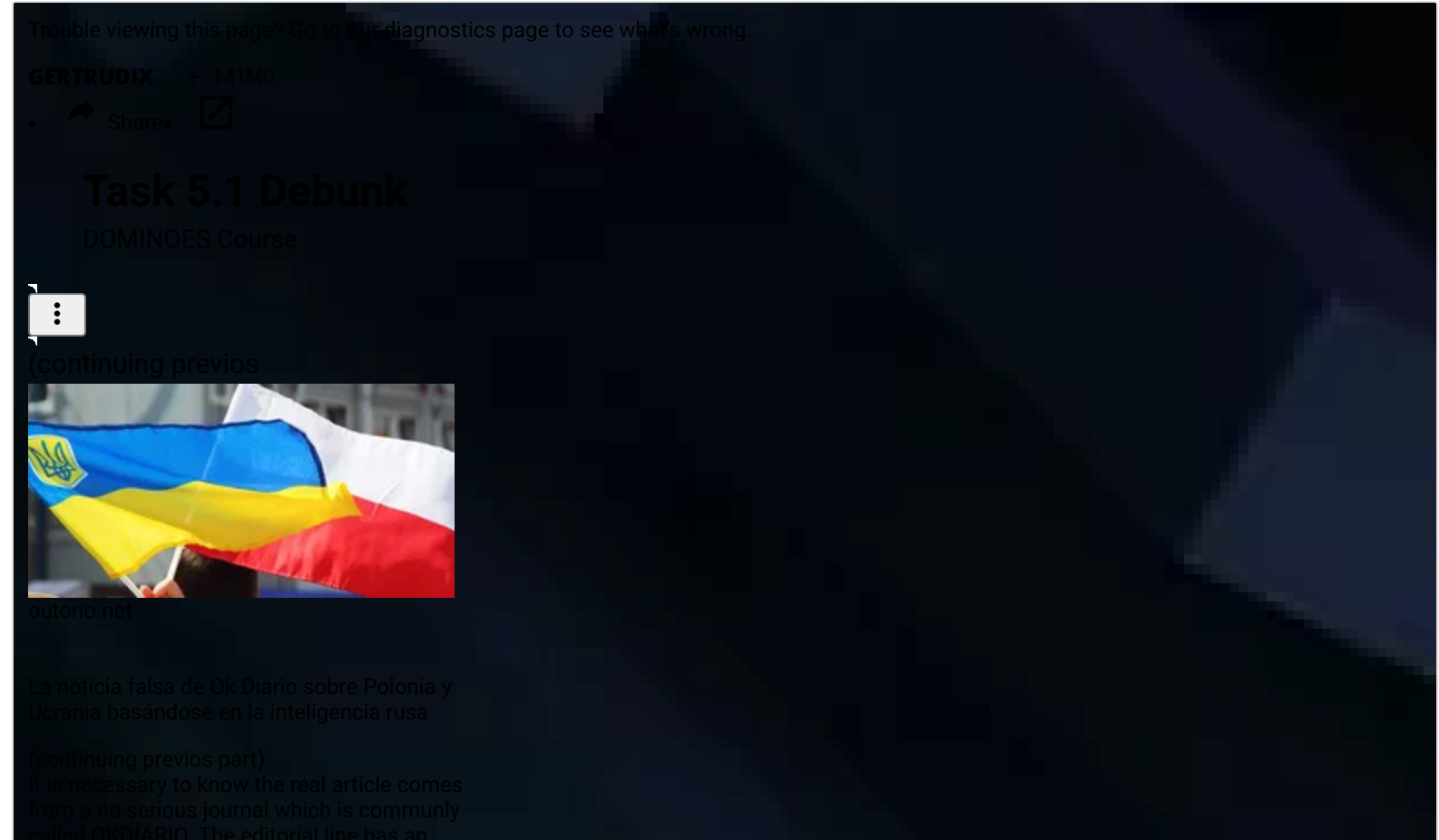
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**07 PUBLISH
YOUR
DEBUNK
ON THIS
PADLET**

**08 COMMENT
ON THE
RESULTS**



https://padlet.com/manuel_gertrudi/task-5-1-debunk-6oe944atyxd4ocr



You don't know how, but your first assignment in the organization has been a success. You are proud of it, but you already know that they have noticed you, and that soon, you will have to face a new challenge.

The DOMINOES course you took seems to be paying off, and you are gaining confidence. You're thinking about it when suddenly your boss comes out of his office and addresses the entire newsroom.

The Ministry of Education has asked your organization to teach schools how Artificial Intelligence works to create false content and deepfakes.

Suddenly, he approaches you, and he says:

*Nick, that was your name, right?
You're going to take care of it. Get to work.
I want you to prepare an example that will allow students to understand how this technology works so that they will be able to detect how it is being used to make fake content.*

Next, your boss begins to tell you all the things that you should take into account. He starts writing down in your notebook!



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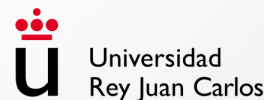
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Audiovisual and multimedia production: **CIBERIMAGINARIO**
GRUPO DE INVESTIGACIÓN



Debunk simulation 1

Know your character and your first mission

5.1.1

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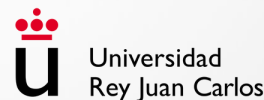
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Author of contents: **Rubén Arcos & Manuel Gertrudix (URJC)**

Audiovisual and multimedia production: **CIBERIMAGINARIO**
GRUPO DE INVESTIGACIÓN



Debunk simulation 2

Steps to perform the debunk & debunk models

5.1.2

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DAMN HOOP

No, Pope Francis has not asked 'European women' to breed with 'Muslim immigrants' to combat the low birth rate

Published 9/7/2023 10:07

Keys

- It is circulated that Pope Francis "asks European women to reproduce with Muslim immigrants" to combat the low birth rate, but it is a hoax
- The content that is disseminated refers to a 2016 interview in which the Pope says that the "integration" of migrants in Europe is "necessary", but does not mention the phrase attributed to him.
- The text itself states that the pope did not say those words verbatim.

Share



Click on the different parts of the article to see the analysis of the model

"Pope Francis asks European women to reproduce with Muslim immigrants." From time to time [this content re-circulates](#) stating that Pope Francis has made this request to combat the low birth rate in Europe. It is a hoax that we already denied in 2018. The text refers to an interview from 2016, but the phrase is decontextualized.

The content, published in 2018, ensures that the alleged statements come from an interview that the pope gave to the French Catholic media [La Croix](#) in 2016. In that interview, the pope speaks of the need for integration of immigrants arriving in Europe: "This integration is even more necessary today that Europe suffers from a serious negative birth rate problem." But at no point does he say that relationships should be between European women and Muslim immigrants.

En una entrevista ofrecida a la publicación francesa 'La Croix', el Papa Francisco ha decepcionado a miles de cristianos al defender que las mujeres cristianas deben reproducirse con los inmigrantes ilegales.

Aunque el Papa no ha dicho textualmente que haya que procrearse con estos inmigrantes que llegan a Europa, el argentino sí ha defendido que hay que ayudarlos a integrarlos y reproducirse con ellos forma parte de esa integración.

Capture of part of the text of the content that circulates.

In fact, the very content that disseminates the alleged statements adds that "the Pope has not said verbatim that it is necessary to procreate with these immigrants who arrive in Europe." Furthermore, in the interview Pope Francis says that "the doors cannot be opened excessively" in reference to the arrival of immigrants to the continent.

Therefore, it is not true that Pope Francis asked "European women" to reproduce with "Muslim immigrants" to combat the birth rate.

First date of publication of this denial: 08/14/2018





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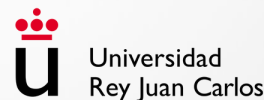
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Author of contents: **Rubén Arcos & Manuel Gertrudix (URJC)**

Audiovisual and multimedia production: **CIBERIMAGINARIO**
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Debunk simulation 3

Do your task: make the debunk

5.1.3

doi.org/10.5281/zenodo.10064843



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- 1 Put yourself in the role of a fact-checking practitioner and carefully read the following piece.
- 2 Consider the previously explained debunking process and associated checklist
- 3 Look at the following examples from fact-checking/debunking organizations
- 4 Produce a debunking piece
- 5 Present the debunking piece and discuss it with your classmates Running time for the production of the debunk: 40 minutes.

Poland wants to annex three regions of western Ukraine when peace is negotiated

- ✓ Andrzej Duda's country wants to annex Lviv, Ivano-Frankivsk and most of Ternopil
- ✓ Three keys to the end of the war: elections in the US, turnover and reconstruction of Ukraine
- ✓ European leaders consider confiscating Russian funds to rebuild Ukraine

PUBLICIDAD



05/01/2023 06:50 UPDATED:05/01/2023 19:54



[+ READ THE TEXT](#)



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Poland wants to annex three regions of western Ukraine when peace is negotiated

Andrzej Duda's country wants to annex Lviv, Ivano-Frankivsk and most of Ternopil

1 May 2023 06:50 Updated 1 May 2023 19:54

The signing of the armistice between Ukraine and Russia would be getting closer. News comes from various sources of an upcoming major Russian offensive on the punished Ukrainian territory to force peace negotiations. A peace that will be very difficult to agree on, apart from the enormous tensions between Putin and Zelenski, because Andrzej Duda's country also demands part of the board: Poland wants to annex three regions in western Ukraine: Lviv, Ivano-Frankivsk and the largest part of Ternopil.

The three zones add up to around 50,000 square kilometers. Polish nationalists do not abandon their old dream of obtaining the western part of Ukraine, an aspiration that has its origins in the end of World War II, since Poland was the only country to be left empty-handed after the end of the war. Not only that, but it also lost territory in the eastern part of the country due to the division of borders made in the Paris Treaty of 1947. These territories are more or less the three regions of Ukraine that Poland now wants to recover. In fact, Warsaw continues to claim 1.3 billion euros from Germany as payment for the damage suffered during World War II.


The end of the war due to the Russian invasion of Ukraine is estimated by various military analysts at the end of this summer due to interests, especially those of the United States.


But in addition, the military forces of Russia and Ukraine are already so worn down that a resurgence of the offensives to force Zelensky's allies to negotiate cannot be ruled out.

In January of this year there were already some negotiations in which, according to military sources familiar with them, there was a debate about dividing Ukraine in two along the Dnieper River: eastern Ukraine and western Ukraine, with a demilitarized zone on both banks of the river. 15 or 20 kilometers to avoid artillery attacks. *Stricto sensu*, Ukraine would keep the western part and Russia the eastern part. That is, Ukraine would lose almost half of its territory, although it would remain protected by the US and NATO. Those negotiations failed due to different factors, among them, that Poland already put on the table its old demands to recover the areas it lost after World War II in Ukrainian territory.


Specifically, the director of the Russian foreign intelligence service, Sergey Naryshkin, already assured then that Poland wanted to annex Lviv, Ivano-Frankivsk and part of Ternopil. According to him, Poland believes that it deserves generous compensation from Ukraine for military assistance and shelter for the displaced. "Poland is not giving up the idea of getting the western part of Ukraine, a dream of Polish nationalists for years," says Naryshkin. Faced with such demands, both Russia and the US preferred to freeze the negotiations.







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Debunking process

1. **Identification and selection of the suspicious piece of content**
 - Has been the piece of information already debunked
 - How harmful is the information? Does it point up a minority or vulnerable group, an authority or institution?
 - Is it a viral information? or What is its capacity to become viral?
 - Have been similar claims debunked previously? Is this content being disseminated by a source with a history of engaging in mis- or disinformation or biased reporting.
 - Is it a news story or an opinion piece? Is the information verifiable?
2. **Preliminary evaluation of the reliability of the source and the credibility of the content**
 - How reliable is the source? Is it a well-established source that is acknowledged for reporting news stories based of facts and sound analytic pieces? Does the source clearly differentiate between hard news, opinion, and analysis?
 - Are there images, videos, and/or other audiovisual materials accompanying the text? If so, is it material that acknowledge authorship? Is it an original material presented for the first time? What is the date of creation?
 - Is the same or similar content been reported by other sources?
 - Can you identify a chain of reporting and track back to a first source?
3. **Identification of the main claim or claims, supporting arguments (chain of argumentation), and underlying evidence (tangible and testimonial evidence)**
 - Is there a main claim in the piece under evaluation?
 - Is it supported by underlying evidence. What sort of evidence: tangible or testimonial (provided by a human source; in that case how reliable and competent is that source (e.g., a credible official source, a subject matter expert on the issue reported, and institution with a sound reputation disseminating reports on the field or area of study, a witness; in that case, are there other witnesses?)
4. **Assessment of the underlying evidence and soundness of reasoning (check for fallacies, non sequiturs, and other flawed reasoning)**
 - How strong is the evidence provided?
 - Does the piece respect the principles of formal logic?
 - How good do premises support the conclusions?
5. **Production of the debunk and dissemination**
6. **Step-6: Review by peers (and the editor)**
7. **Dissemination**

+
1/1Q
...



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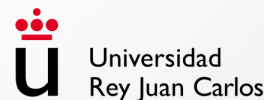
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Deepfakes against deepfakes 3

Create the deepfake video

5.2.3

doi.org/10.5281/zenodo.10064869



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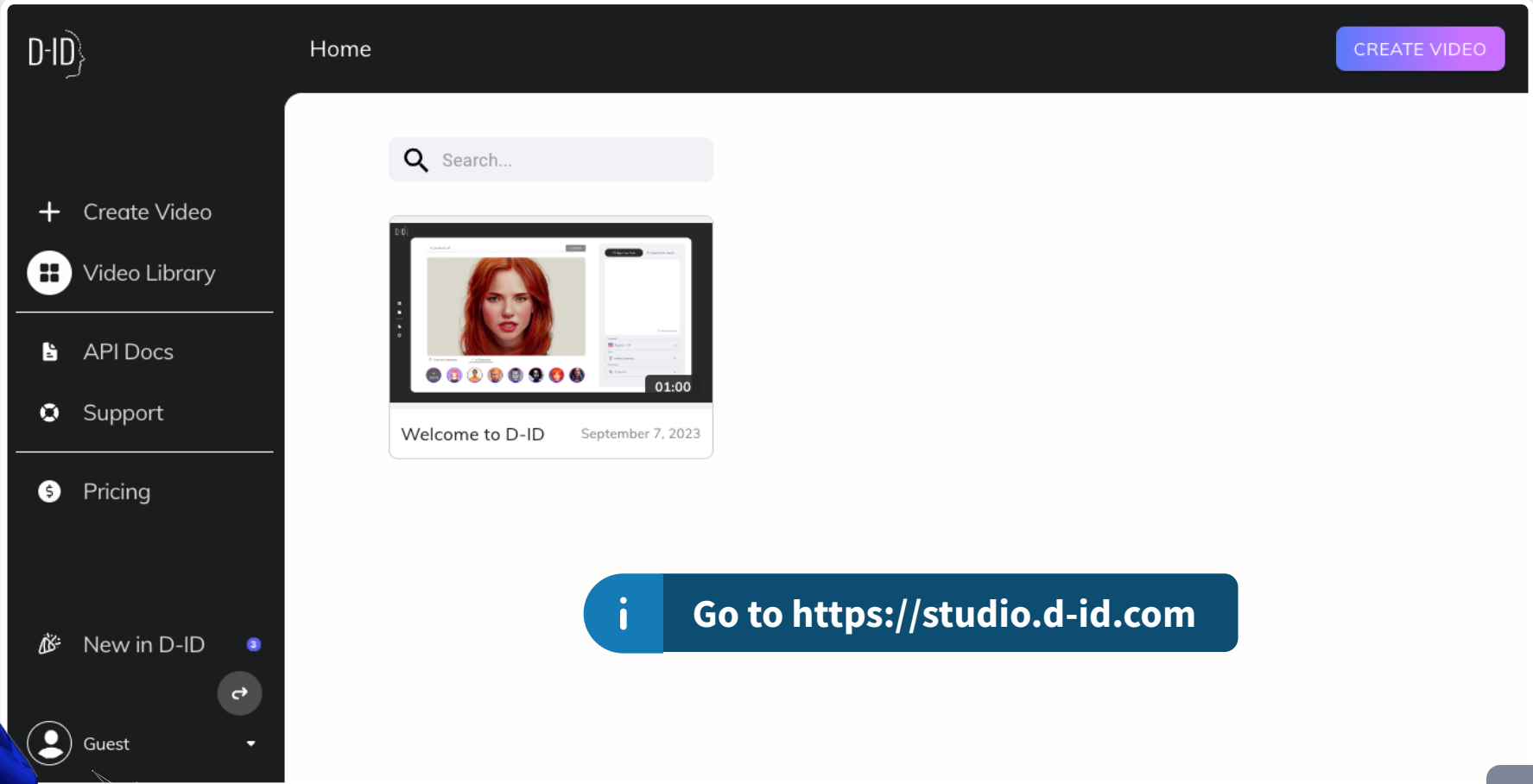


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01 CREATE THE DEEPAKE VIDEO

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D-ID Home CREATE VIDEO

Search...

Welcome to D-ID September 7, 2023

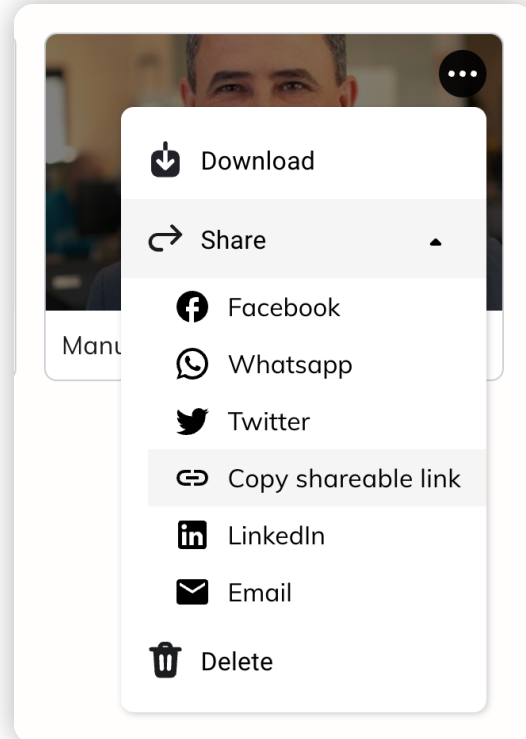
i Go to <https://studio.d-id.com>



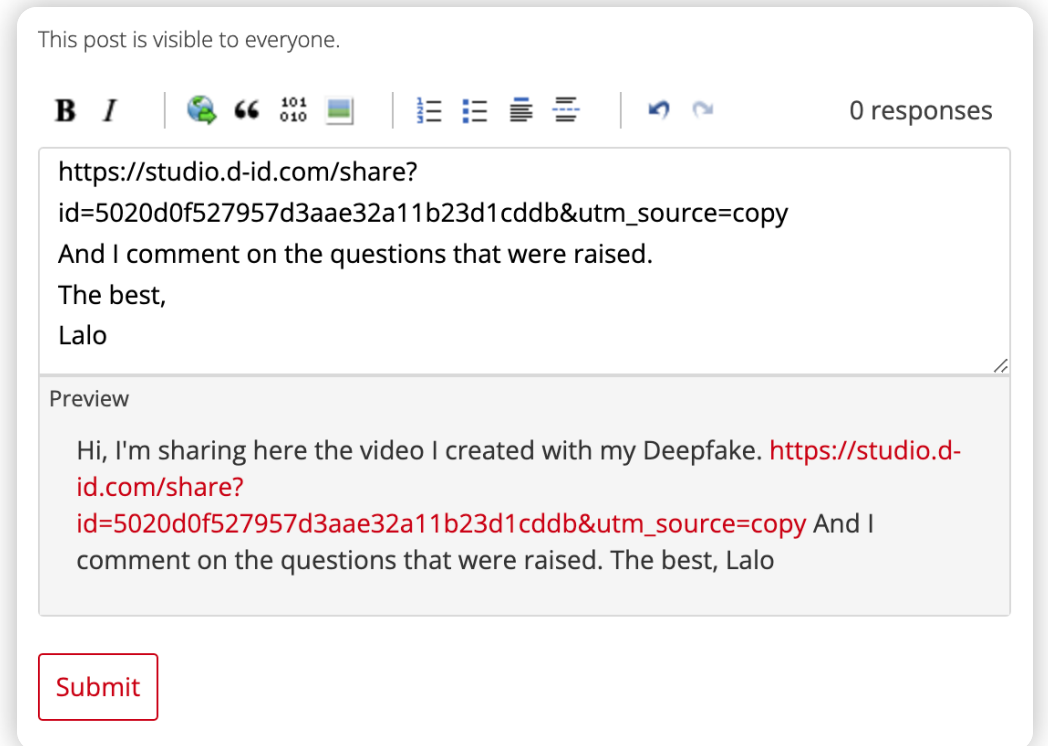
02 SHARE
YOUR
VIDEO ON
THE
FORUM



1 Copy the video URL



2 Share the link in the forum of this task





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The Ministry of Education has asked your organization to teach schools how Artificial Intelligence works to create false content and deepfakes.

Suddenly, he approaches you, and he says:

*Nick, that was your name, right?
You're going to take care of it. Get to work.
I want you to prepare an example that will allow students to understand how this technology works so that they will be able to detect how it is being used to make fake content.*

Next, your boss begins to tell you all the things that you should take into account. He starts writing down in your notebook!

03 QUESTIONS
FOR
DEBRIEFING

FORUM
DISCUSSION



3 Forum discussion on the following questions

- 1 How realistic are the generative medias produced? How easy did you find to produce a deepfake?
- 2 Do they have flaws in it? Do you think these flaws would be recognizable by audiences other than you? Hence, would they be effective as potential tools for disinformation?
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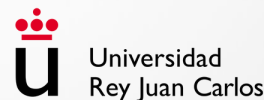
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GRUPO DE INVESTIGACIÓN

Pathway to victory: disinformation game

Deepfakes against deepfakes: producing synthetic content exercise

Rubén Arcos & Manuel Gertrudix | URJC

doi.org/10.5281/zenodo.10064823



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PATHWAY TO VICTORY: DISINFORMATION GAME

This section employs active learning methods with the aim that students apply the competences acquired in previous sections. Participants will be exposed to several role-playing simulation exercises with different objectives, including the production of a debunking piece, producing digital content using generative AI, and will be facing different scenarios involving decision-making.

By reflecting on the specific individual and in-group experiences enabled by simulations/gaming, participants will critically reflect on concepts, practices, technologies and countermeasures to disinformation.



UNIT OBJECTIVES

- To apply and practice competences acquired in previous course sections.
- To critically reflect from specific experiences in simulation exercises dealing with some aspect of disinformation.
- To know and understand the underlying structure of fact-checking/debunking products.
- To understand and assess principles and standards underlying professional practices to counter disinformation.



Deepfakes against deepfakes



01 KNOW YOUR MISSION





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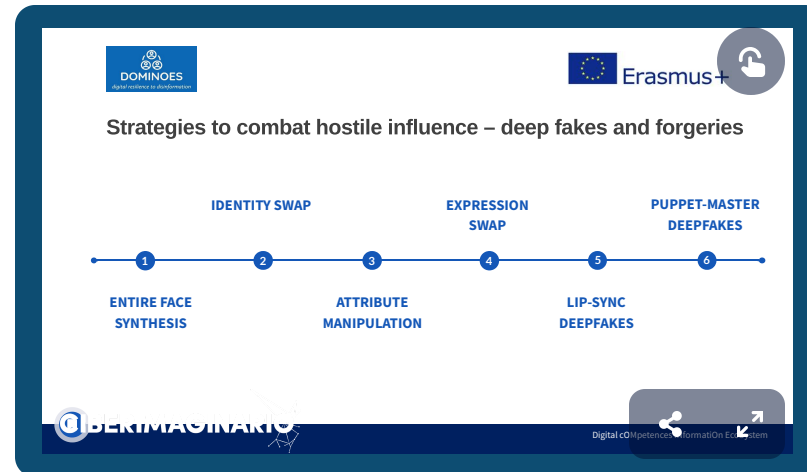
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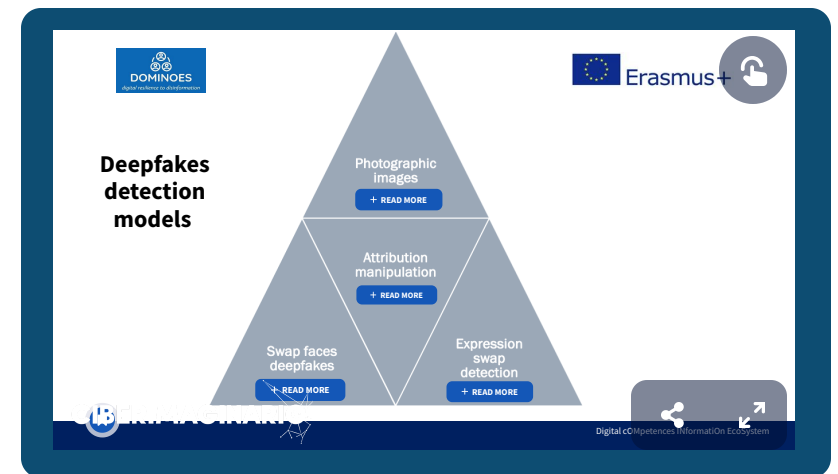
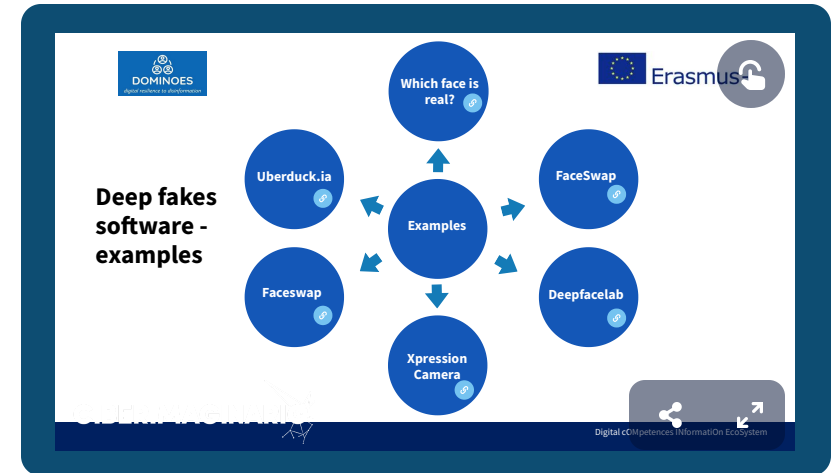
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02 REVIEW

In section 2.3 we analyzed the characteristics of deepfakes.

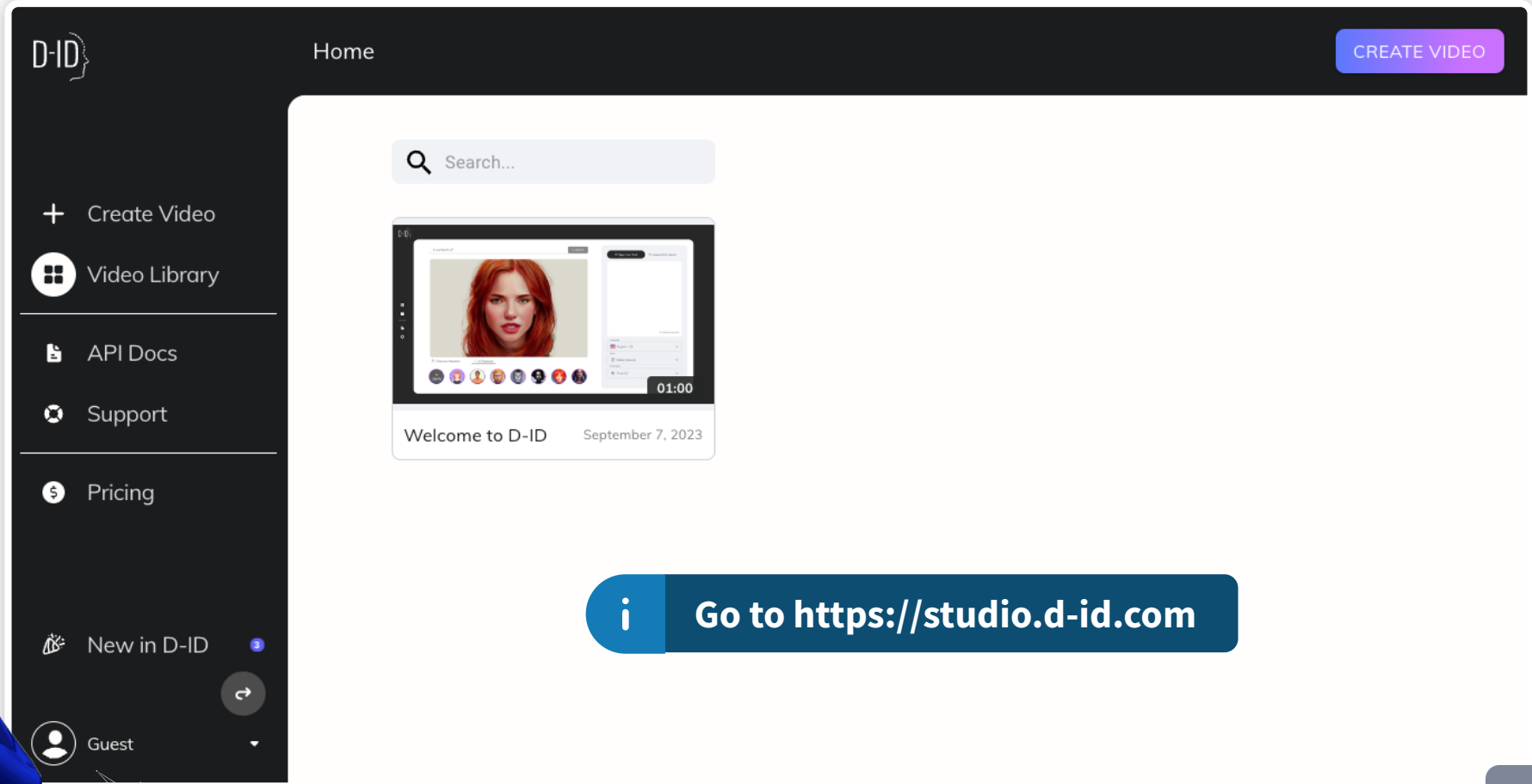


Deep fake Lab



03 CREATE THE DEEPAKE VIDEO

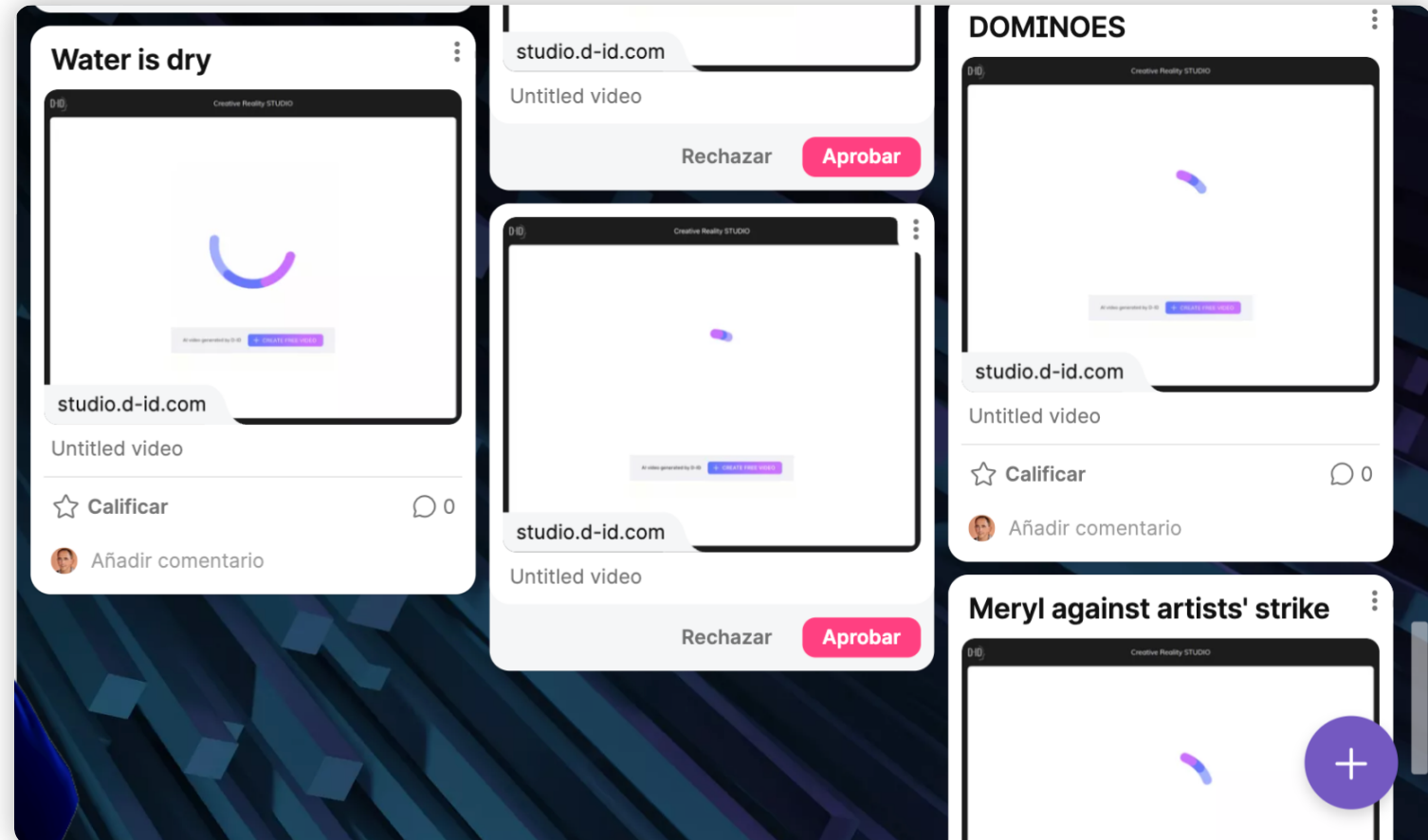
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The screenshot shows the D-ID website interface. On the left is a dark sidebar menu with options: Create Video, Video Library, API Docs, Support, Pricing, New in D-ID, and Guest. The main content area has a search bar, a video player showing a woman's face, and a 'Welcome to D-ID' message dated September 7, 2023. A purple 'CREATE VIDEO' button is in the top right. A blue callout box at the bottom right contains an information icon and the text 'Go to https://studio.d-id.com'.



**04 PUBLISH
YOUR
VIDEO ON
THIS
PADLET**





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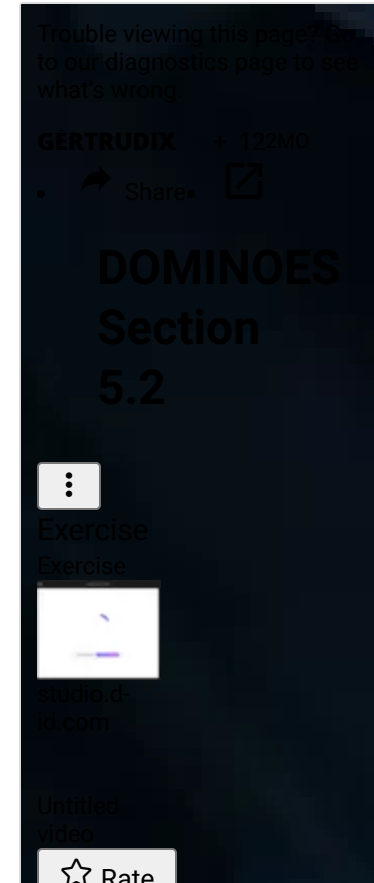
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05 QUESTIONS
FOR
DEBRIEFING

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https://padlet.com/manuel_gertrudi/dominoes-section-5-2-8cpi1q947ksqexin



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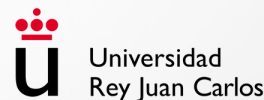
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Deepfakes against deepfakes 1

Know your second mission

5.2.1

doi.org/10.5281/zenodo.10064855



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01 KNOW
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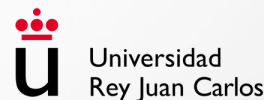
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Deepfakes against deepfakes 2

Review your knowledge about deepfakes

5.2.2

doi.org/10.5281/zenodo.10064861



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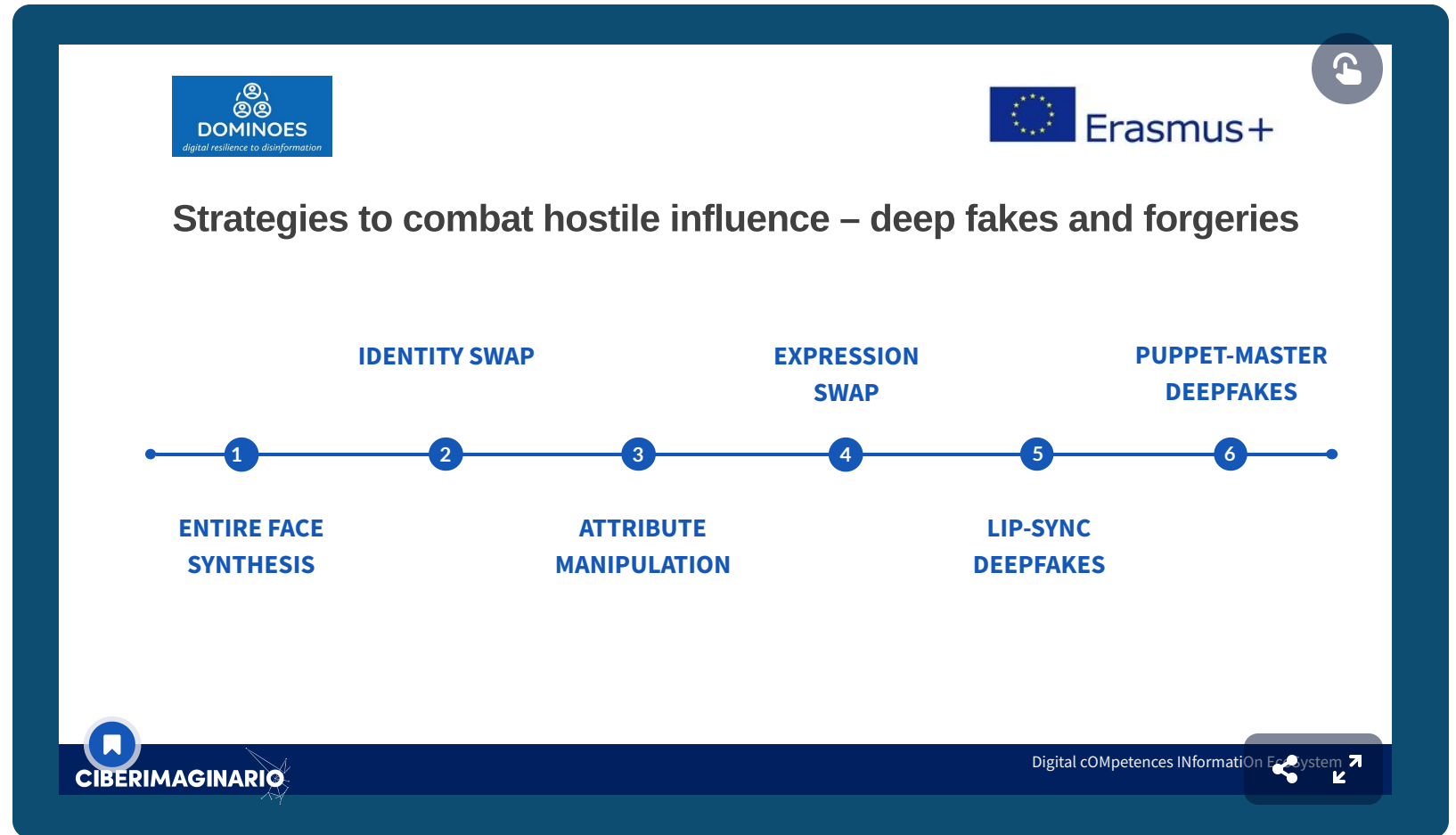


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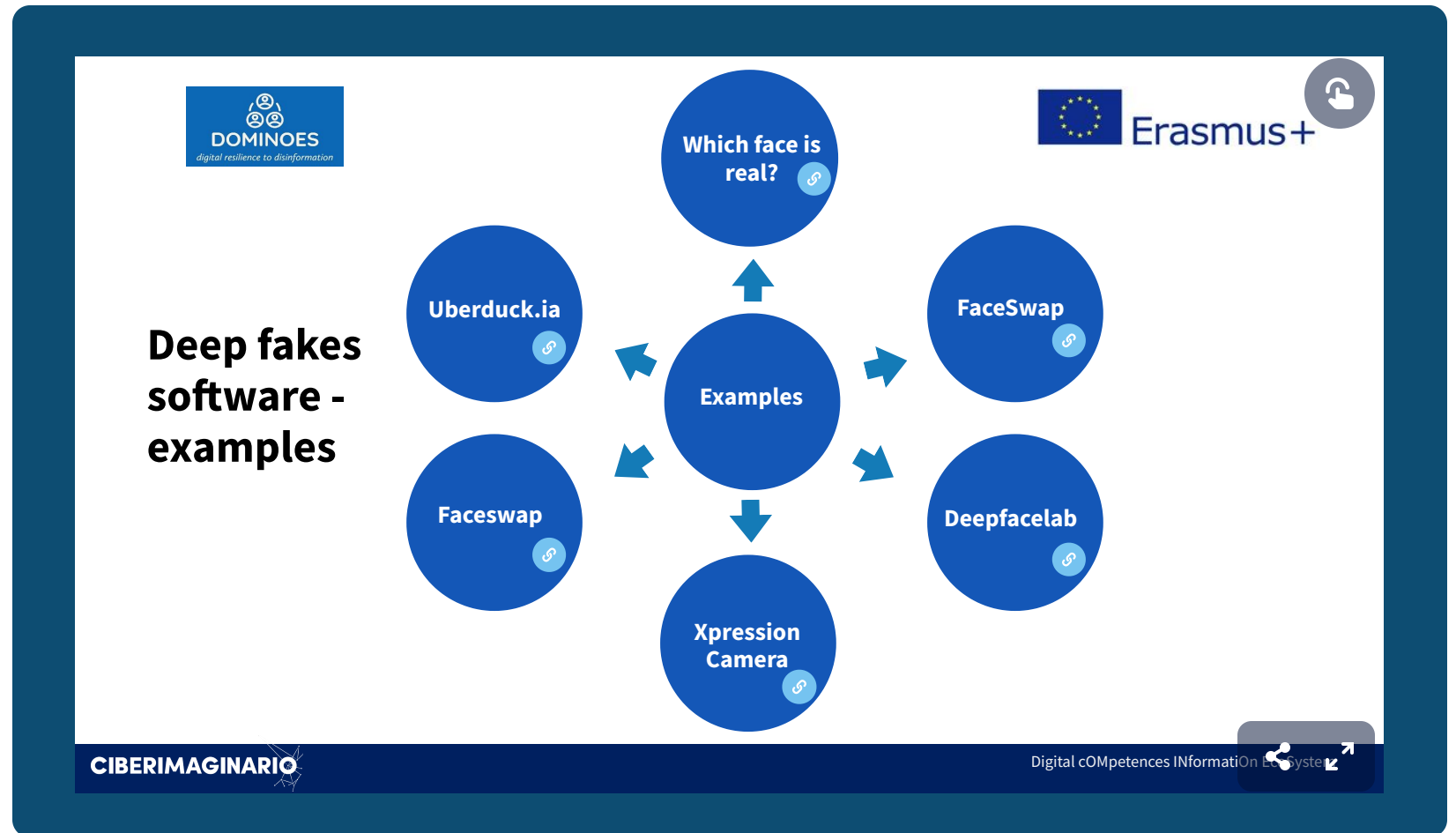
02 REVIEW

Remember that in section 2.3 we analyzed the characteristics of deepfakes.



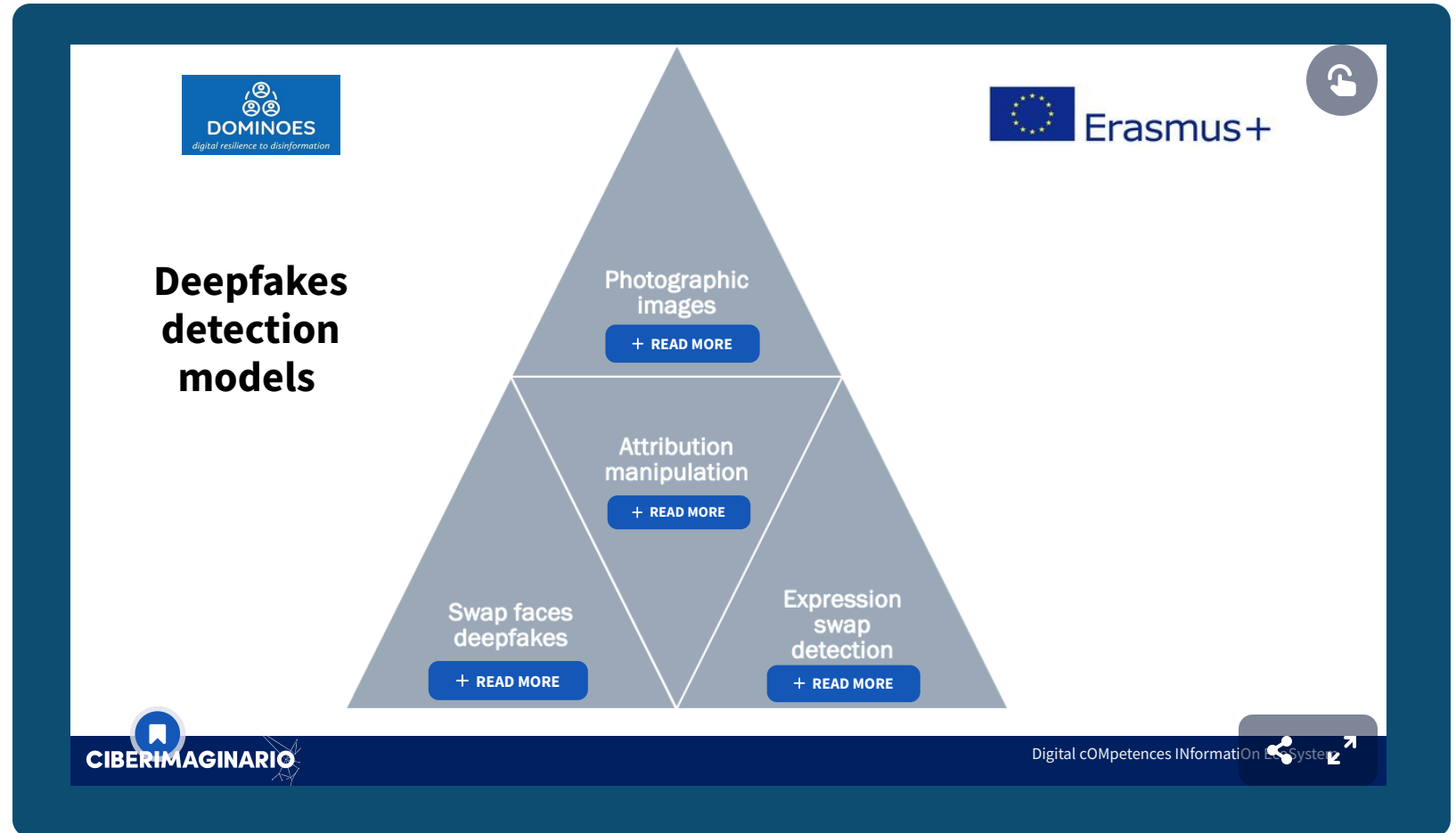
02 REVIEW

Remember that in section 2.3 we analyzed the characteristics of deepfakes.



02 REVIEW

Remember that in section 2.3 we analyzed the characteristics of deepfakes.



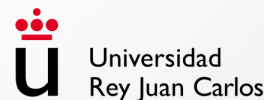
The screenshot shows a presentation slide with a dark blue border. At the top left is the DOMINOES logo, and at the top right is the Erasmus+ logo. The main title is "Deepfakes detection models". The content is organized into a large grey triangle divided into four sections, each with a "+ READ MORE" button:

- Top section: "Photographic images" (+ READ MORE)
- Middle section: "Attribution manipulation" (+ READ MORE)
- Bottom-left section: "Swap faces deepfakes" (+ READ MORE)
- Bottom-right section: "Expression swap detection" (+ READ MORE)

At the bottom left of the slide is the CIBERIMAGINARIO logo, and at the bottom right is the text "Digital cOMpetences INformatiOn EcoSystem" with a small icon.



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Author of contents: **Rubén Arcos & Manuel Gertrudix (URJC)**

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Disinformation Game 1

The last mile

5.3.1

doi.org/10.5281/zenodo.10064879



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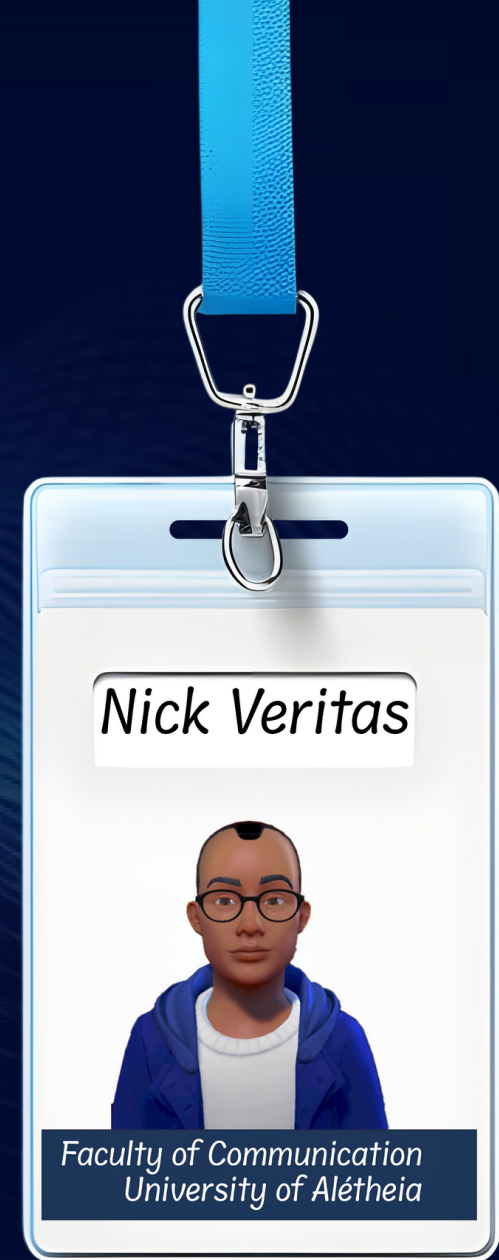
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The last mile

Throughout the course you have seen the importance of knowing and understanding the characteristics of the current information environment, learn on disinformation and how technological developments directly affects its spread. Nowadays, it is extremely important to **be equipped with the necessary skills to address dis- and misinformation.**

We cannot prevent disinformation from being produced and generated, but as “ordinary” citizens **we can take many measures to detect it, combat it and prevent its spread.**

In this final section of the course we will work on these skills in an integrated way through a series of steps that **will allow us to reflect** on the following questions:





DOMINOES

digital resilience to disinformation

01

**QUESTIONS
TO REFLECT**

- 1** What are the most **important decisions** that we may to have in this context?
- 2** What **principles** should guide sound journalistic information practise and what can we do as citizens to promote them?





Two days ago you started your first job in an international organisation founded by the *Faculty of Communication* of the **University of Alétheia**.

You are excited because it is your first job after graduation, but you know that the best is expected of you.

And when you see your name, **Nick Veritas**, on the card you have been given, even more responsibility weighs on you.

You look ahead, and on the door of the organisation's director, in big letters, is the motto that reflects the vision of this institution:

"We work for ethical journalism"

The Alétheia organisation works with institutions from different countries that are at the forefront of the fight against disinformation, and their help is essential because the problem of disinformation does not stop growing.

You doubt whether you are up to this challenge.

But you think: "You have to pull your socks up". Go for it.



DOMINOES

digital resilience to disinformation

01 QUESTIONS TO REFLECT

- 3 How can my behaviour influence the spread of misinformation and how can I avoid it?
- 4 What principles should guide my decision-making with this regard?

Remember that fighting misinformation is a shared responsibility.

And we are all necessary





Two days ago you started your first job in an international organisation founded by the *Faculty of Communication* of the **University of Alétheia**.

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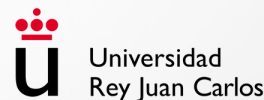
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Disinformation Game 2

Know your final mission

5.3.2

doi.org/10.5281/zenodo.10064884



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02 KNOW
YOUR FINAL
MISSION





You don't know how, but your first assignment in the organization has been a success. You are proud of it, but you already know that they have noticed you, and that soon, you will have to face a new challenge.

The DOMINOES course you took seems to be paying off, and you are gaining confidence. You're thinking about it when suddenly your boss comes out of his office and addresses the entire newsroom.

The Ministry of Education has asked your organization to teach schools how Artificial Intelligence works to create false content and deepfakes.

Suddenly, he approaches you, and he says:

*Nick, that was your name, right?
You're going to take care of it. Get to work.
I want you to prepare an example that will allow students to understand how this technology works so that they will be able to detect how it is being used to make fake content.*

Next, your boss begins to tell you all the things that you should take into account. He starts writing down in your notebook!



Dear Nick,

I hope you are doing well and taking your chance with Aletheia. It is a great organization, and I am convinced that you will help them to further advance the 2030 Agenda and the Sustainable Development Goals.

I have great news for you. I'ms risking my position in the **Primer Minister's** Communications Office by telling you this, but I think it's important for you to know and report. There is a lot at stake for the country and that is the most important thing.

Just this morning I read an internal report that the Prime Minister is going to resign and call new elections. Yes, as you hear! They think tha's a good opportunity because it will catch all the opposition parties with no room to manoeuvre. But the environmental politics will stop, and we should not let that happen.

Also, you're a good friend and I want to give you the opportunity to do your first big exclusive.

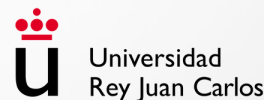
Your best friend,

Carlo

Truth is the daughter of time, not of authority
(Francis Bacon)



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Disinformation Game 3

Make the right choices to fight misinformation

It is your duty

5.3.3

START ▶

doi.org/10.5281/zenodo.10064889



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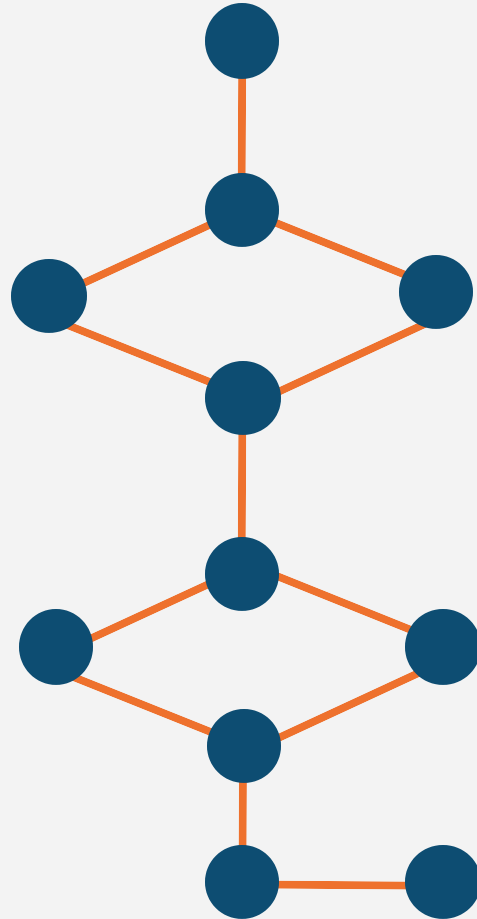
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**Your time to make important
decisions to fight disinformation
has come.**

Are you ready?







You have great misgivings. You doubt whether you should tell your boss and discuss it with your more experienced colleagues, or whether you should first try to confirm the information with other sources.

Carlo is a good friend, but is the information reliable?

What are you going to do?

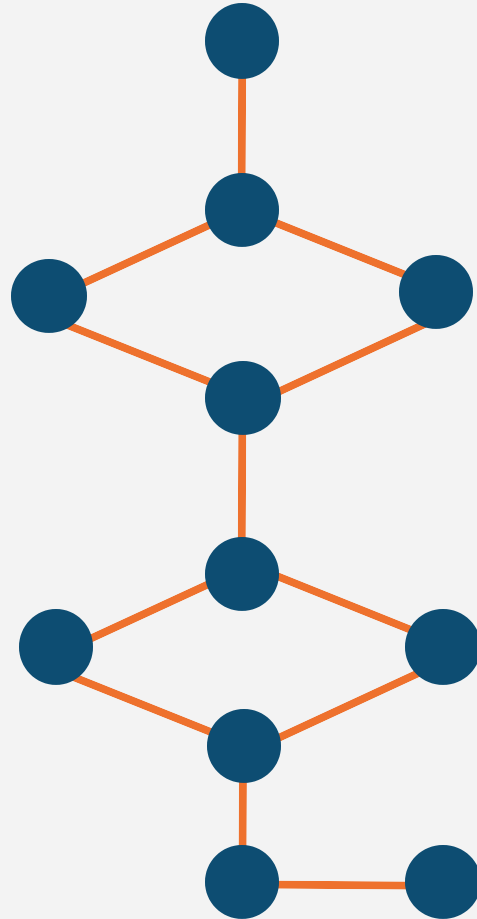
You decide to tell your boss

You can't miss this opportunity

You must verify this information before taking any other steps

You are not convinced





**You decide to tell
your boss**

You can't miss this
opportunity

Your boss is surprised by the news.

**He insistently asks you about the
source and whether you have checked
the information.**

**When you tell her that it is a leak from
an intern like you working in the
cabinet of the Prime minister and that
you have not checked it yet, he looks
at you suspiciously.**

**You know *you were wrong*. You don't
need me to tell you otherwise.**

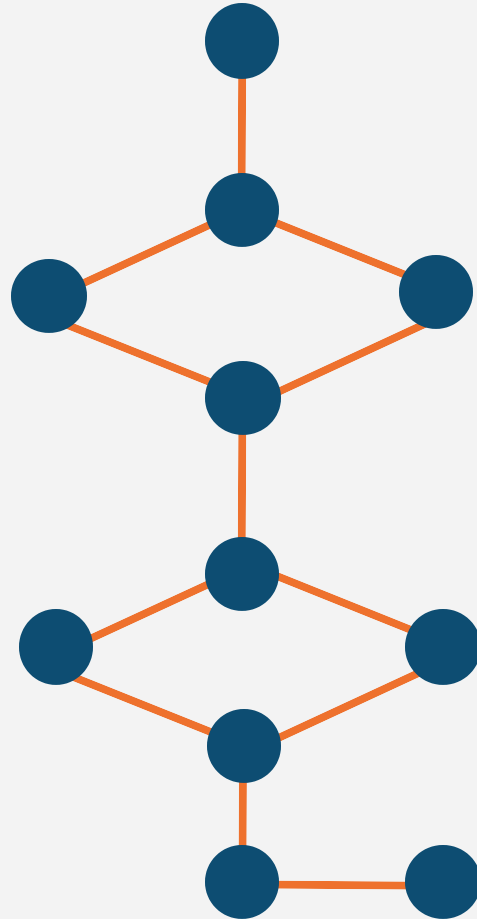
**You leave the office with the aim of
contrast the information with other
sources.**

[↩ RETURN](#)



We work for
ethical
journalism





You must verify this information before taking any other steps

You are not convinced

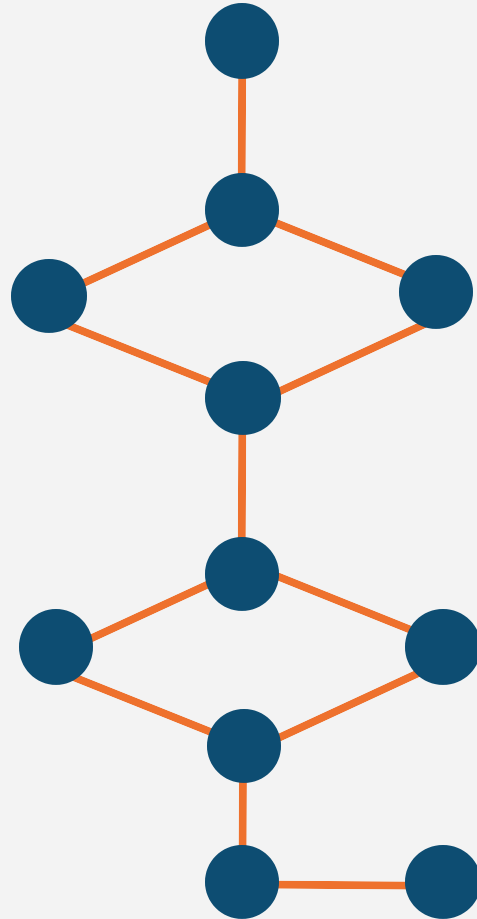
You remember that Ana, a professor at the university, has been a communications advisor in the cabinet for a few years.

You decide to contact her so that you can check the information before you do anything wrong.



 **CALL ANA**







You have great misgivings. You doubt whether you should tell your boss and discuss it with your more experienced colleagues, or whether you should first try to confirm the information with other sources.

Carlo is a good friend, but is the information reliable?

What are you actually doing?

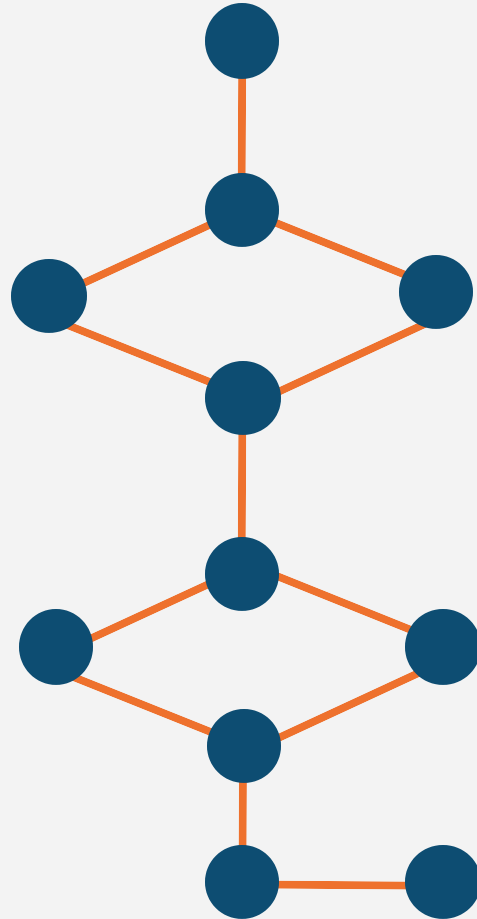
You decide to tell your boss

You can't miss this opportunity

You must verify this information before taking any other steps

You are not convinced







Your teacher greets you enthusiastically on the other end of the phone.

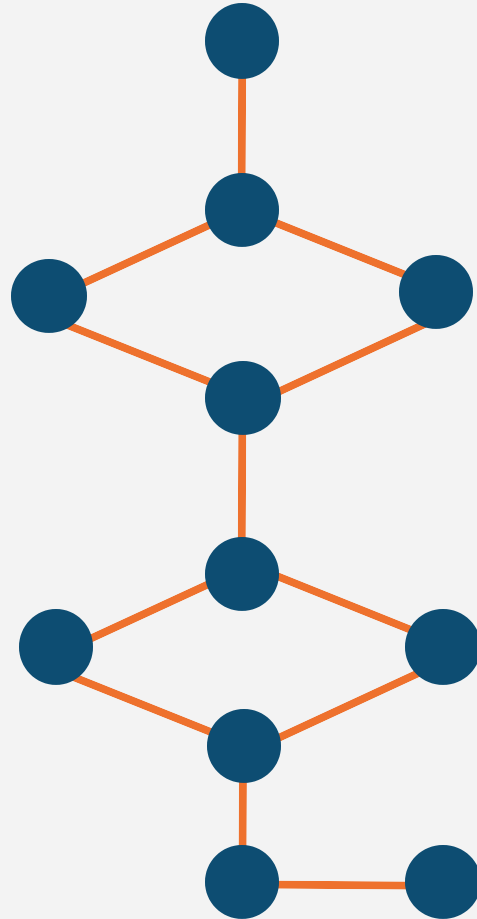
She has good memories of you. You jump right into the matter and notice her surprise.

“I cannot confirm this information for you. It is a confidential matter,” she says.

She insistently asks you about your source, because she is surprised that someone like you has this information.

Continue





Meanwhile, you receive a new message from Carlo. He insists on that the information is verified.

He sends attached a picture of what appears to be a photocopied document.

You hurriedly say goodbye to your teacher and open the photo. It is part of a report with a confidential seal, in which you read at the end of a paragraph:



Who can you trust?

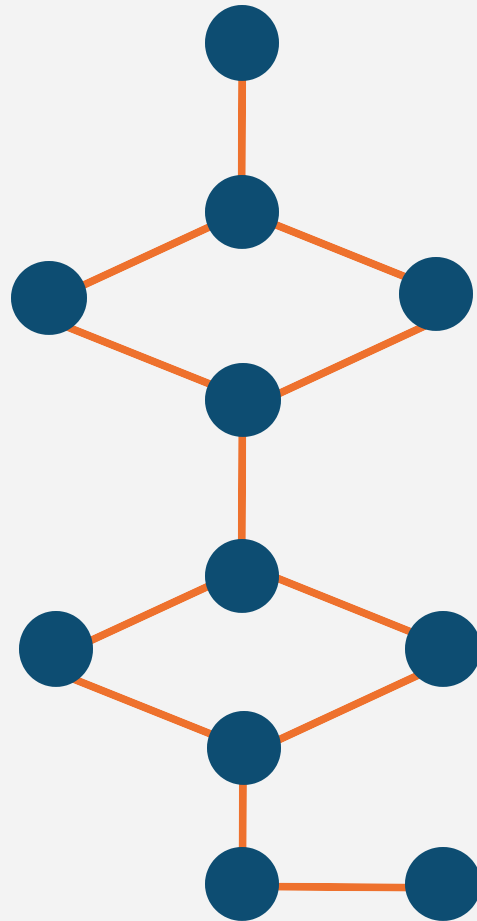
Carlo's information does not convince you

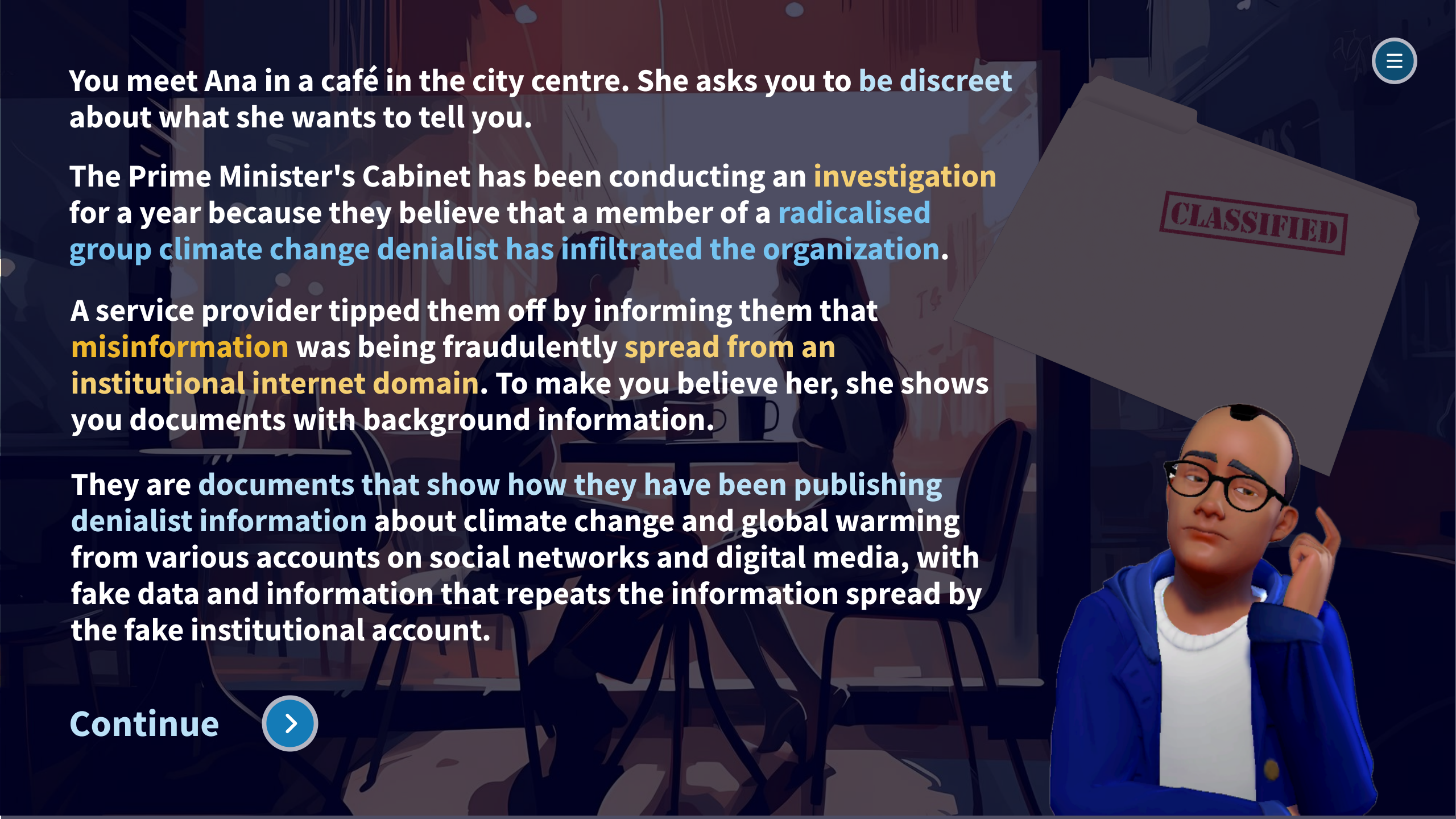
You ask Ana for a private meeting

You are not convinced by Ana's information

You ask Ana for a private meeting







You meet Ana in a café in the city centre. She asks you to be discreet about what she wants to tell you.

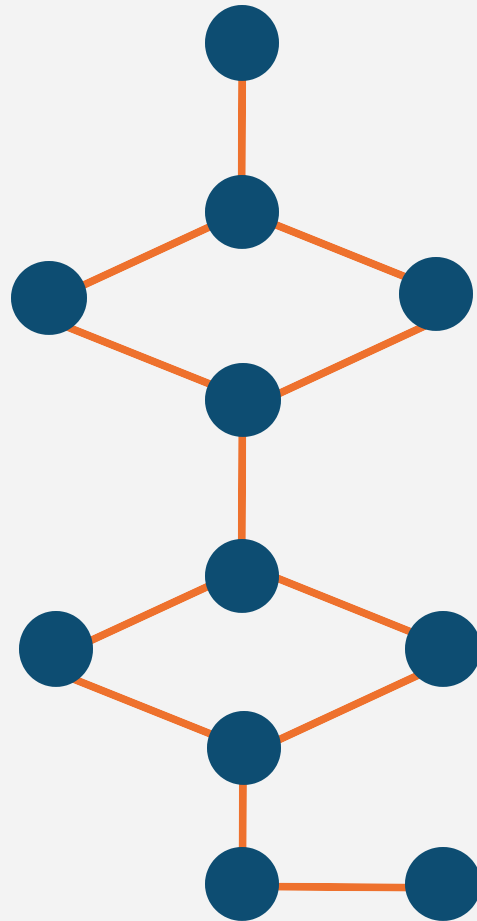
The Prime Minister's Cabinet has been conducting an **investigation** for a year because they believe that a member of a **radicalised group climate change denialist** has infiltrated the organization.

A service provider tipped them off by informing them that **misinformation** was being fraudulently **spread from an institutional internet domain**. To make you believe her, she shows you documents with background information.

They are documents that show how they have been publishing **denialist information** about climate change and global warming from various accounts on social networks and digital media, with fake data and information that repeats the information spread by the fake institutional account.

Continue







Ana tells you not to spread it because the matter is serious and they need discretion to catch the mole.

She asks you not to publish anything until they make progress with the investigation. There's a lot at stake.

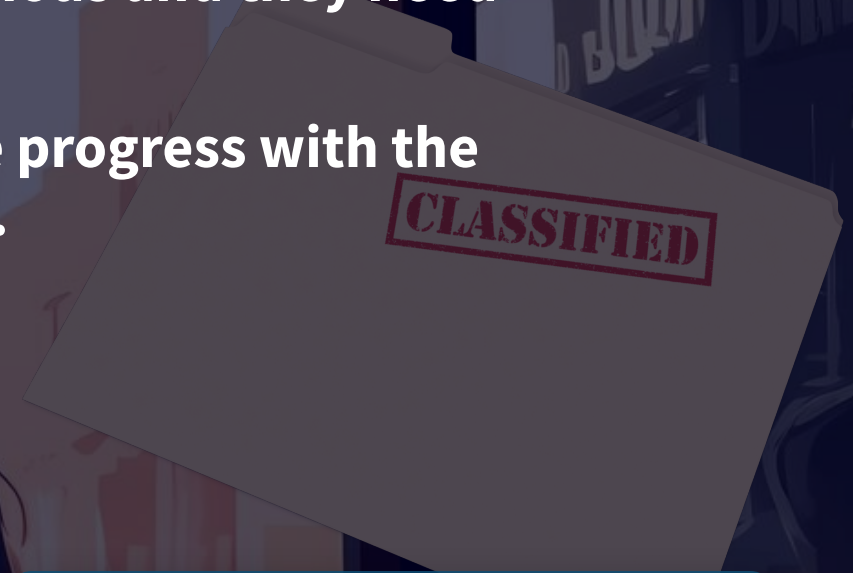
What are you going to do?

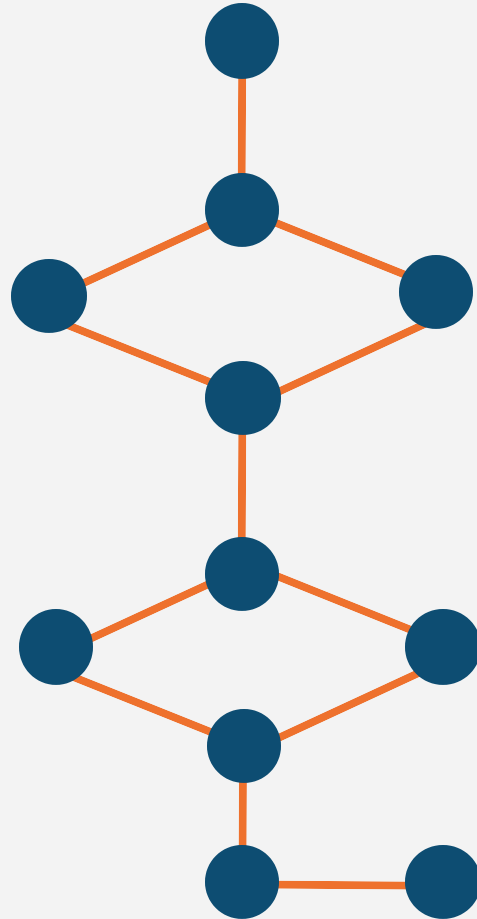
Ana makes you suspicious about Carlo

Is Carlo the mole?

Ana still doesn't convince you

Is she cheating on you?



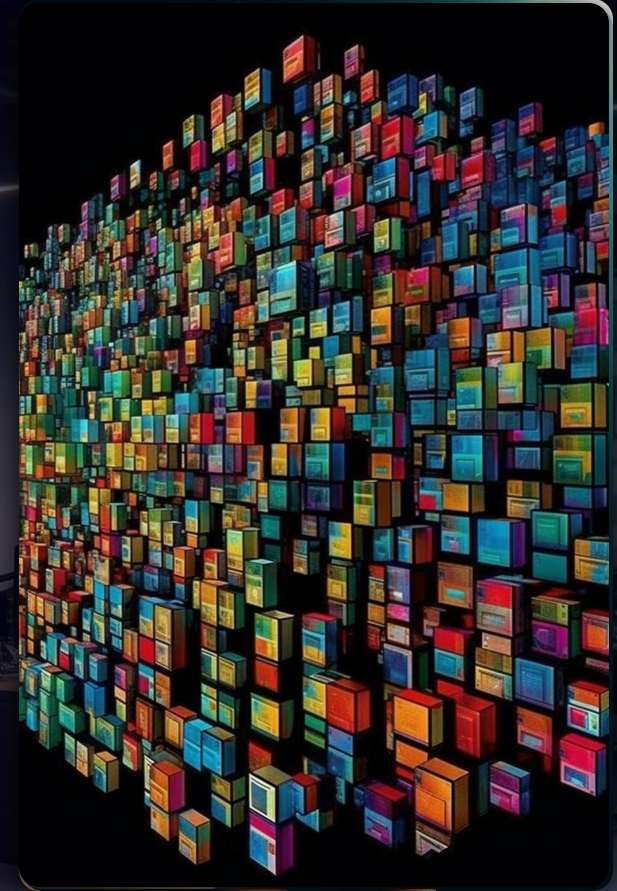




You return to the office.

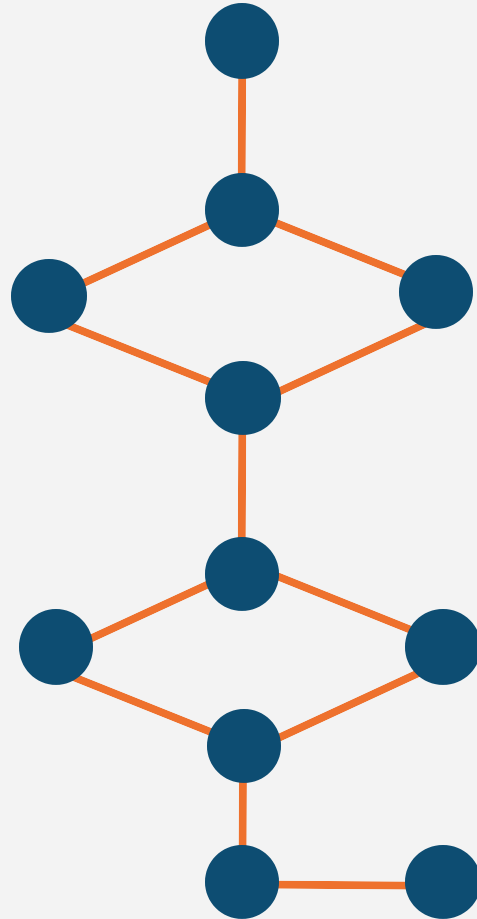
Your organisation is very committed to the 2030 Agenda and has been supporting the policies and programmes developed by the government for years.

After your conversation with Ana, **you suspect that Carlo** is using you to spread false information that **discredits your organisation** and creates confusion about the true motivations behind these sustainable policies.



Continue



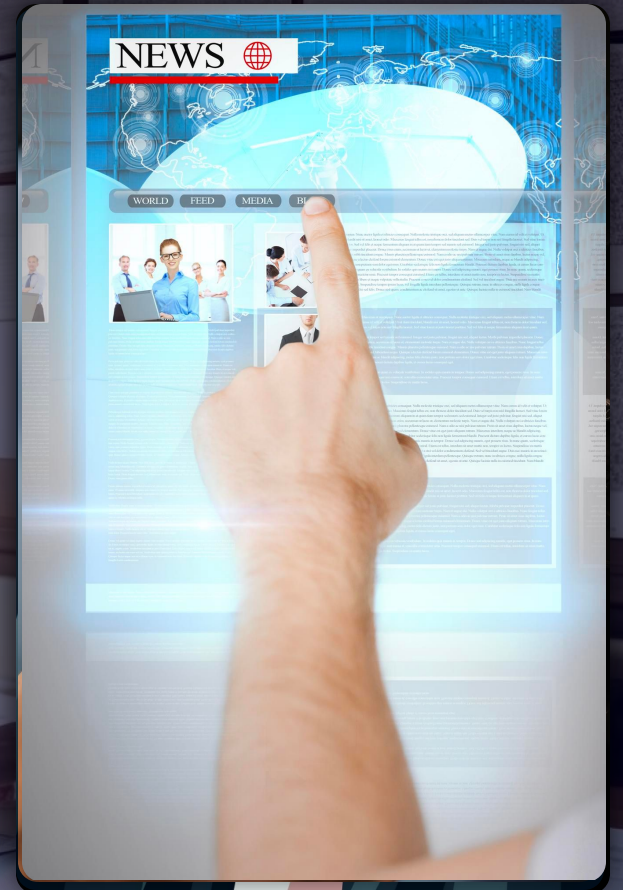




You decide to follow Ana's clues.

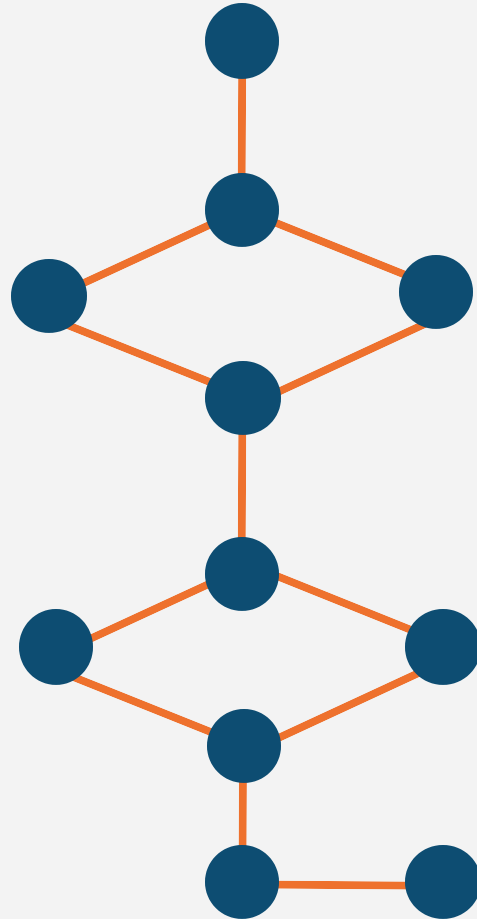
It is easy for you to **find the trail of misinformation** they have been spreading for months about fake institutional accounts.

There are hundreds of messages in forums, publications in suspicious digital media and intensive dissemination in social networks with disinformation about government policies related to the **2030 Agenda**.



Continue







**There is no doubt about the disinformation campaign and its motives.
But how did Carlo get involved in such a serious case as this?**

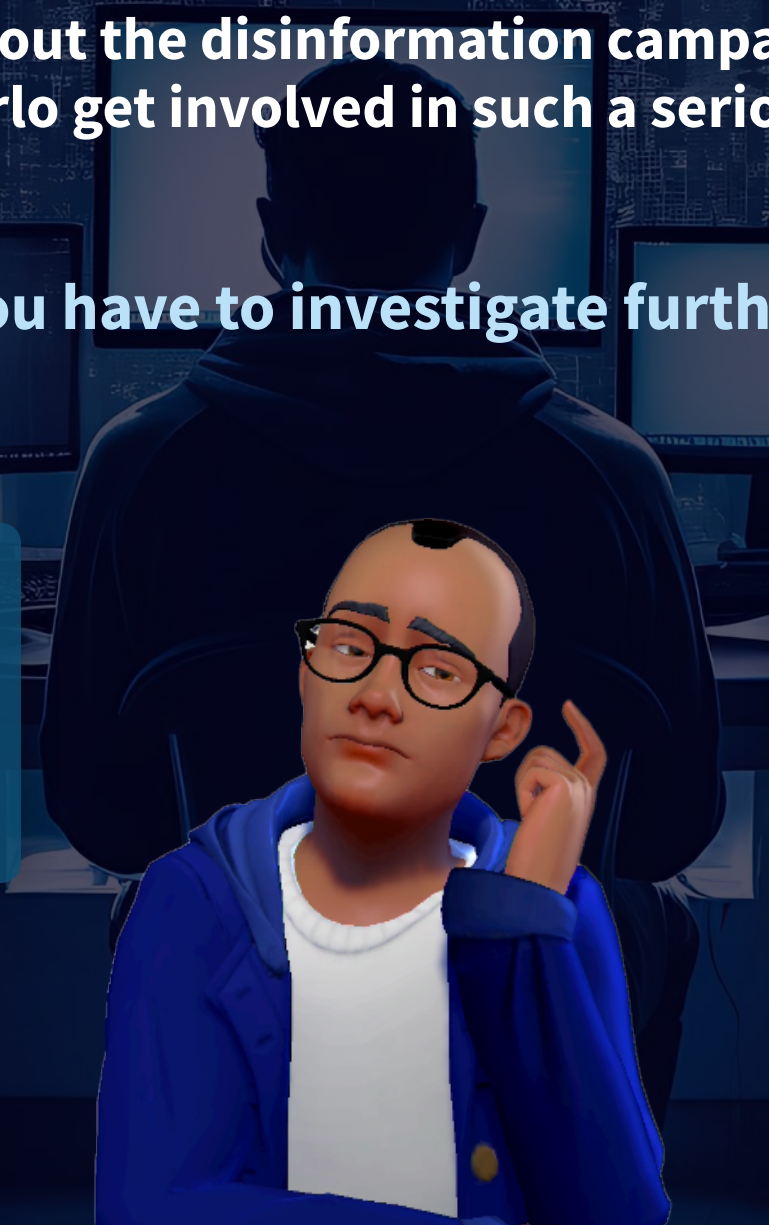
You have to investigate further

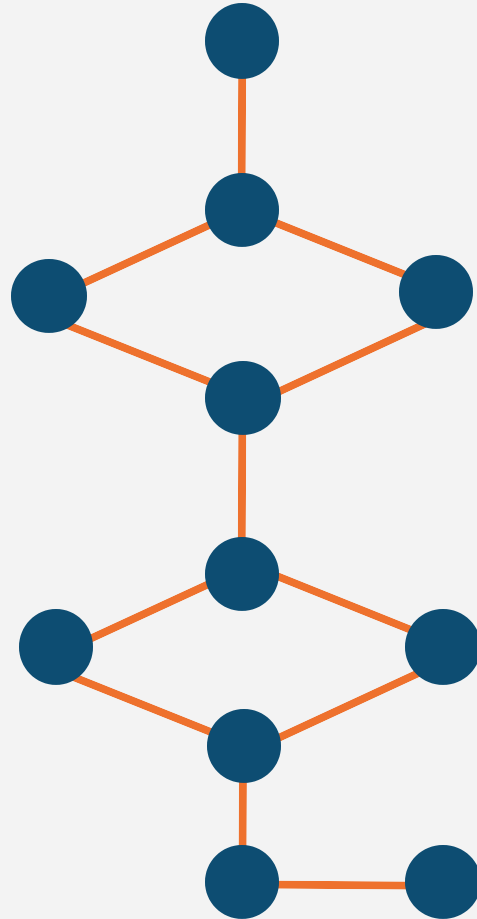
**Ana did not
deceive you**

You must expose Carlo.

**Carlo can't be
behind this**

Then who will be behind it?







You return to the office.

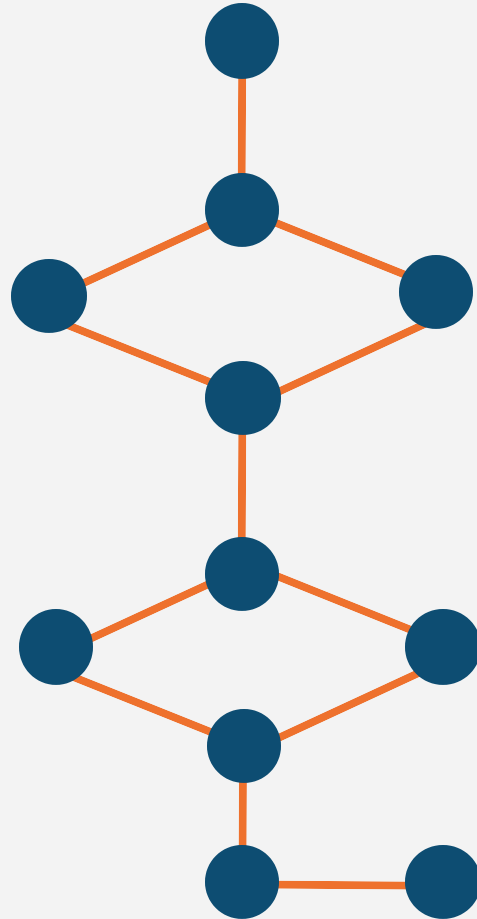
Your organisation is very committed to the 2030 Agenda and has been supporting the policies and programmes developed by the government for years.

Ana's information seemed very credible to you, but **Carlo is a good friend** and he would not betray you.

You suspect that **Ana is using you to spread false information** that discredits your organisation and creates confusion about the real motivations behind these sustainable policies.

Continue







**There may be a misinformation campaign.
But why should Ana involve you in such a serious case as this?**

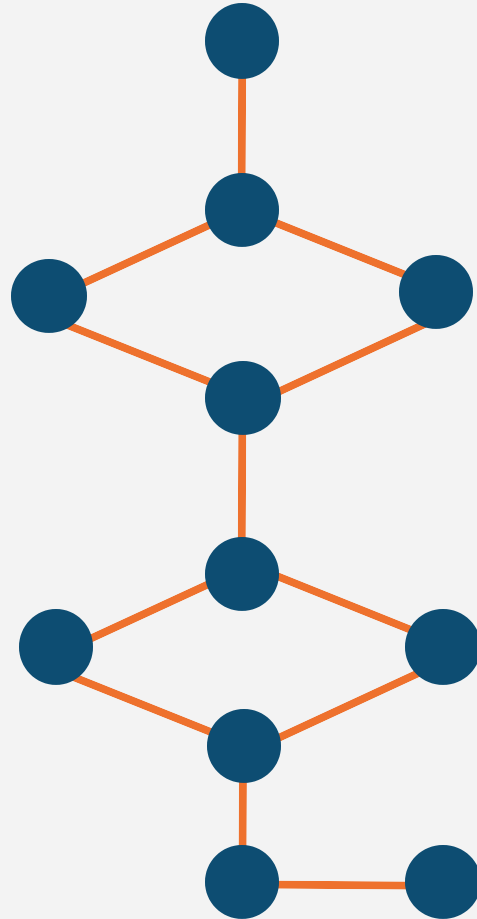
What are you going to do?

**Ana did not
deceive you**

You must expose Carlo.

**Carlo can't be
behind this**

Then who will be behind it?





You're trying to get a piece of the data, but you're not getting the whole picture. So you're trying to fit the messy, broken information into a neat package, that's what you're doing. It's a particularly nasty trick that's not against good, it's not politics, it's a quote from Francis Bacon that sounds familiar:

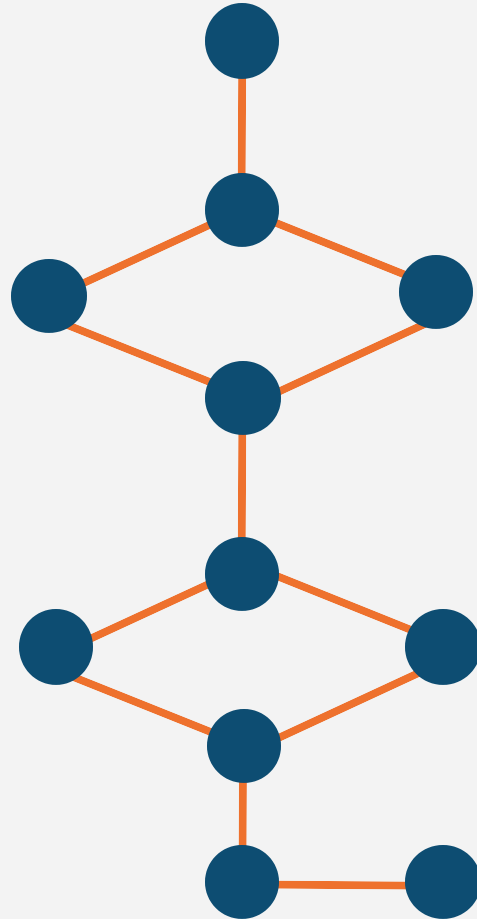
Truth is the daughter of time,
not of authority

You can't get out of your amazement



Continue





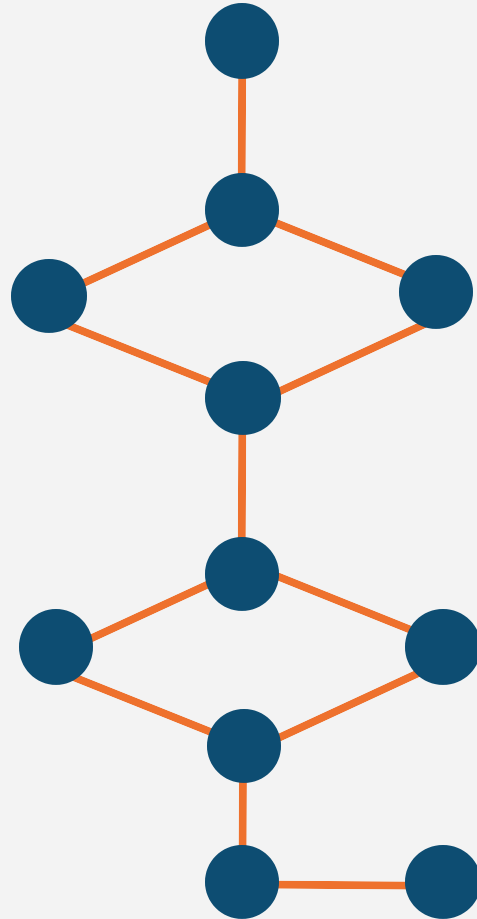


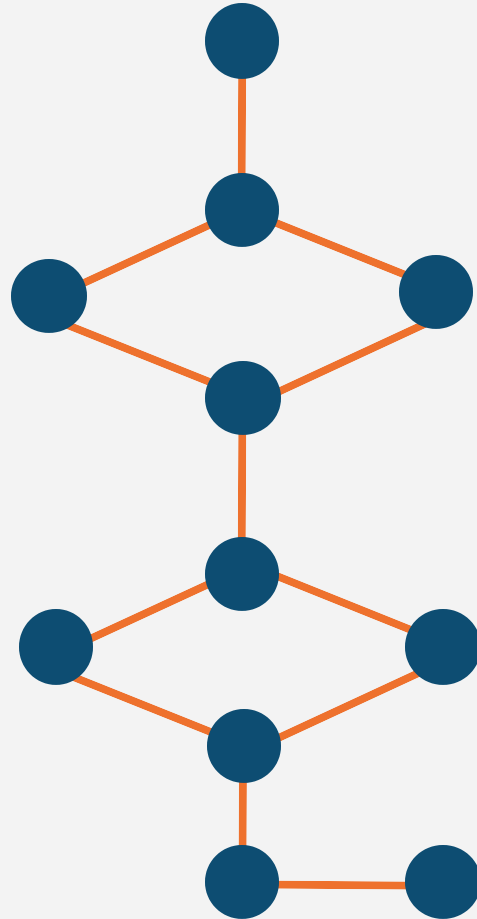
Everything indicates that Carlo has become radicalized and is an infiltrated agent to promote a campaign against the government's policies on sustainability.

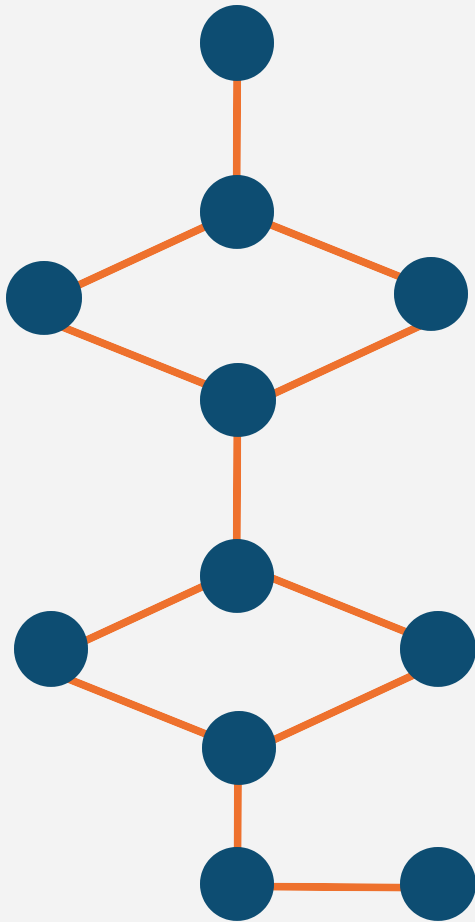


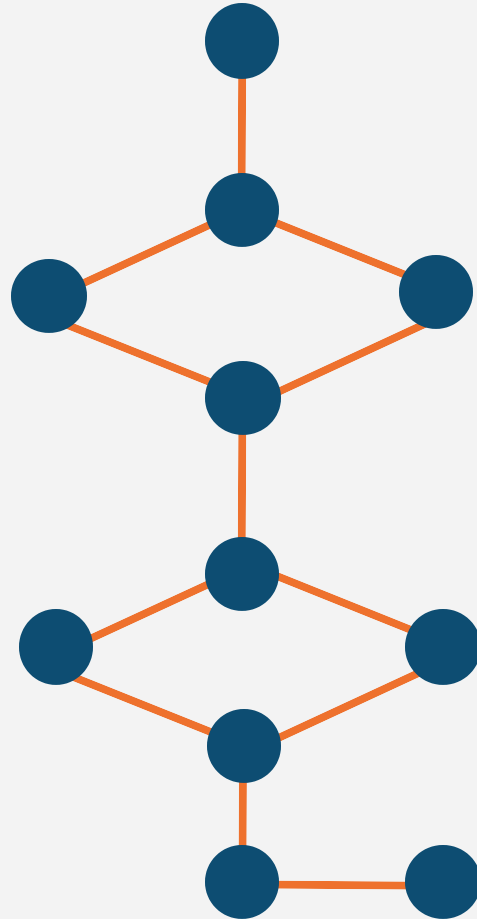
The time has come to unmask him

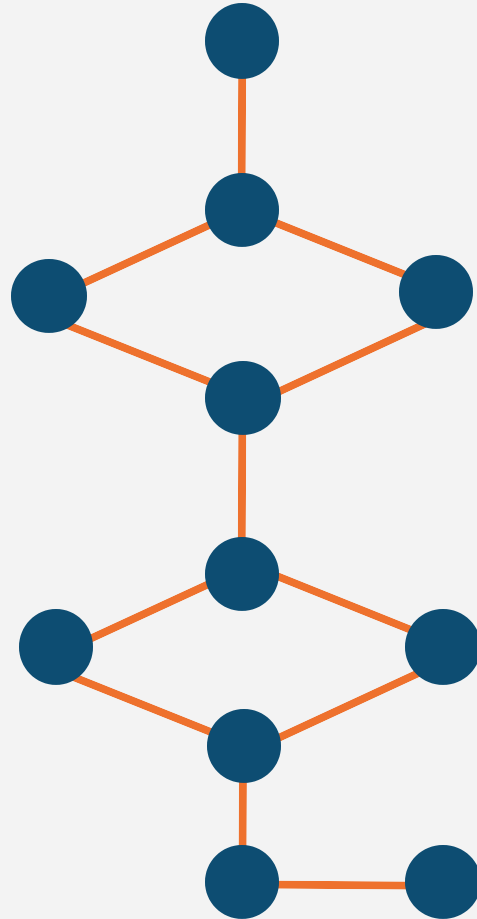
Write a report for your boss













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Almost finished, and the symbols of disinformation are still there, you have succeeded. You smile and leave feeling that you have completed your task.

You know why we published this? Tomorrow, the ramifications of the case.



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We are all part of the solution.



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