



Boosting Immunity to Disinformation: UKRAINIAN STUDENTS BETTER DETECT FALSE INFORMATION AFTER TEACHERS INTEGRATE MEDIA LITERACY INTO STANDARD SUBJECTS



Learn to Discern (L2D) in Schools



GOAL

Support the next generation of Ukrainian media consumers to navigate complex information spaces, detect false information, avoid being manipulated, and make informed decisions

L2D MODEL

- **Piloted in 50 schools** in Ukraine, reaching approximately 5,425 students in 8th and 9th grade
- **Integrated media and information literacy skills into existing curricula**, not a standalone course
- **Trained educators** on teaching media and information literacy components of revised curriculum

Five Subjects Selected for Media Literacy Integration

History of Ukraine World History

Manipulated narratives of historical events often used to color modern civic issues.

Channels for integration:

Work with historical sources and interpretations (films, blogs, web pages, scientific papers, articles, political image-making)

Ukrainian Language Ukrainian Literature

The core pillar of these subjects is work with texts of all styles.

Channels for integration:

Analysis of messages, narratives (media messages), language manipulations, work with facts/influence of text ideas

Art

Visual context has predominant role in modern consumption, including manipulation through emotions, “eyewitnesses,” video testimonies, music, etc.

Channels for integration:

Work with different visual content

Curriculum Rollout to Students

Beginning in Fall 2018, teachers started using L2D materials in regular instruction. IREX conducted a baseline survey before L2D was integrated into schools.



IREX conducted an endline survey to measure results of the pilot in December 2018.

Evaluation Questions

Did students who received the L2D-enhanced curricula have higher media literacy skills at the end of the semester compared to students in the control group?

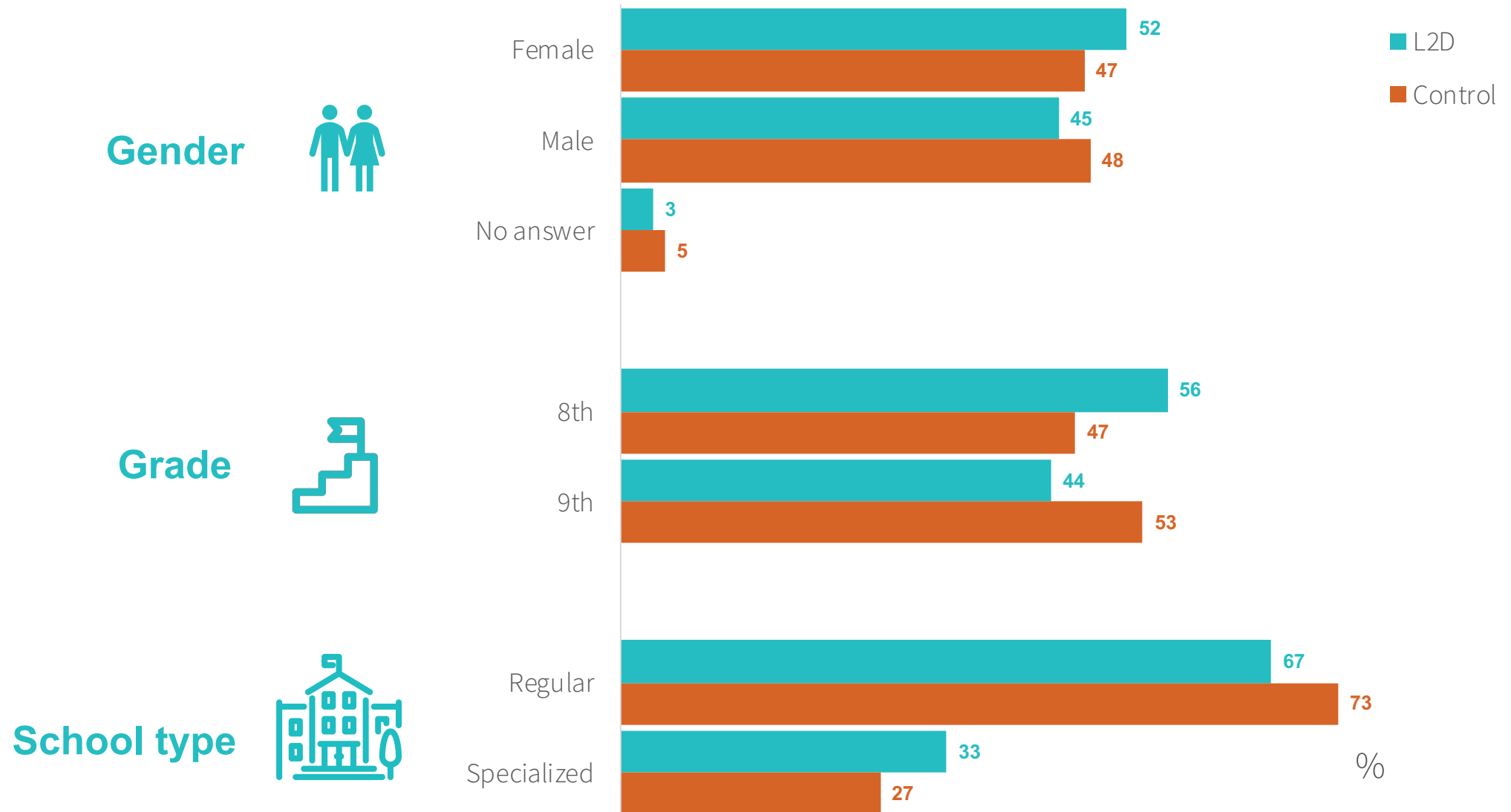
Did students who received the L2D-enhanced curricula report healthier media consumption habits and behavior at the end of the semester compared to students in the control group?

Were there any differences in media literacy skills between girls and boys?

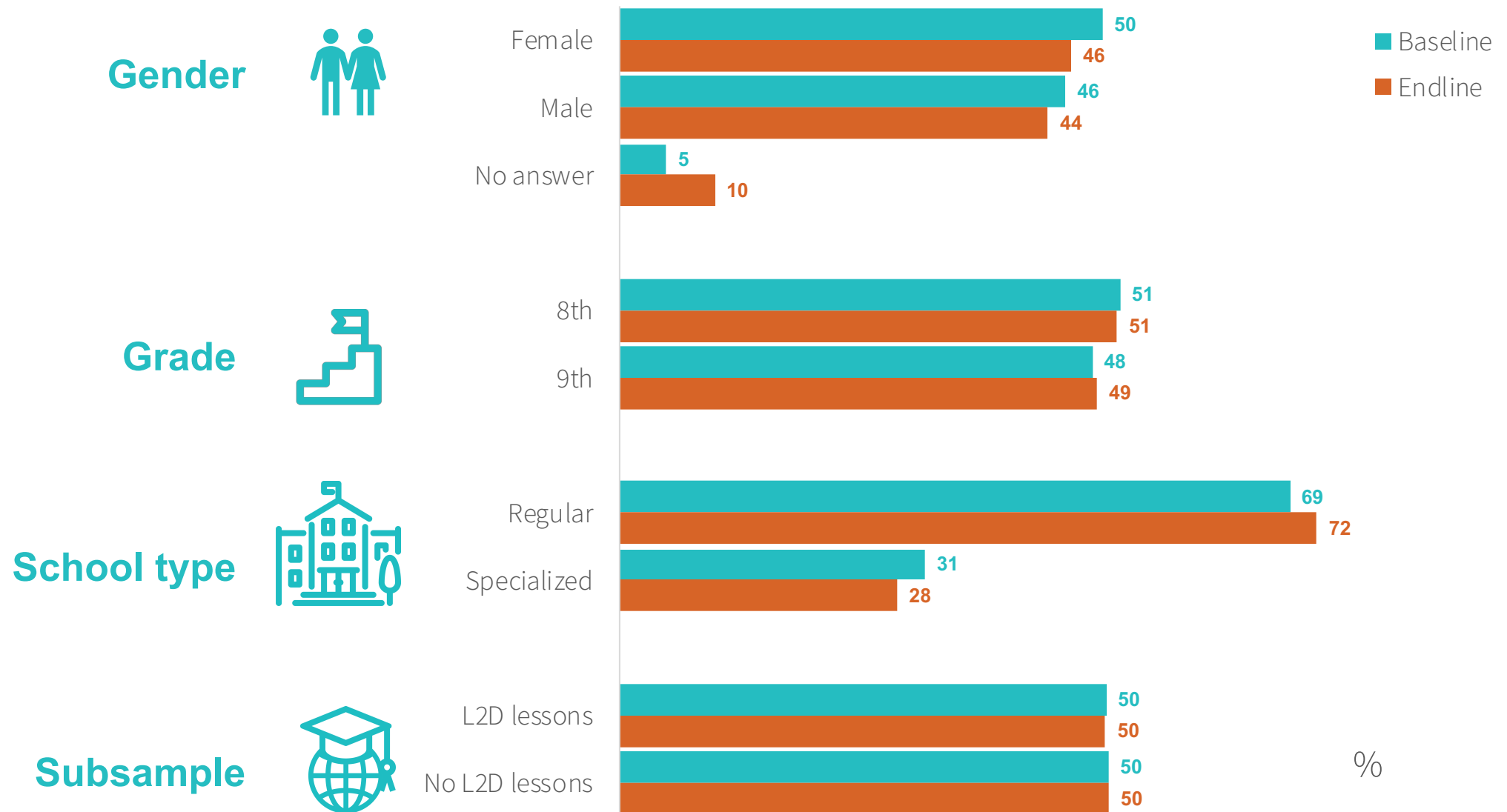
Evaluation Methodology

	Baseline survey	Endline survey
Data collection period	September 10-14, 2018	December 17-21, 2018
Sample size	4,003 (50% L2D, 50% control)	3,624 (50% L2D, 50% control)
Margin of error	1.5%	1.6%
Number of schools	17 L2D schools and 10 control schools (schools were randomly assigned by type of school within each city)	
Control group approach	<ul style="list-style-type: none">• L2D schools exposed to L2D lessons• Control schools not exposed to L2D lessons	





Comparable L2D-Control Survey Responses by Subgroup



Comparable Pre-Post Survey Responses by Subgroup



Highlights

-  Students who received L2D lessons performed better on all assessment tasks: identifying facts and opinions, false stories, hate speech, and demonstrated deeper knowledge of the news media sector.
-  L2D students reported healthier media consumption habits and behavior and viewed critical information consumption skills (CIC) as more useful in their lives.
-  Females performed better than males in most survey tasks, reported greater appreciation of critical information consumption skills, and reported better critical information consumption practices.
-  L2D students found courses that integrated critical information consumption lessons more interesting and memorable than the students who did not take courses integrated with L2D.

Part A: Testing knowledge & skills

1. Media analysis skill
2. News media knowledge
3. Ability to distinguish facts and opinions
4. Ability to identify hate speech
5. Ability to identify a fake story

Part B: Self-report

1. Information behavior and consumption practices
2. Sense of control over information consumption and behavior (Media Locus of Control)
3. Most remembered/interesting lesson in the semester

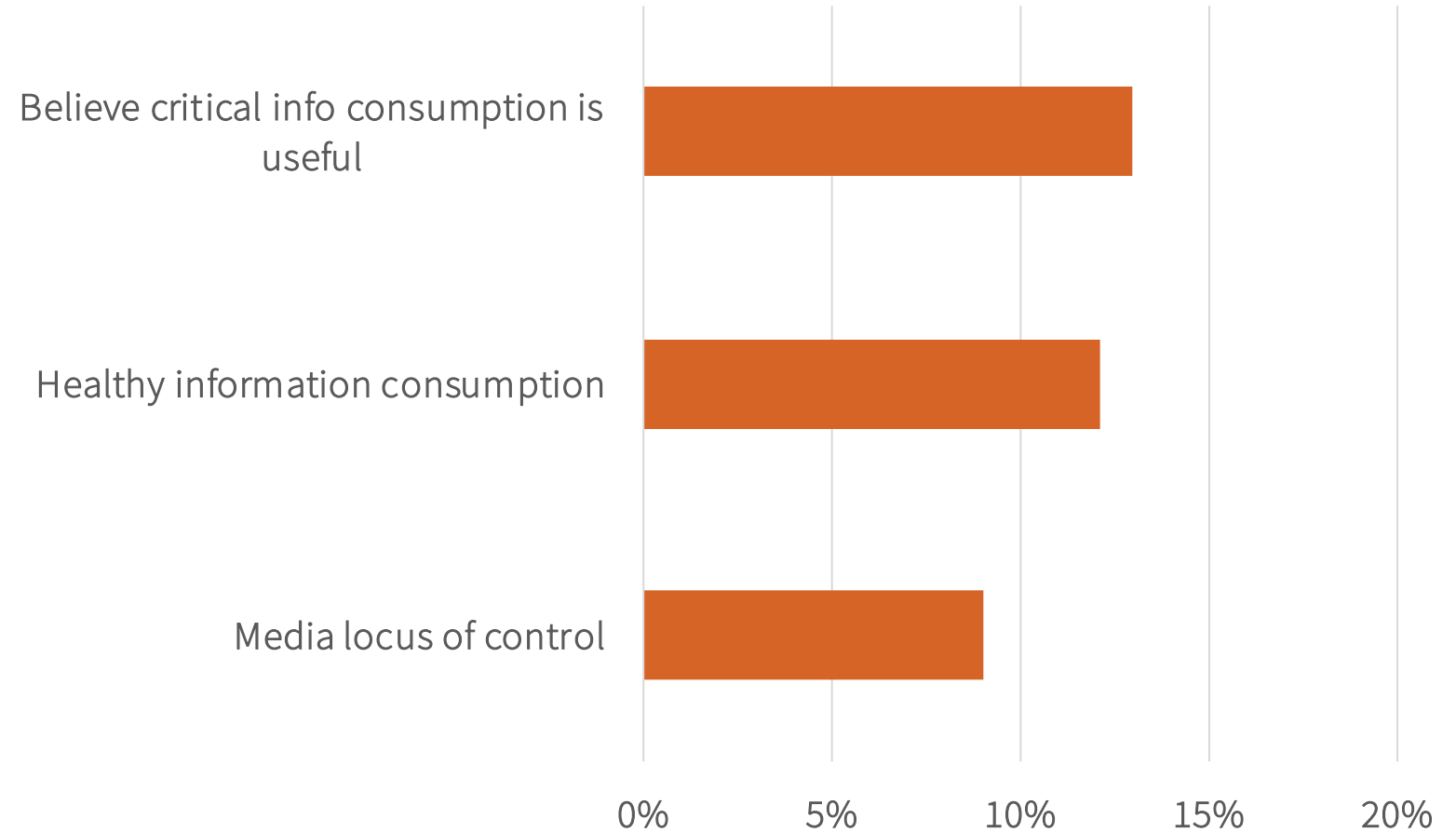
L2D Students Performed Better on Media Literacy Assessments

Students who received L2D lessons had statistically significant higher scores compared to students in the control group on all media analysis assessments



L2D Students Had Higher Rates of Healthy Information Behaviors

Students who received L2D lessons had statistically significant higher rates of healthy information behavior and a greater sense of control over their media consumption compared to the control group



Percent difference between L2D and control group students

Media Analysis Skill Assessment

Media Analysis measures ability to identify:

- Points of view
- Omitted information
- Intended audience
- The purpose of the story
- Facts vs. opinions
- How media messages are constructed

Students who received L2D-enhanced curricula outperformed control group students by

11%



Respondents analyzed a piece of disinformation about spinners written by the Academy of Ukrainian Press for this purpose.

News Media Knowledge Assessment (NMK)

NMK measures knowledge of:

- Ownership of major media outlets
- Editorial influence
- Difference between propaganda and valid information
- Censorship
- How to respond when exposed to potentially fake posts on social media

Students who received L2D-enhanced curricula outperformed control group students by

14%

Ability to Distinguish Facts vs. Opinions

Measures the ability to determine whether a statement is:

- Fact without source
- Fact with source
- Opinion

The quality of life in countries with voluntary voting is much higher than in countries that have compulsory voting system.	Fact without source
It is indisputable reality. Not being forced to vote is better for citizens' quality of life.	Opinion

Students who received L2D-enhanced curricula outperformed the control group by

16%

Ability to Identify a Fake Post

Please read the post. Is it an example of:

1. Objective reporting
2. Opinion
3. Hate speech
4. Censorship
5. **Fake story**
6. Other
7. I do not know

Students who received L2D-enhanced curricula outperformed the control group by

18%

Цього хлопця з сільської(!) школи на Кіровоградщині звали Антон Ципко. Він переміг на Всесвітній олімпіаді з інформатики в Тегерані (304 учасника з 84-х країн світу)! І про нього нічого не сказав ні один великий телеканал, ні одна велика газета! Підтримаємо його репостами!



Mykhaylo Mondych · 12 березень · 🌐

👍👎👏 12 тис. · 766 коментарів · 231 тис. поширень

👍 Подобається · 💬 Коментувати · ➦ Поширити

Переглянути попередні коментарі · 6 з 656

Natalia Polyanska Молодець
Подобається · Відповісти · 1 тис.

Марія Ковальчук СОНЕЧКО!
ХАЙ БОГ ОБЕРІГАЄ І ДОПОМАГАЄ У ВСЬОМУ!
ТИ ВЕЛИЧЕЗНИЙ МОЛОДЧИНА!... Побачити більше
Подобається · Відповісти · 1 тис.

Володимир Якимів
<https://life.pravda.com.ua/society/2018/03/19/229641/>

LIFE.PRAVDA.COM.UA

Напишіть коментар...

Ability to Identify Hate Speech

Please read the title and first sentence of the article. What element(s) does it contain:

1. Objective reporting
2. Opinion
- 3. Hate speech**
4. Censorship
5. Fake story
6. Other
7. I do not know

Students who received L2D-enhanced curricula outperformed the control group by

114%

Locus of Control (Sense of Control Over Media Consumption)

Level of agreement with statements about their own media consumption:

- If I am misinformed by the news media, it is my own behavior that determines how soon I will learn credible information.
- I am in control of the information I get from the news media.
- When I am misinformed by the news media, I am to blame.
- The main thing that affects my knowledge about the world is what I myself do.
- If I pay attention to different sources of news, I can avoid being misinformed.
- If I take the right actions, I can stay informed.

Students who received L2D-enhanced curricula were **9%** more likely to agree with these statements than the control group, indicating they felt a greater sense of control over information they consume.

Self-Reported Information Consumption

Level of agreement with statements about applying L2D skills:

- Identify vicious and harmful media content
- Ask questions when they consume information about current events
- Effectively use different tools to access the information, video, image or other data that they need
- Examine the structure and different elements of media messages that they consume
- Understand the consequences of sharing messages that contain disinformation or propaganda
- Protect themselves from hateful and harmful content
- Know how to differentiate between facts and opinions
- Question why information was created, shared and with what purpose

Students who received L2D-enhanced curricula were **12%**
more likely to agree with these statements than the control group

Additional results

- Students who received L2D enhanced curricula were 13% more likely to say they believe critical information consumption skills are useful in life, compared to control group students
- Students who received L2D lessons were more likely to name L2D-enhanced subjects as their most memorable and interesting classes
- Girls had bigger differences than boys between baseline and endline in the ability to separate fact from opinion, news media knowledge, and analysis skills

Evaluation Questions

Did students who received the L2D-enhanced curricula have better media literacy skills at the end of the semester compared to students in the control group?

Students receiving L2D lessons had statistically significant higher scores for media literacy skills than the control group students.

Did students who received the L2D-enhanced curricula report healthier media consumption habits and behavior at the end of the semester compared to students in the control group?

Students who received the L2D curricula had statistically significant healthier media consumption habits and behavior compared to the control group.

Were there any differences in media literacy skills between girls and boys?

Girls were better at separating fact from opinion, news media knowledge, and analysis skills at the end of the semester compared to the beginning.

Expansion of the L2D-S Pilot

IREX's Learn to Discern – Schools project is funded by the US Embassy in Ukraine and the British Embassy to Ukraine, and implemented in partnership with the Ministry of Education and Science of Ukraine, Academy of Ukrainian Press and StopFake. Pilot program, which this evaluation assessed, is now expanding to 650 schools across Ukraine. Learn to Discern is also being rolled out to address disinformation in other countries around the world, including Jordan, Serbia, Tunisia, and the United States.



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