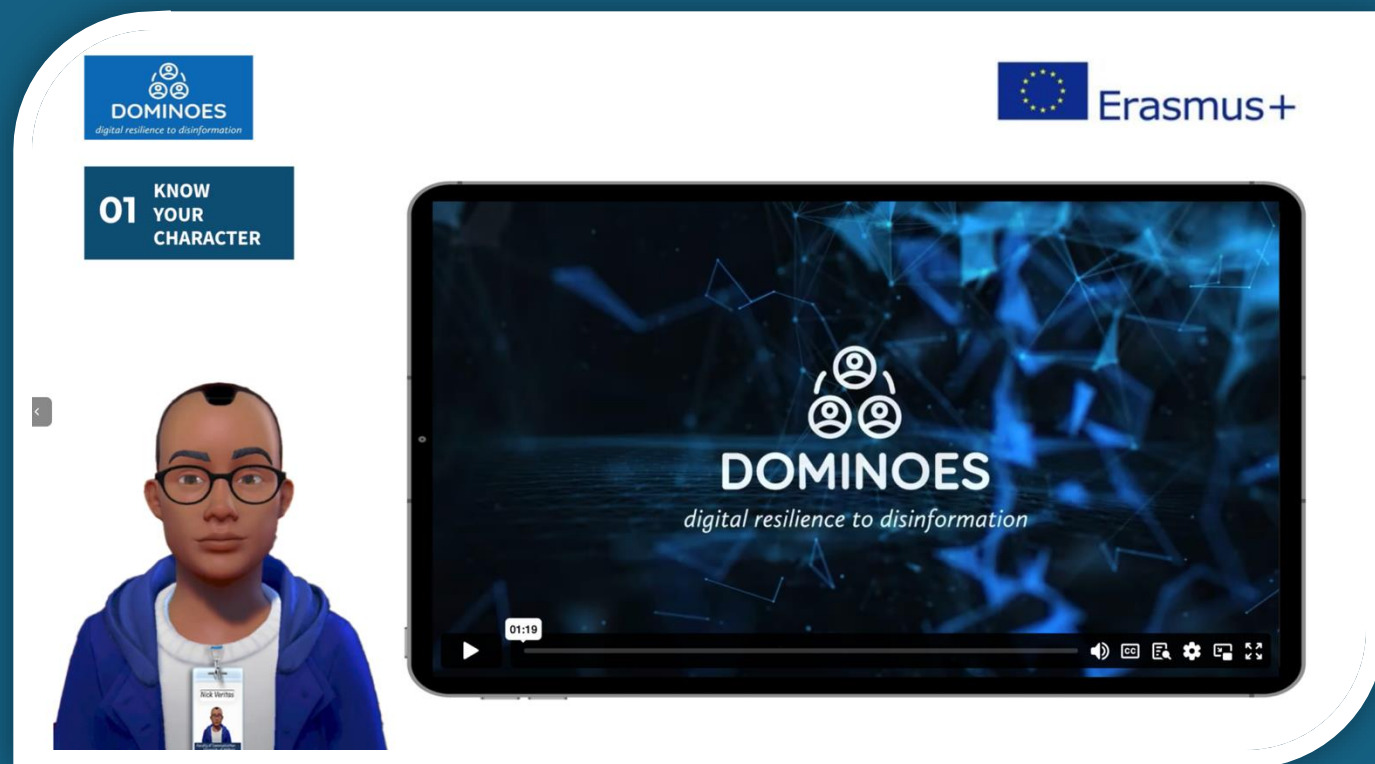


Alfabetización mediática para combatir la desinformación y el discurso de odio: Estrategias divulgativas del proyecto DOMINOES

Manuel Gértrudix Barrio, Rubén
Arcos Martín, Cristina Arribas Mato,
Alejandro Carbonell-Alcocer,
Alberto Sánchez Acedo, Nerea
Benítez Aranda



ciberimaginario.es/project/dominoes



¿Qué es DOMINOES?

Un proyecto Erasmus+ para abordar la transformación digital que está experimentando el ecosistema de los medios informativos.

Apoya el aumento de las capacidades digitales del sector de la educación superior y contribuye a la innovación en la educación superior.

Un proyecto en colaboración entre la Agencia de Inteligencia de Rumanía "Mihai Viteazul", la Universidad Rey Juan Carlos, la Universidad de Malta y el New Strategic Center de Rumanía.



¿Cuál es su finalidad?

Contribuir a reducir la polarización social mediante la formación para luchar contra las noticias falsas y la desinformación online

Con dos grupos objetivo: docentes e investigadores, y estudiantes de grado y posgrado universitarios.





¿Qué objetivos persigue?

Ayudar a docentes y estudiantes a:

- Obtener una **perspectiva integral** del entorno de información desde un punto de vista que se centra en la seguridad de los ciudadanos y del estado.
- Reconocer las **nuevas amenazas** asociadas al surgimiento de tecnologías emergentes y cambiantes.
- Mejorar la capacidad de reconocer este fenómeno y **evitar caer en la trampa de difundir desinformación** en línea.
- **Evaluar el impacto** de la propaganda y la desinformación en la sociedad y en los **procesos democráticos**.

¿Qué objetivos persigue?

Ayudar a docentes y estudiantes a:

- Comprender el **papel de las plataformas de redes sociales** en la lucha contra la difusión de la desinformación en línea.
- Mejorar la **capacidad de combatir la desinformación** ofreciendo orientaciones generales sobre la planificación, diseño e implementación de contranarrativas y narrativas positivas.
- Comprender, a través de escenarios simulados, que la lucha contra la desinformación **es una responsabilidad compartida de todos los ciudadanos** y requiere de una serie de decisiones que puedan favorecer o contener su propagación y su impacto en nuestros sistemas democráticos.



HANDBOOK on Identifying and Countering Disinformation

Research Team



Erasmus+



Digital cOMpetences INformatiOn EcoSystem

ID: 2021-1-RO01-KA220-HED-000031163



<https://www.dominoes.ciberimaginario.es/index.html>

Introduction

The Handbook on Identifying and Countering Disinformation is the product of DOMINOES ERASMUS+ funded project, developed and implemented in a consortium with partners from Spain, Malta and Romania. The main goal of the project is to develop the citizens' abilities to recognise, evaluate and react appropriately to disinformation spread in the online environment.

The research contained in this handbook focuses on six aspects.



1. Emerging trends in disinformation

The first chapter examines the current trends in the informational environment, the evolution of mainstream media and social media and how they influence the ways in which citizens gain access to information and the types of information they are exposed to. It also explores how narratives can be used in disinformation and propaganda campaigns, paying special attention to the rise in conspiracy theory dissemination. Another important issue that is investigated is the novel approach to employing intelligence in strategic communication as a means of setting the right frame of understanding for current societal evolutions.

[Read the chapter](#)



2. Aggravating factors for the dissemination of fake news

The second chapter focuses on aggravating factors for the dissemination of disinformation such as individual and group factors, the role of influencers and pseudo-analysts, societal factors and technological factors so as to better understand how they interact in order to facilitate the spread of disinformation and to set the scene for analysing the best approaches to countering or limiting its effects and effectiveness.

[Read the chapter](#)



3. Mitigating factors for the dissemination of fake news

The third chapter delves into the best known and most-widely employed methods to mitigate the dissemination of disinformation. Firstly, it examines the discursive, argumentative, narrative mechanisms that make disinformation attractive to audiences, and secondly, it explores the advantages and possible short-comings of critical thinking, media literacy, debunking, fact-checking and prebunking as the most extensively used and recommended means of countering disinformation.

[Read the chapter](#)



4. Legal framework for countering disinformation

The fourth chapter presents and evaluates the existing legal framework for countering disinformation and propaganda, focusing on how the legislation interacts with media freedom and the right to free speech, what role data protection can play in countering disinformation and providing case studies of how existing legislation is formulated in three countries: Spain, Malta and Romania.

[Read the chapter](#)



5. Tech-driven solutions

The fifth chapter presents an overview of technological solutions, both existing and emerging, that could be employed to counter disinformation. The chapter introduces the technological solutions for spotting, flagging and removing disinformation as well as serious games solutions which are designed to prepare and train citizens to recognise it and thus limit its negative impact. The last section of the chapter explores the limitations that technology has with respect to identifying disinformation attempts.

[Read the chapter](#)



6. Public policy analysis

The sixth chapter provides an analysis of public policies operating at the European level, as well as at a national level, in the three countries Spain, Malta and Romania, and explores their strong points as well as their limitations with respect to their potential effects on stopping the spread of disinformation. The chapter also provides a potentially innovative policy solution, by translating an approach so far employed in intelligence: the whole-of-society approach.

[Read the chapter](#)



All the chapters in the Handbook on Identifying and Countering Disinformation are linked to a series of digital competencies extracted from Digital Competence Framework for Citizens (2022).

The handbook represents a basis for the development of these competencies, by explaining what disinformation is, how it operates, what effects it produces, what measures can be taken against it, all the time providing clear examples, case studies, presenting lessons learnt and good practices, and also explicitly analysing what still needs to be done and what the main challenges in the fight against disinformation are. Thus, the handbook represents a first necessary step to developing societal resilience against this increasingly wide-spread phenomenon that attempts to shape, or better said, misshape, public discourse and debate, as well as democratic processes and societies.



<https://www.dominoes.ciberimaginario.es/index.html>



Project: DOMINOES Digital cOMpetences InformatiOn EcoSystem
 ID: 2021-1-RO01-KA220-HED-000031158

TABLE OF CONTENTS

1. Course information	3
1.1. Title	3
1.2. Course description	3
1.3. What you will learn	4
1.4. Requirements	4
Face-to-Face	4
Online	5
1.5. Course materials	5
2. Student Learning Outcomes	6
2.1. Skills	6
2.2. Objectives	6
2.3. How you will achieve these goals	7
3. Topic Outline	8
3.1. Workload of student	8
3.2. Structure of Syllabus	8
Section 1. The information environment from a security perspective: trends, threats, vulnerabilities, and future challenges	8
Section 2. Understanding the current challenge of disinformation and information manipulation: macroenvironmental and individual aggravating factors	10
Section 3. Mitigating the threat and building resilience to disinformation	12

DOI: 10.5281/zenodo.8111554
 1



<https://online.fliphtml5.com/hbzcr/ecjs/>

LTT 1 – PILOT SESSION

- URJC – Madrid
- 2-6 july 2023
- **Information about Pilot Session**



Actividades formativas presenciales

Durante el año 2023 se han desarrollado cuatro actividades formativas presenciales

Una primera **sesión piloto** con los expertos del proyecto, para evaluar el Syllabus y el desarrollo de los guiones de contenidos.

Y **tres ediciones presenciales** del curso para un total de 90 asistentes (docentes y estudiantes universitarios)

- 30 de España
- 30 de Malta
- 30 de Rumanía



<https://www.learn.ciberimaginario.es/course/view.php?id=18>



DOMINOES. Digital Resilience against Disinformation

Valora este artículo ☆☆☆☆☆ (0 votos)

Coming soon

Course description

The DOMINOES MOOC will enable you to strengthen your digital resilience to disinformation and improve some of the key competences defined in the Digital Competence Framework for Citizens. By the end of this online course, you will better understand what disinformation is in the current technological context, how it works, what its impact is and what measures can be taken to combat it.

Course itinerary

- 0. Welcome >
- 1. The information environment from a security perspective: trends, threats, vulnerabilities, and future challenges >
- 2. Understanding the current challenge of disinformation and information manipulation: macroenvironmental and individual aggravating factors >
- 3. Mitigating the threat and building resilience to disinformation >
- 4. Advanced analytic and responding toolkit >
- 5. Simulation exercises, serious and wargaming to combat disinformation >



Curso abierto y gratuito
Disponible, desde noviembre
de 2023, en la plataforma de
conocimiento abierto URJCx,
ofrece un **curso de 25**
horas de duración.

Recursos Educativos Abiertos (OER)

- Se han creado **70 Recursos Educativos Abiertos**
- Se ha desarrollado un espacio específico en Classroom Ciberimaginario en el que pueden consultarse todos los OER
- Cada OER dispone de una breve guía didáctica y del código de reutilización del recurso para poder integrarse en cualquier espacio de aprendizaje o sitio web de forma libre y gratuita
- Todos los contenidos están licenciados con CC Attribution 4.0 International

OER-0.1. Syllabus and teacher Guidebooks

In this object you can access all the instructional design documents for the DOMINOES (Digital Resilience against Disinformation) course, including the complete Syllabus and the teaching guides for each of the modules that make it up.

Useful for teachers who want to replicate the course or parts of it with their students.

Authors: Ivan, Cristina; Chiru, Irena; Buluc, Ruxandra; Radu, Aitana; Anghel, Alexandra; Stoian-Iordache, Valentin; Arcos, Rubén; Arribas, Cristina M.; Cuća, Ana; Ganatra, Kanchi; Gertrudix, Manuel; Modh, Ketan; Nastasiu, Cătălina.

Audiovisual and Multimedia production: Ciberimaginario Research Group (URJC)

License: CC Attribution 4.0 International

URL: <https://view.genial.ly/6542465e4dc44100116f4706> DOI: <https://doi.org/10.5281/zenodo.10962048>

DOMINOES OER

Digital cOMpetences iNformatiOn EcoSystem

Open Educational Resources

In this educational space, you have free access to more than 70 Open Educational Resources created within the Erasmus+ DOMINOES project (DOMINOES - 2021-1-RO01-KA220-HED-000031167) to improve students' and teachers' media and information literacy, with the aim of strengthening their resilience to the current disinformation ecosystem.

HANDBOOK

DOMINOES Project

Course Content

Course start date: 29/10/23 Category: Media Literacy

REPOSITORY OF OPEN EDUCATIONAL RESOURCES (OER)

DOMINOES project addresses the digital transformation the ecosystem of news media is undergoing. It supports increasing the digital capabilities of the higher education sector and contributes to innovation in higher education and vocational training.

The project's overall objective is to reduce societal polarization by combating fake news and online disinformation in two target groups: university professors employed by the partner universities/civil society trainers and M.A. students in the three partner universities.

In this educational space, you have free access to more than 70 Open Educational Resources created within the Erasmus+ DOMINOES project (DOMINOES - 2021-1-RO01-KA220-HED-000031167) to improve students' and teachers' media and information literacy, to strengthen their resilience to the current disinformation ecosystem.

The OER was developed in collaboration between: "Mihai Viteazul" National Intelligence Academy (MVNIA) - Romania, Ciberimaginario Research Group of the University Rey Juan Carlos - Spain, L-Università ta' Malta, and New Strategic Centre - Romania.

OER-0.1. Syllabus and teacher Guidebooks

In this object you can access all the instructional design documents for the DOMINOES (Digital Resilience against Disinformation) course, including the complete Syllabus and the teaching guides for each of the modules that make it up.

Useful for teachers who want to replicate the course or parts of it with their students.

Handbook



<https://www.learn.ciberimaginario.es/course/view.php?id=18>

CONTENT SYNDICATION AND DISSEMINATION

To improve the knowledge of educational content elaborated during the project and boost the impact of their results, the consortium has shared in several educational platforms this information.

You can find it on the next platforms:



EPALE RESOURCE CENTER

- HANDBOOK on Identifying and Countering Disinformation
- MOOC Digital Resilience Against Disinformation (DOMINOES)
- OER DOMINOES Platform
- Learn to combat and improve your resilience against misinformation



ZENODO OPEN-ACCESS REPOSITORY

- Community DOMINOES Project
- MOOC Digital Resilience Against Disinformation (DOMINOES)
- OER Platform DOMINOES Digital Resilience to Disinformation
- Syllabus and Teacher Guidebooks
- HANDBOOK on Identifying and Countering Disinformation



DIGITAL SKILLS & JOBS PLATFORM DIGITAL SKILLS AND JOBS COALITION

- MOOC Digital Resilience Against Disinformation (DOMINOES)
- OER Platform DOMINOES Digital Resilience to Disinformation
- HANDBOOK on Identifying and Countering Disinformation

Lecciones aprendidas



1. Impulsar la **formación de facilitadores locales** que puedan adaptar los contenidos a contextos específicos, aumentando la relevancia cultural de los recursos
2. **Adaptar las simulaciones y recursos** a plataformas de amplio alcance, como redes sociales o aplicaciones móviles, facilitando su accesibilidad para un público joven.
3. Promover **comunidades de aprendizaje colaborativas** en la que los estudiantes puedan compartir sus experiencias de aprendizaje mediático.

Preguntas?

Muchas gracias



ciberimaginario.es/project/dominoes