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# BE SMART ON SOCIAL MEDIA: DIGITAL SKILLS FOR CRITICAL MINDS

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# THE GOALS OF THIS PROJECT

The Erasmus+ Cooperation Project is dedicated to gathering exemplary practices and developing engaging and innovative activities tailored for youth workers. This E-Handbook is a valuable resource, emphasizing digital literacy and the critical analysis of media and social media content.

## ■ The goals of this project are to:

- Equip youth workers and young individuals with systematic digital and media literacy skills, fostering critical thinking.
- Provide comprehensive training materials within the E-Handbook to nurture competencies for media content analysis.
- Investigate the phenomenon of disinformation, including the deconstruction of fake news and the understanding of authentic information.
- Advance non-formal education and strengthen collaboration in the realm of youth work with EU Programme countries in a systematic manner.



# MEDIA LITERACY: AN ESSENTIAL SKILL

**According to the Media literacy expert group, created by the European Commission:**

“Media literacy is an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it. It refers to all kinds of media, through all kinds of channels (traditional, internet, social media) and to all ages. Media literacy means different things for different countries and stakeholders. It is also a dynamic concept that evolves at the same time as technology and society.

However, a key stone in all possible definitions of media literacy is the development of critical thinking by the user.”

(Source: (E02541), CNECT- DG Communications Networks, Content and Technology).

## **BEING SMART ON SOCIAL MEDIA**

Being smart on social media requires intelligence, a critical eye, responsibility, and awareness. It means understanding the impact of your online actions (or those of young people), being mindful of your digital footprint, and practicing good online etiquette. This includes promoting positive interactions, safeguarding personal information, and questioning the information you encounter to avoid misinformation or scams. Smart social media users also balance their online presence with their offline life, using their platforms for personal and professional growth rather than negativity.

## **DIGITAL LITERACY AND CRITICAL THINKING**

Digital literacy is the ability to use digital technology and tools effectively, including understanding how to navigate and interact with digital devices, software, and online platforms. This involves skills related to internet usage, basic coding, and the responsible use of digital resources. Critical thinking, on the other hand, involves evaluating information, distinguishing credible sources from unreliable ones, questioning the validity of online content, and identifying and mitigating the impact of misinformation and fake news.

# MEDIA LITERACY: AN ESSENTIAL SKILL

In this project, we recognize that digital literacy and critical thinking are the foundations of our mission. Combining these competencies is not only essential in today's information-driven world but also empowers individuals to make well-informed, thoughtful, and responsible decisions online. These competencies form the core of our project's objectives, playing an instrumental role in our pursuit of enhancing the quality of youth work, countering misinformation and disinformation, and guiding young people toward responsible digital behavior.

# THE DEVELOPMENT OF THE E-HAND- BOOK

Our partners from Lithuania, Estonia, Finland, France, and Italy collaborated to create this E-Handbook, focused on supporting youth workers. By improving youth workers' competencies, particularly in handling misinformation and disinformation, we aim to enhance youth organizations' capabilities, ultimately elevating the quality of youth work.

The development process involved collecting and creating materials, along with rigorous testing, incorporating valuable feedback from young participants. By curating the E-Handbook, we encourage partner organizations to integrate this E-Handbook into their daily work, equipping frontline workers to organize workshops on critical thinking and media literacy. This E-Handbook not only offers a comprehensive perspective on critical thinking and media literacy but also equips youth workers with essential digital skills for effective media content analysis and knowledge transfer.

# DESCRIPTION OF THE ACTIVITIES

Discover a variety of engaging activities that boost critical thinking, media literacy, and online skills, equipping participants to confidently navigate the digital world in a smart way.

## 1. Infinity of Communication

This involves engaging in interactive discussions, case study analysis, and trusted references to foster essential critical thinking skills.

## 2. Media and Imagination Activity

Focused on the infinity of communication, this activity delves into how individual experiences shape our understanding of communication, with a strong emphasis on nurturing critical thinking and honing the ability to filter information effectively in the realm of social media.

## 3. Critical Quest Activity

This activity aims to develop participants' critical thinking, cooperation, and creativity. It offers challenges, puzzles, and mysteries that require participants to train their critical thinking skills, analyze complex situations, and make well-informed decisions.

## 4. Media Investigator

This activity aims to cultivate critical thinking, teamwork, and creative problem-solving. Participants will tackle a variety of challenges, puzzles, and mysteries, honing their critical thinking skills, analyzing complex scenarios, and making informed decisions along the way.

## **5. Cybersecurity Simulation**

Grounded in experiential learning, this activity empowers participants to make informed decisions about on-line security.

## **6. Media Literacy Scavenger Hunt**

This activity enhances media literacy by analyzing various sources and sharpening skills to identify biases, misinformation, and persuasive techniques in a team.

## **7. ThinkQuest: Navigating the Realm of Critical Thinking**

This activity integrates interactive discussions, case study analysis, and reputable references for a holistic approach to developing critical thinking skills.

## **8. Identifying Fallacies Activity**

This activity explores persuasive techniques through non-formal logic, enabling students to decode daily messages. It introduces diverse logical fallacies, enabling participants to recognize and analyze biased media content.

## **9. Recognizing Appeals to Emotion**

This activity explores post-truth phenomena, where appeals to emotion and personal belief have more influence in shaping public opinion than objective facts. Students engage with various emotional appeals and learn about persuasive luring techniques.

## **10. Critical Evaluation of Web Contents**

The goal of this activity is to help students evaluate website content for reliability. They learn to verify information accuracy and compare various information sources.

## **11. ChatGPT**

An interactive task for enhancing critical media literacy, allowing participants to practice evaluating and interpreting responses from ChatGPT, with the aim of developing critical thinking and the skill to discern reliable information from unreliable sources.

## **12. Netiquette**

This activity provides students with rules of netiquette to ensure smooth virtual communication.

## **13. Social Media Giants**

Students explore the major social media giants and gain insights into why these platforms collect and store a wealth of user data. The activity provides examples of the specific types of data gathered, highlighting variations between platforms.

## **14. Project video**

The project videos provide valuable resources for teaching media literacy, empowering individuals to critically and smartly analyse social media. By understanding media bias and fallacies, individuals can discern underlying agendas in media coverage and develop a more nuanced view of current events.



# INFINITY OF COMMUNICATION

## THE OBJECTIVES

Raise awareness through practical activity of the subjective interpretation of verbal communication.

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## COMPETENCIES LEARNED (KNOWLEDGE, SKILLS, ATTITUDE, BEHAVIOURS)

Infinity of communication: communication passes through the experiences and lenses of each person. Everyone sees the concept of a word in relation to their own experience both as individual and in the society (according to the age, gender, etc.) Develop critical thinking. Learn how to filter information in social media.

## TIME

Approx 1 hour

## SETTING

Room, not too big

## MATERIALS

Papers and markers

## DESCRIPTION OF THE ACTIVITY

PART A: The participants must close their eyes and the trainer says a word. The participants are then asked to open their eyes and draw what they have imagined while hearing that word. They will realize that everyone will have imagined something different. For example with the word “present” someone will draw a box, someone else a christmas present under a christmas tree and another a present ribbon or an air ticket.

Discussion: talk about why everyone has done a different drawing.

# INFINITY OF COMMUNICATION

## **PEDAGOGICAL RECCOMANDATIONS**

Thank participants for their active participation and engagement.  
Collect feedback on the activity, including what participants found valuable and any suggestions for improvement.

## **REFLECTIONS AND VALIDATIONS METHODS**

The reflection will be focused on the interpretation of the “infinite” in the communication. Each of us perceive things in his own mind in function of his life experiences and its role in the society.

## **REFERENCES/ BIBLIOGRAFY**

STEPHEN R. COVEI “7 roles to be successful”



# MEDIA AND IMAGINATION

## THE OBJECTIVES

Develop critical thinking. Learn how to filter information in social media.

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## COMPETENCIES LEARNED (KNOWLEDGE, SKILLS, ATTITUDE, BEHAVIOURS)

Infinity of communication: communication passes through the experiences and lenses of each person. Everyone sees the concept of a word in relation to their own experience both as individual and in the society (according to the age, gender, etc.) Develop critical thinking. Learn how to filter information in social media.

## TIME

Approx 1 hour

## SETTING

Room, not too big

## MATERIALS

Papers with sentences and pens.

Example of sentences:

1. Drink a juice in the morning and you will became more beautiful.
2. Use the solid shampoo and you will become irresistible.
3. Subscribe to the newsletter and you will receive a beautiful present.
4. Travelling with us is the best experience you can imagine.
5. Keep safe fly with us.
6. Your body is a temple.

# MEDIA AND IMAGINATION

## **MATERIALS**

7. If you wear this perfume everyone you want will fall for you.
8. Since I started using this cream my skin became fantastic.
9. If you want to be happy you should sing a song every day.
10. Everyone can lose weight eating an apple a day.

## **DESCRIPTION OF THE ACTIVITY**

The participants will receive a paper with some sentences/slogan taken from social media and advertisements (See Annex I). They have to underline the words that they consider interpretable in different ways.

Discussion: which audiences/experiences/emotions they are targeting to convince you about something?

## **PEDAGOGICAL RECCOMANDATIONS**

Thank participants for their active participation and engagement. Collect feedback on the activity, including what participants found valuable and any suggestions for improvement.

## **REFLECTIONS AND VALIDATIONS METHODS**

The reflection will be focused on how audiences/experiences/emotions can be used, by who, to convince you about something.

## **REFERENCES/ BIBLIOGRAFY**

STEPHEN R. COVEI “7 roles to be successful”

# THE CRITICAL QUEST

## THE OBJECTIVES

The aim is to develop participants' critical thinking, capacity of cooperate and creativity. Participants will have the chance to solve challenges puzzles and mysteries and to do so they will need to train their critical thinking skills, analyze complex situations and make well-informed decisions.

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## COMPETENCIES LEARNED (KNOWLEDGE, SKILLS, ATTITUDE, BEHAVIOURS)

- Developing critical thinking skills and being able to apply them in real situation
- Learning how to collaborate with others to solve problems
- Learning how tackle challenges with creativity

## TIME

Approx 2 hours

## SETTING

Room, not too big

## MATERIALS

Rules of the game:

1. Divide the participants into teams of 4-6 people.
2. Decide who will be the storyteller who will lead the teams
3. Each team will have access to a map, a puzzle journal and a set of clues.

# THE CRITICAL QUEST

## MATERIALS

- Starting scenario: The storyteller presents the context of the adventure. The teams find themselves inside an ancient castle full of treasures. Their teams needs to reach the Room of Wisdom, where the supreme wisdom is found, but to do so, they will have to solve a series of mysterious challenges.
- Puzzles and Challenges: The storyteller will present various complex situations in the form of puzzles, riddles, or dilemmas. The teams will have to carefully analyze the clues provided and discuss possible solutions using critical thinking.
- Example riddle: “You have found a room with three doors. Above each door, there is an inscribed sentence: ‘Only one door will lead you forward, a critical mind is what is needed, but only one word about each door is true. ‘ The words are: ‘Truth’, ‘Liar’ and ‘Random’. Which door should you choose and why?”
- Teams discuss and reach a group decision based on evidence, strong argument, and critical reasoning. The leader will evaluate the responses and provide feedbacks.
- Advancement and Rewards: Teams progress through the castle by successfully solving puzzles. They will receive rewards such as magical items or additional clues to help them in subsequent challenges.

# THE CRITICAL QUEST

## **MATERIALS**

- The team that reaches the Room of Wisdom will have a final challenge in which they will apply all critical thinking skills learned during the adventure. The correct solution will open the Chamber and reveal the supreme wisdom.

## **PEDAGOGICAL RECCOMANDATIONS**

Thank participants for their active participation and engagement. Collect feedback on the activity, including what participants found valuable and any suggestions for improvement.

## **REFLECTIONS AND VALIDATIONS METHODS**

Take a moment to reflect on the activity and share the feelings the participants experienced during the workshop.

## **REFERENCES/ BIBLIOGRAFY**

Consortium of Media Literacy, MediaLit Moments, 2018, retrived from: [https://www.consortiumformedia literacy.org/index.php?option=com\\_content&view=category&layout=blog&id=12&Itemid=24](https://www.consortiumformedia literacy.org/index.php?option=com_content&view=category&layout=blog&id=12&Itemid=24)

# MEDIA INVESTIGATOR

## THE OBJECTIVES

“Media Investigator” is a non formal education activity designed to educate to critical thinking and media awareness. In this group activity, participants will work together to analyze and evaluate various media content, identify biases, and distinguish between trustable and untrustable sources. The goal is to empower them to become discerning consumers of information in a world of media.

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## COMPETENCIES LEARNED (KNOWLEDGE, SKILLS, ATTITUDE, BEHAVIOURS)

Developing critical thinking skills to assess the credibility of media sources.  
Increasing awareness of media bias and potential manipulation techniques.  
Empowering participants to make well-informed media choices.  
Enhancing the ability to spot misinformation and fake news.

## TIME

Approx 1.5 to 2 hours

## SETTING

Room



# MEDIA INVESTIGATOR

## MATERIALS

- Some media examples (articles, images, videos, social media posts, etc.).
- A projector or screen to display media examples (optional).
- Flipchart paper and markers.
- Media evaluation criteria handouts (created beforehand).

## DESCRIPTION OF THE ACTIVITY

1. Present a selection of media examples to the participants. These examples should represent different genres and sources, including both credible and unreliable ones. If possible, use real-world examples relevant to current events or topics of interest to the participants. Display the media examples on a screen or provide physical copies for the participants to examine.
2. Divide the participants into smaller groups (3-5 members per group).
  - Provide each group with a specific media example to analyze and evaluate using the media evaluation criteria handouts; instruct the groups to critically discuss and identify potential biases, credibility, and accuracy of the content.

# MEDIA INVESTIGATOR

## DESCRIPTION OF THE ACTIVITY

3. Ask each group to present their findings and analysis to the rest of the participants.

- Encourage questions and discussions during and after each presentation to promote critical thinking and media awareness.

4. Facilitate a group discussion on the challenges and insights gained from the media analysis activity. Emphasize the importance of verifying information from multiple sources before drawing conclusions.

Discuss strategies for staying media-aware and responsible consumers of information.

Explain the importance

of critical thinking and media awareness in today's digital age; discuss the prevalence of misinformation and the impact it can have on individuals and society; set the ground rules for respectful discussions and encourage an open-minded approach.

5. Conclusion: summarize the key takeaways from the activity.

Provide additional resources or tips for further developing media literacy and critical thinking skills.

## PEDAGOGICAL RECCOMANDATIONS

Thank participants for their active participation and engagement.  
Collect feedback on the activity, including what participants

# MEDIA INVESTIGATOR

## **PEDAGOGICAL RECCOMANDATIONS**

found valuable and any suggestions for improvement.

## **REFLECTIONS AND VALIDATIONS METHODS**

Take a moment to reflect on the activity and share the feelings the participants experienced during the workshop.

## **REFERENCES/ BIBLIOGRAFY**

Consortium of Media Literacy, MediaLit Moments, 2018, retrived from: [https://www.consortiumformedialiteracy.org/index.php?option=com\\_content&view=category&layout=blog&id=12&Itemid=24](https://www.consortiumformedialiteracy.org/index.php?option=com_content&view=category&layout=blog&id=12&Itemid=24)



# CYBERSECURITY SIMULATION

## THE OBJECTIVES

The objective of this activity is to enhance participants' understanding of cyber threats, vulnerabilities, and best practices through an engaging simulation.

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## COMPETENCIES LEARNED (KNOWLEDGE, SKILLS, ATTITUDE, BEHAVIOURS)

This non-formal education is based on established principles of experiential learning and interactive engagement. The scenario-based approach aims to simulate real-world cyber incidents and encourages participants to collaborate, problem-solve, and reflect on their experiences. The activity is intended to provide an engaging and memorable learning experience that empowers participants to make informed decisions regarding their online security.

## TIME

Approx 90 min

## SETTING

Room

# CYBERSECURITY SIMULATION

## MATERIALS

- Laptops or tablets for participants (if available)
- Projector and screen
- Whiteboard and markers
- Printed scenarios and role cards
- Sticky notes and markers

## DESCRIPTION OF THE ACTIVITY

### **10 minutes:**

Welcome participants and introduce the purpose of the activity: to explore cybersecurity concepts through a simulated scenario. Explain that participants will assume different roles and collaborate to respond to a cyber incident.

### **15 minutes:**

Present a fictional scenario (e.g., a small business targeted by a phishing attack or a social media account compromised). Briefly describe the characters and roles participants will assume during the simulation (e.g., IT manager, employee, customer) and distribute printed role cards to participants, assigning them specific roles within the scenario. Each participant should read their role and understand their responsibilities.

### **40 minutes:**

Divide participants into small groups, with each group consisting of different role holders. Instruct each group to work together to respond to the scenario by discussing and deciding on appropriate actions.

# CYBERSECURITY SIMULATION

## DESCRIPTION OF THE ACTIVITY

Encourage participants to consider the potential consequences of their decisions.

### **20 minutes:**

Have each group present their decisions and actions to the larger group.

Facilitate a discussion about the different approaches taken and their outcomes.

Discuss the importance of communication, collaboration, and quick decision-making in responding to cyber incidents.

### **Cybersecurity Reflection - 15 minutes:**

Ask participants to reflect on what they learned from the simulation.

Use a whiteboard or large paper to list key takeaways and insights from the activity.

### **Wrap-Up and Feedback (10 minutes)**

## PEDAGOGICAL RECCOMANDATIONS

Thank participants for their active participation and engagement.

Collect feedback on the simulation, including what participants found valuable and any suggestions for improvement.

## REFLECTIONS AND VALIDATIONS METHODS

Take a moment to reflect on the activity and share the feelings the participants experienced during the workshop.

# CYBERSECURITY SIMULATION

## REFERENCES/ BIBLIOGRAFY

Cyber Security Education: Principles and Policies, Greg Austin,  
Routledge, Jul 30, 2020



# MEDIA LITERACY SCAVENGER HUNT

## THE OBJECTIVES

The objective of this activity is to enhance participants' media literacy skills by critically analyzing and deconstructing various media sources. Participants will work in teams to find and evaluate different types of media content, identifying potential biases, misinformation, and persuasive techniques.

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## COMPETENCIES LEARNED (KNOWLEDGE, SKILLS, ATTITUDE, BEHAVIOURS)

Critical thinking, media literacy, learning how to identify potential biases, misinformation and persuasive techniques

## TIME

Approx 90 min

## SETTING

Room

## MATERIALS

- Devices with internet access (smartphones, tablets, laptops)
- Printed or digital copies of the Media Literacy Scavenger Hunt
- Worksheet (See below)
- Pens or pencils



# MEDIA LITERACY SCAVENGER HUNT

## DESCRIPTION OF THE ACTIVITY

Begin by explaining the importance of media literacy in today's information-saturated world. Discuss the prevalence of misinformation, biases, and persuasive techniques used in media. Briefly introduce the concept of the scavenger hunt and its goals.

Divide participants into small teams of 3-5 members. Encourage diversity within teams to foster different perspectives. Provide each team with a Media Literacy Scavenger Hunt Worksheet. Explain that teams will search for and analyze various media content based on the prompts in the worksheet. Set a time limit for the activity (30-40 minutes, depending on the complexity of the content).

Gather all participants and facilitate a group discussion on their findings and experiences. Encourage teams to share their insights, challenges, and discoveries while evaluating the media content. Discuss specific examples of biases, misinformation, and persuasive techniques that were identified.

Ask participants to reflect individually on what they've learned from the activity.

Discuss key takeaways and strategies for being more media literate

# MEDIA LITERACY SCAVENGER HUNT

## DESCRIPTION OF THE ACTIVITY

in their everyday lives.

Thank the participants for their engagement and encourage them to continue practicing media literacy skills. Provide additional resources (websites, books, online courses) for further learning about media literacy.

### **Media Literacy Scavenger Hunt Worksheet:**

Note: Customize the prompts based on current media trends and available resources.

Find a News Article:

- Identify the source of the news article.
- Is the source known for its credibility? Why or why not?
- Analyze the language used: Is it neutral or biased? Look for loaded words.

Social Media Post:

- Find a social media post (e.g., tweet, Facebook post).
- Who is the author? What's their intention?
- Can you verify the information in the post? How?

Advertisement:

- Discover an online advertisement (banner, video, sponsored content).
- What emotions or desires does the ad appeal to?
- Is the information presented objectively or persuasively?

# MEDIA LITERACY SCAVENGER HUNT

## DESCRIPTION OF THE ACTIVITY

User-Generated Content:

- Locate a user-generated video or blog post.
- Is the creator an expert on the topic? How can you tell?
- Are there any signs of misinformation or bias?

## PEDAGOGICAL RECOMMENDATIONS

Thank participants for their active participation and engagement.  
Collect feedback on the simulation, including what participants found valuable and any suggestions for improvement.

## REFLECTIONS AND VALIDATIONS METHODS

Take a moment to reflect on the activity and share the feelings the participants experienced during the workshop.

## REFERENCES/ BIBLIOGRAPHY

Hobbs, R. (2018). "The skill of discernment: The essential role of questions in media literacy education." *Journal of Media Literacy Education*, 10(3), 70-77.

Center for Media Literacy. (n.d.). "Five Key Questions That Can Change the World."

MediaSmarts. (n.d.). "Digital and Media Literacy Fundamentals."

# THINKQUEST: NAVIGATING THE REALM OF CRITICAL THINKING

## THE OBJECTIVES

To cultivate critical thinking skills through interactive discussions, case studies, and guided analysis.

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## COMPETENCIES LEARNED (KNOWLEDGE, SKILLS, ATTITUDE, BEHAVIOURS)

By incorporating interactive discussions, case study analysis, and references to reputable sources, this activity provides a comprehensive experience for developing critical thinking skills.

## TIME

Approx 90-120 min

## SETTING

Room

## MATERIALS

Markers and sticky notes  
Printed case studies or scenarios (3-4)  
Timer  
Handouts with critical thinking guidelines  
References for further reading

# THINKQUEST: NAVIGATING THE REALM OF CRITICAL THINKING

## DESCRIPTION OF THE ACTIVITY

Begin by providing a comprehensive overview of critical thinking, its importance, and its role in decision-making, problem-solving, and effective communication.

Pose a series of thought-provoking “What if...?” questions to the group. Encourage participants to share their initial reactions, stimulating critical thinking from the start.

Distribute handouts with essential critical thinking guidelines, such as analyzing assumptions, evaluating evidence, and considering alternative perspectives.

Divide participants into small groups and provide each group with a real-world issue, such as a societal challenge or a current news topic. Have groups discuss the issue, identify assumptions, and brainstorm possible solutions.

Case Study Analysis (30-45 minutes): provide printed case studies or scenarios that require critical thinking to unravel complex problems. Each group receives a different case study to analyze, evaluate, and discuss.

Instruct groups to analyze their case study using critical thinking guidelines. Have each group present their analysis, highlighting

# THINKQUEST: NAVIGATING THE REALM OF CRITICAL THINKING

## DESCRIPTION OF THE ACTIVITY

their approach and the reasoning behind their conclusions. Facilitate a discussion on the diversity of solutions presented and the different critical thinking strategies employed. Encourage participants to reflect on what they've learned from each other. Provide a series of everyday scenarios (e.g., making personal decisions, evaluating information online) and discuss how critical thinking can be applied to improve decision-making. Share a list of recommended books, articles, or online resources that participants can explore to deepen their understanding of critical thinking. Conclude the activity by summarizing the key insights gained from the session and encouraging participants to incorporate critical thinking into their daily lives.

## PEDAGOGICAL RECCOMANDATIONS

Thank participants for their active participation and engagement. Collect feedback on the simulation, including what participants found valuable and any suggestions for improvement.

# THINKQUEST: NAVIGATING THE REALM OF CRITICAL THINKING

## REFLECTIONS AND VALIDATIONS METHODS

Take a moment to reflect on the activity and share the feelings the participants experienced during the workshop.

## REFERENCES/ BIBLIOGRAFY

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# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

The advancements in information technologies and the proliferation of social media platforms in the past couple of decades have led to the birth of an online milieu where seldom information is put under rigorous analysis of its provenance, objectives and factuality. The lack of space for extensive explanation on social media frequently leads to oversimplified arguments without supporting evidence and based on flawed logic. This is particularly true on platforms like Twitter where brevity is mandated (UoI, 2022). When it comes to the mass media, such as television and newspapers, the situation becomes even more complex if considering their ownership and the intentions of those running those mediums.

While the mainstream media appears to be more regulated at first glance due to the employment of trained journalists, fact-checkers, and editors, the so-called post-truth era largely exposed a shift in this mindset, which has been well defined by Al-Rodhan (2017): “an era of boundless virtual communication, where politics thrives on a repudiation of facts and commonsense”.

Thus, post-truth politics translates into assertions, which allure to one’s emotions and gut feeling, rather than having any basis on empirical evidence and valid information (Al-Rodhan, 2017). As further argued by Keyes (2004), a post-truth era creates an ethical twilight zone, where the attached stigma to lying is lost, and lies could be told with impunity and with no consequences for one’s reputation. That results in the creation of rumours, disinformation, ‘fake news’ and conspiracy theories, which could go viral in short time and give impetus to false realities and serve propaganda purposes (Al-Rodhan, 2017).

This is where discussing and recognizing logical fallacies becomes critical in order to identify disinformation and propaganda.

The term logical fallacies was first introduced by Aristotle in his work *De Sophisticis Elenchis* (e.g. *On Sophistical Refutations*) (SEP, 2020). While Aristotle and afterwards many other philosophers and scholars have done extensive analysis and breakdown of the concept



# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

of a logical fallacy, for the purposes of this paper we will use the following definition: arguments that are based on flawed reasoning, invalid premises or draw wrong conclusions, which ultimately appear convincing as long as the error is not recognized. In some circumstances, logical fallacies are used on purpose to deceive and mislead the audience or reader, while in others, they are committed by mistake owing to the ignorance or the argumentator's cognitive biases.

In fallacy studies, it is common to distinguish between formal and informal fallacies. An informal fallacy is flawed because of its logical structure as well as its content, while a formal fallacy is found erroneous only because of its structure (Dowden, n.d.). Slippery Slope is an example of an informal fallacy with the following form: Step 1 leads to Step 2. Step 2 then leads to step 3, and so on until we reach a clearly inappropriate step, hence step 1 is not allowed (ibid). This kind of argument relies heavily on the likelihood of progressing from one stage to the next. Thus, the probabilities

are based on the substance of the argument, not only on its form (ibid). In contrast, the fallacy of Argument from Ignorance, relies on the premise that if one does not know (or cannot verify) whether a statement is true or false, it must be necessarily false, or necessarily true (depending on the argumentation). Thus, the quality of the argument is based on its content.

Fallacies could be further categorized as deductive or inductive, based on whether the flawed argument is best evaluated by inductive or deductive criteria (ibid). Inductive reasoning uses observation to draw a general principle. In inductive arguments, the conclusions are probable depending on the evidence; in contrast, in deductive reasoning, the conclusions are certain.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

While there are hundreds of different fallacies the following section will explore only the major ones. In addition, it will include also appeals to emotion. The attempt to elicit a certain emotion in the reader/audience on behalf of the argumentator in order to persuade the former in the latter's position is known as an appeal to emotion. For each fallacy and appeal to emotion listed, there will be a definition together with an example that illustrates it.

## AD HOMINEM

**Definition:** the author attacks the opponent personally (the person's character, actions, etc.) rather than addressing the person's actual views.

**Example:** That author has written several books arguing that pornography harms women. But she is just bitter after her last divorce, of course she would say that.

## APPEAL TO FEAR

**Definition:** Using scare tactics; emphasizing threats or exaggerating possible dangers.

**Example:** Losing your vision is a terrible thing. Why take the risk? Why trust your precious eyesight to anyone except Viva Vision?

## APPEAL TO HEAVEN

**Definition:** The argumentator claims to know the mind of God (or a higher power), who has allegedly ordered or anointed, supports or approves of one's own country, standpoint or actions so no further justification is required and no serious challenge is possible.

**Example:** It is God's will that our nation kills the infidels.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## APPEAL TO NATURE

**Definition:** Something is claimed to be good because it is perceived as natural, or bad because it is perceived as unnatural.

**Example:** Homosexuality is bad because it is against the laws of nature.

## APPEAL TO STATUS

**Definition:** The status appeal speaks to individuals who want to identify themselves with a higher class.

**Example:** I know I missed assignments, but if you fail me, I will lose my financial aid and have to drop out.

## APPEAL TO PITY

**Definition:** Trying to evoke an emotional reaction that will cause the audience to behave sympathetically even if it means disregarding the issue at hand.

**Example:** I know I missed assignments, but if you fail me, I will lose my financial aid and have to drop out.

## APPEAL TO TRADITION

**Definition:** The ancient fallacy that a standpoint, situation or action is right, proper and correct simply because it has “always” been that way, because people have “always” thought that way, or because it was that way long ago.

**Example:** In my country abortion has always been illegal, why suddenly changing this?

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## ARGUMENTUM AD BACULUM

**Definition:** The fallacy of “proving one is right” by threats of violence, terrorism, superior strength or raw military might.

**Example:** Give up your foolish pride, kneel down and accept our religion today if you don’t want to burn in hell forever and ever.

## ARGUMENT BY REPETITION OR ARGUMENTUM AD NAUSEAM

**Definition:** Repeating an argument or a premise repeatedly in place of better supporting evidence.

**Example:** That movie, “Titanic” deserves the Oscar for best picture. There are other good movies, but not like that one. Others may deserve an honorable mention, but not the Oscar, because “Titanic” deserves the Oscar.

## ARGUMENT FROM FALSE AUTHORITY

**Definition:** Relying on claims of expertise when the claimed expert (a) lacks adequate background/credentials in the relevant field, (b) departs in major ways from the consensus in the field, or (c) is biased, e.g., has a personal stake in the outcome.

**Example:** In an interview on the sidelines of the World Health Organisation Summit, David Beckham argued that playing sport is the best prevention against pancreatic cancer.

## ARGUMENT FROM IGNORANCE

**Definition:** If one does not know (or cannot verify) whether a statement is true or false, it must be necessarily false, or necessarily true (depending on the argumentation).

**Example:** I’ve never been hit by lightning when standing under a tree, so we’ll be perfectly safe to shelter by this oak now.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## ARGUMENT FROM MOTIVES

**Definition:** The fallacy of declaring a standpoint or argument invalid solely because of the evil, corrupt or questionable motives of the one making the claim. The opposite side of this fallacy is falsely justifying or excusing evil or vicious actions because of the perpetrator's apparent purity of motives or lack of malice.

**Example:** Osama Bin Laden wanted us to stop killing Afghan civilians, so we have to keep up the fight!

## BANDWAGON

**Definition:** Also known as appeal to common belief or appeal to the masses, this fallacy implies that since everybody else is doing something or believing in something, others should do so as well.

**Example:** McDonalds has served 100 billion people in the world. You should try it too.

## CIRCULAR REASONING

**Definition:** Fallacy of logos where A is because of B, and B is because of A. The author goes in a circle by restating the argument or conclusion instead of providing any relevant support.

**Example:** Copying someone else's homework is unethical because it's dishonest.

## EITHER-OR

**Definition:** The author puts everything into one of two mutually exclusive categories, leaving the impression that there is nothing else and nothing in-between the two positions.

**Example:** Either finish school or look forward to an unsatisfying life and a low-paying job.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## **EQUIVOCATION**

**Definition:** The fallacy of equivocation occurs when a key term or phrase in an argument is used in an ambiguous way, with one meaning in one portion of the argument and then another meaning in another portion of the argument.

**Example:** I don't see how you can say you're an ethical person. It's so hard to get you to do anything; your work ethic is so bad.

## **FINISH THE JOB/JUST A JOB**

**Definition:** Arguing that an action or standpoint may not be questioned or discussed because there is "a job to be done," or that it is simply "one's job", falsely assuming the "job" shall never be questioned.

**Example:** How can torturers stand to look at themselves in the mirror? But I guess it's OK because for them it's just a job like any other, the job that they get paid to do.

## **GASLIGHTING**

**Definition:** Denying or invalidating a person's own knowledge and experiences by deliberately twisting or distorting known facts, memories, scenes, events and evidence in order to disorient a vulnerable opponent and to make him or her doubt his/her sanity.

**Example:** You claim you found me in bed with her? Think again! You're crazy! You seriously need to see a doctor.

## **GENETIC FALLACY**

**Definition:** The conclusion is based on an argument that the origins of a person, idea, institute, or theory determine its character, nature, or worth.

**Example:** We can safely dismiss any opinion from person X on economic inequality since he is a millionaire himself.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## GUILT BY ASSOCIATION

**Definition:** A variation of the Ad Hominem fallacy. The fallacy of trying to refute or condemn someone's standpoint, arguments or actions by evoking the negative ethos of those with whom the speaker is identified or of a group, party, religion or race to which he or she belongs or was once associated with.

**Example:** My opponent for office just received an endorsement from the Republican Party. Is that the sort of person you would want to vote for?



## HYPNOTIC BAIT AND SWITCH

**Definition:** Stating several uncontroversial true statements in succession, followed by a claim that the arguer wants the audience to accept as true. This is a propaganda technique, but also a fallacy when the audience lends more credibility to the last claim because true statements preceded it.

**Example:** Is it right that such a small percentage of Americans control the vast majority of wealth? Is it right that you have to work overtime just to make ends meet? Is it right that you can't even afford to leave the state for vacation? Do you really want to vote for John Smith?

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## IDENTITY FALLACY

**Definition:** The soundness of an argument stands or falls based on the identity of the arguer.

**Example:** In 1862 Abraham Lincoln said he was willing to settle the U.S. Civil War either with or without freeing the slaves if it would preserve the Union, thus conclusively proving that all whites are viciously racist at heart and that African Americans must do for self and never trust any of them, not even those who claim to be allies.

## I WISH I HAD A MAGIC WAND

**Definition:** The fallacy of regretfully (and falsely) proclaiming oneself powerless to change a bad or objectionable situation over which one actually does have power.

**Example:** What can we do about gas prices? As Secretary of Energy I wish I had a magic wand, but I don't [shrug].

## MCNAMARA FALLACY (also known as: quantitative fallacy)

**Definition:** When a decision is based solely on quantitative observations (i.e., metrics, hard data, statistics) and all qualitative factors are ignored.

**Example:** Donald Trump Jr. Tweeted: "If I had a bowl of skittles and I told you just three would kill you. Would you take a handful? That's our Syrian refugee problem."

## MORAL LICENSING

**Definition:** A fallacy that argues how one's consistently moral life, good behavior or recent extreme suffering or sacrifice earns him/her the right to commit an immoral act without repercussions, consequences or punishment.

**Example:** Those who criticize repression and the Gulag in the former USSR forget what extraordinary suffering the Russians went through in World War II and the millions upon millions who died.



# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## NAME-CALLING

**Definition:** Labeling an opponent with words that have negative connotations in an effort to undermine the opponent's credibility.

**Example:** My stand on abortion is the only correct one. To disagree with me would only shows what a pig you really are.

## NON SEQUITUR

**Definition:** Offering evidence, reasons or conclusions that have no logical connection to the argument at hand.

**Example:** A pit bull attacked someone in the news. My neighbour owns a chihuahua. My life is in danger.

## PASSIVE VOICE FALLACY

**Definition:** Concealing active human agency behind the curtain of the grammatical passive voice.

**Example:** Scholar Jackson Katz notes (2017): “We talk about how many women were raped last year, not about how many men raped women. We talk about how many girls in a school district were harassed last year, not about how many boys harassed girls.”

## PATERNALISM

**Definition:** Taking a condescending attitude of superiority toward opposing standpoints or toward opponents themselves.

**Example:** Your argument against the war is so infantile. Try approaching the issue like an adult for a change.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## PLAIN FOLKS

**Definition:** Form of propaganda and a logical fallacy. A plain folks argument is one in which the speaker presents themselves as an average Joe — a common person who can understand and empathize with a listener's concerns.

**Example:** Bill Clinton enjoyed eating at McDonald's. George Bush Sr. loved going fishing. Ronald Reagan was often photographed chopping wood, and Jimmy Carter presented himself as a humble peanut farmer from Georgia.

## POISONING THE WELL

**Definition:** Undermining an opponent's credibility before he or she gets a chance to speak.

**Example:** The prosecution is going to bring up a series of so-called experts who are getting a lot of money to testify here today.

## POST HOC ARGUMENT (also known as False Cause)

**Definition:** Attributing an imaginary causality to random coincidences, concluding that just because something happens close to, at the same time as, or just after something else, the first thing is caused by the second.

**Example:** AIDS first emerged as an epidemic back in the very same era when Chinese immigrants moved to the country - that's too much of a coincidence: It proves that Chinese immigrants caused AIDS!harassed girls."

## RED HERRING

**Definition:** The author introduces unrelated, irrelevant information to divert attention from the real issue.

**Example:** Why should we be concerned with spending money on public health in this state when terrorism threatens all of us?

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## REDUCTIONISM

**Definition:** The fallacy of deceiving an audience by giving simple answers or bumper-sticker slogans in response to complex questions, especially when appealing to less educated or unsophisticated audiences.

**Example:** Build, Back, Better!

## REIFICATION

**Definition:** A fallacy of ambiguity, when an abstraction (abstract belief or hypothetical construct) is treated as if it were a concrete real event or physical entity.

**Example:** The War against Terror is just another chapter in the eternal fight to the death between freedom and absolute evil!

## ROMANTIC REBEL (also known as Conspiracy Fallacy)

**Definition:** Claiming truth or validity for one's standpoint solely or primarily because one is supposedly standing up heroically to the dominant "orthodoxy".

**Example:** Back in the day the scientific establishment thought that the world was flat, that was until Columbus proved them wrong! Now they want you to get vaccinated without disclosing all the diseases these vaccines carry and the money these people make from them!

## SENDING THE WRONG MESSAGE

**Definition:** Attack on a given statement, argument or action, no matter how good, true or necessary, because it will "send the wrong message".

**Example:** Convicting prostitutes does absolutely no good against the sexual exploitation and sex trafficking because they're victims themselves, but we can't just let them go. People will think we're okay with it.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## SHIFTING THE BURDEN OF PROOF

**Definition:** Challenging an opponent to disprove a claim rather than asking the person making the claim to defend his/her own argument.

**Example:** So, you admit that massive undetected voter fraud is indeed possible under our current system and could have happened in this country at least in theory, and you can't produce even the tiniest evidence that it didn't actually happen! Ha-ha! I rest my case.

## SHOEHORNING

**Definition:** the process of force fitting some current affair into one's personal, political, or religious agenda to support their argument.

**Example:** After the terrorist attacks on the World Trade Center and the Pentagon on September 11, 2001, fundamentalist Christian evangelists Jerry Falwell and Pat Robertson introduced the events to their agenda.

They claimed, "civil liberties groups, feminists, homosexuals and abortion rights supporters bear partial responsibility...because their actions have turned God's anger against America." According to Falwell, God allowed "the enemies of America...to give us probably what we deserve." Robertson agreed. The American Civil Liberties Union has "got to take a lot of blame for this," said Falwell and Robertson agreed. Federal courts bear part of the blame, too, said Falwell, because they have been "throwing God out of the public square." Also, "abortionists have got to bear some burden for this because God will not be mocked," said Falwell and Robertson agreed.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## SHOPPING HUNGRY FALLACY

**Definition:** Making ill-advised but important decisions (or being prompted, manipulated or forced to “freely” take public or private decisions that may be later regretted but are difficult to reverse) “in the heat of the moment” when under the influence of strong emotions.

**Example:** Reducing the age of criminal responsibility in the United Kingdom to 10 years old after the killing of James Bulger by two 10-year-old children.

## SLIPPERY SLOPE

**Definition:** The author argues that taking one step will inevitably lead to other steps that cannot be stopped until it ends in disaster.

**Example:** If you allow one person to borrow your car, then everyone will start asking. Eventually someone will wreck it, and then you won't have a car.

## STRAW MAN

**Definition:** When someone takes another person's argument or point, distorts it or exaggerates it in some kind of extreme way, and then attacks the extreme distortion, as if that is really the claim the first person is making.

**Example:** My boss isn't willing to increase the number of vacation days we get each year. That means she doesn't care about our health. It's wrong not to care about employees' health. She should be replaced with someone who cares about employees' health.

## SWEEPING GENERALIZATION

**Definition:** The author goes beyond the support or evidence presented and makes overly broad, all-encompassing statements (“All \_\_\_\_\_ are \_\_\_\_\_”).

**Example:** All Muslim people hold extremist beliefs.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## TRANSFER

**Definition:** The author shifts qualities (good or bad) from one person or issue to another as a way of influencing the reader's perception of the original person or issue.

**Example:** He has the bravery of Martin Luther King Jr., that's why we should nominate him for the award.

## TU QUOQUE

**Definition:** Defending a shaky or false standpoint or excusing one's own bad action by pointing out that one's opponent's acts, ideology or personal character are also open to question, or are perhaps even worse than one's own.

**Example:** Sure, we may have tortured prisoners, but we don't cut off heads like they do!

## TWO-SIDES FALLACY

**Definition:** The presentation of an issue that makes it seem to have two sides of equal weight or significance, when in fact a consensus or much stronger argument supports just one side.

**Example:** Scientists argue that the Earth is a sphere, while others believe that it is flat, so evidently there are two sides to the story.

## WEAK ANALOGY

**Definition:** The fallacy of incorrectly comparing one thing to another in order to draw a false conclusion.

**Example:** Life is like a box of chocolates.

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## **WHERE THERE'S SMOKE, THERE'S FIRE**

**Definition:** Ignorantly drawing a snap conclusion and/or taking action without sufficient evidence.

**Example:** Mr. Police officer, the man sitting over there wears a turban and speaks weird language, he must be a terrorist. You need to do something about that!

While the examples used above are very simplistic and easy to spot, one must bear in mind that in real conversations fallacies are embedded in very long discussion, which makes them difficult to recognize.

Recognizing fallacies and appeals to emotion are important tools in addressing misinformation, fake news and conspiracy theories online and offline. They are part of the so-called media literacy and information literacy strategies. Information literacy is defined as the capacity to locate, analyze, organize, utilize, and transmit information in all of its forms, particularly in circum-

quiring decision-making, problem-solving, or knowledge acquisition (Skyline College, n.d.). It entails a mix of research, critical thinking, computer technology, and communication abilities (ibid). Media literacy, on the other hand, stands for the ability to identify different types of media and assess them critically and analytically vis-à-vis the message they are aiming to convey and their authenticity. As argued by Hobbs (2010), digital and media literacy encompasses “the full range of cognitive, emotional, and social competencies that include the use of text, tools and technologies; the skills of critical thinking and analysis; the practice of messaging composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration” (p.17).

# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

## CONCLUSION

Critical social media and mainstream media content analysis should be given greater emphasis in order to increase young people's cognitive defense mechanisms against misinformation, fake news, conspiracy theories and propaganda. Recognizing logical fallacies and appeals to emotion have a special role in the establishment of young critical minds.





# RECOGNIZING LOGICAL FALLACIES AND APPEALS TO EMOTION ONLINE AND OFFLINE

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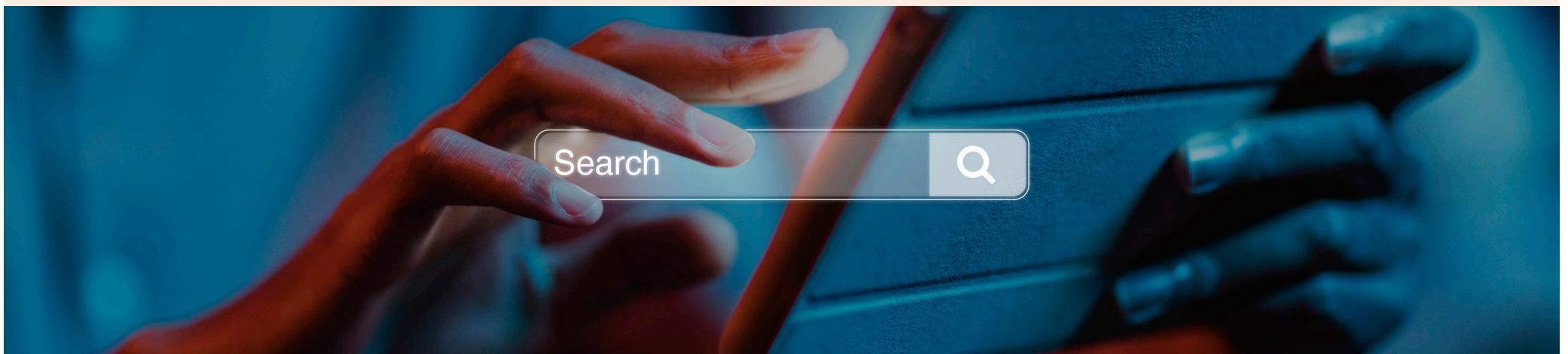
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# FALLACY ACTIVITY

## APPEAL TO IGNORANCE

One makes a “appeal to ignorance,” sometimes called a “argument from ignorance,” when they argue for or against a position on the basis of a lack of knowledge about the topic at hand.

Ignorance, or the absence of knowledge or information, is the basic foundation for this logical error. In essence, it is based on the idea that the absence of evidence is evidence. When people give credence to an argument only because it has not been disproved, they are committing this logical mistake.

## APPEAL TO IGNORANCE FALLACY

You may utilize an appeal to ignorance in the positive or the negative. When no evidence is presented in opposition to a claim, the affirmative form concludes that the claim is true; when no evidence is presented in support of a claim, the negative form concludes that the claim is false. It is a logical error to assume that your conclusion is correct because contrary evidence is lacking. This logical mistake improperly puts the onus of evidence on the respondent, rather than the claimant. The argumentative fallacy known as “appeal to ignorance” occurs when a claim is made without any evidence to back it up. Instead, they argue that the opposing side has the burden of proof, as if the absence of evidence disproving their argument proved its veracity.

# FALLACY ACTIVITY

One who makes a claim must bear the responsibility of proving its veracity. Both criminal and civil law make use of this idea. An accused person is presumed innocent under criminal law unless guilt is shown. Those accusing someone of a crime have the duty of proving their guilt. A person who sues a property owner for negligence because they were injured on the premises due of a hazardous condition has the burden of evidence in a civil trial.

Similar rules of burden of evidence apply in oral argument. It is not the responsibility of your opponent to disprove your claims; rather, it is your responsibility to back them up with evidence.



# FALLACY ACTIVITY

1. I have never fallen off my bike before, so there's no reason for me to start wearing a helmet when I ride.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

2. Although I was the only staff member scheduled to be here, we can't rule out the idea that somebody else entered the building last night and ate all the cookies.

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

3. You can't disprove that English majors become the most successful attorneys.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

4. Since you haven't been able to prove your innocence, I must assume you're guilty

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

# FALLACY ACTIVITY

5. Even the atheist Freud admitted that the existence of God can't be disproved. So we have good reason to continue to believe in him.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

7. All of my friends slept through Composition 201, and they all passed. There's no reason why it won't be the same for me

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

6. I thought I had every reason to think I was doing fine leading the group; no one complained.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

8. She hasn't said she doesn't like you, right? So she's probably interested. Call her up.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

# FALLACY ACTIVITY

9. No one has ever proven UFOs have not visited the planet, which means they have.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

11. I will get an A in math class because I spent many sleepless nights studying.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

10. Since the class has no questions concerning the topics discussed in class; therefore, the class must be ready for the test.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

12. This chocolate pie must be bad because nobody is taking it.

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

# FALLACY ACTIVITY

13. Science has not proven time travel is possible, which means it is not.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

14. A fallacy of appealing to the audience's lack of knowledge would be like which of the following?

- a. God's existence cannot be proven. As a result, God can't possibly exist.
- b. The nonexistence of God cannot be proven. God must thus exist.
- c. No return call from my pal. That's why I know they dislike me now.
- d. True to each and every question.

15. How might Karina have better convinced her hiking companions that moving farther was a good idea?

- a. She referred to the park ranger's instructions on how to determine when it was safe to proceed.
- b. She was relating the fact that she and her friends had never experienced a lightning strike.
- c. The exact number of times she had made the ascent without incident was shared with them.
- d. True to each and every question.

16. I suppose I wasn't hired. They never returned my calls.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom



# FALLACY ACTIVITY

17. Our attic is home to spirits, and no one has been able to disprove their existence. Since team captain, Masha is doing a terrific job, as no one has voiced any concerns.

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

19. The mistake of assuming that something is true because there is no proof for it

- a. Appeal to ignorance
- b. Appeal to double negative
- c. Appeal to wisdom
- d. Appeal to popularity

18. No problem! The Themes, Colors, and Fonts galleries give you the option to add your own.

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

20. Until they are found guilty, those who are suspected of committing a crime are presumed innocent.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

# FALLACY ACTIVITY

21. There are ghosts in our attic; nobody's been able to prove they aren't there.

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

22. Mitt Romney would eliminate Medicaid and Social Security benefits if he were to win the election.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

23. Women will die from illegal abortions if a Republican is elected.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

24. If a Democrat wins, the government will cover all of my utility costs and provide me with a free new cell phone.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

# FALLACIOUS EMOTIONAL APPEALS

To get people to accept the conclusion of a weak argument, one logical fallacy known as the appeal to emotion involves doing so (such as one that is deceptive or without foundation). An individual who makes an emotional appeal during an argument might, for instance, make an effort to incite the audience's resentment toward their source to convince them to be disregarded.

Give your emotional defense. "If you think having empathy for the accused is important, how about empathy for their victim too?" As an illustration, you might try invoking a negative emotion to balance the positive one that was first evoked. This contrasts with the persuasive methods of ethos and logos (influence based on the character and credibility of the speaker). It is closely related to Aristotle's idea of pathos, which deals with persuading people—particularly oration listeners—by appealing to their emotions.

It is crucial to comprehend emotional appeals because they can be compelling and are frequently used in various contexts.

# FALLACIOUS EMOTIONAL APPEALS

## EXAMPLES OF APPEALS TO EMOTION

An example of an emotional defense is, “They’re saying what I did was a crime, but I’m not guilty because if I am, then I’ll have to spend many terrible years in prison.” In this instance, the speaker makes an emotional appeal to the audience’s sympathy (or related emotions, such as pity and compassion), stating that if he is guilty, he will have to deal with unpleasant consequences, even though these consequences have no bearing on whether or not he is guilty.

The speaker here plays on the audience’s anger (or similar feelings like resentment and spite) by criticizing his accusers.

He also plays on the audience’s sense of solidarity by identifying as one of them and promoting us vs. them mindset. “And those individuals feel they’re better than us, so we shouldn’t listen to what they have to say about my guilt,” the speaker in this example may add as a second appeal to emotion to support the first. Again, none of this logically relates to whether or not he is guilty,

but it is also done to change the audience’s sense of his guilt. Even though, once more, none of this logically has anything to do with whether he is guilty. This is also intended to alter the audience’s perception of his guilt. The “think of the children fallacy” strategy uses emotional appeals to support claims supporting children’s rights.

Such arguments are intended to elicit a strong emotional reaction because most people want to safeguard children from harm. An illustration of one of these arguments is as follows: “How is it possible to argue against internet censorship?”

Consider the unfortunate kids who might be exposed to objectionable material.”

Additionally, emotional appeals are frequently combined with other rhetorical devices and logical fallacies. Vaccines are unnatural; it’s repugnant that people willingly put something like that in their bodies, as in the following example.

# FALLACIOUS EMOTIONAL APPEALS

It's disgusting that people willingly put something like that in their bodies because vaccines are unnatural. Here, the argument uses a false appeal to nature in conjunction with a request for people's disgust to encourage a negative emotional response to something presented as being out of the ordinary.

Here's another illustration of it:

**Journalist:** How do you feel about the accusations against the party's leader?

**Politician:** Oh no, another would-be journalist being paid by big media conglomerates to advance this ridiculous agenda.

Here, an ad hominem attack is used with an appeal to emotion to encourage a negative emotional response against the journalist. Additionally, it serves as a red herring to divert attention away from the journalist's and the audience's primary question to the politician.



# FALLACIOUS EMOTIONAL APPEALS

## TYPES OF APPEALS TO EMOTION

Arguments can appeal to one of two main emotional types:

- Negative Emotions
- Positive Emotions



# FALLACIOUS EMOTIONAL APPEALS

## **NEGATIVE EMOTIONS FEAR AND ANXIETY**

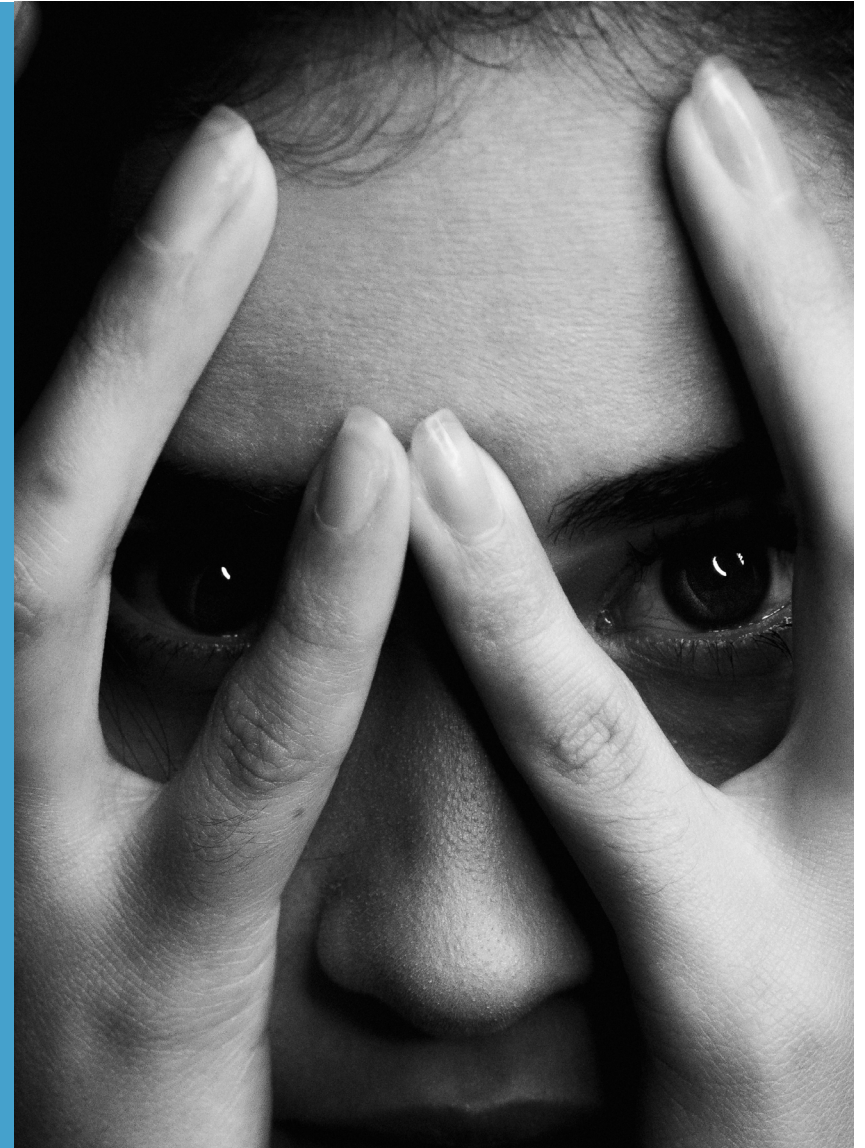
Fear is the only emotion that has been extensively studied in persuasion.

According to research, fear compels people “to break from routine and pay close attention to the external world,” which includes sales pitches.

Furthermore, it has been discovered that fear promotes political participation: “When people are concerned about the candidates, they are more likely to participate in politics. People pay more attention to the political environment when they are uneasy about their political options.

When people are concerned but not overly enthused about the candidates who control the political landscape, they learn more about them (that is, they gain new and accurate knowledge).”

Fear often causes changes in attitude and conduct. But the following four variables “may interact to influence processing depth of a fear-inducing message: (a) type of fear (chronic vs. acute), (b) expectation of a message containing reassuring information, (c) type of behavior advocated (e.g., disease detection vs. health promotion), and (d) issue familiarity.”



# FALLACIOUS EMOTIONAL APPEALS



## **GUILT**

When someone breaks an ingrained moral, ethical, or religious principle, they feel guilty. Only briefly has guilt's impact on persuasion been researched. Contrary to fear appeals, research reveals that guilt, if triggered to a limited extent, might improve the achievement of specific objectives. However, messages intended to elicit extreme guilt could cause wrath that prevents persuasive success.

## **ANGER**

The impact of anger on persuasion has yet to be investigated. However, other research "indicates a beneficial link between rage and attitude modification exists." Researchers discovered that "approval of legislative efforts intended to address such concerns corresponded with anger elicited in reaction to juvenile criminality and domestic terrorism." In contrast to fear, anger was linked to core (near) information processing, including the consideration of clear signals.

Unintentionally produced rage, on the other hand, "has been demonstrated to correlate adversely with attitudes in reaction to putative guilt and fear appeals." Since politicians may purposefully



# FALLACIOUS EMOTIONAL APPEALS

incite anger to improve the motivation and participation of their supporters, the apparent uses of rage have also been examined in political campaigns. However, according to historian Nicole Hemmer, an American candidate's ability to control their anger depends on who they are.

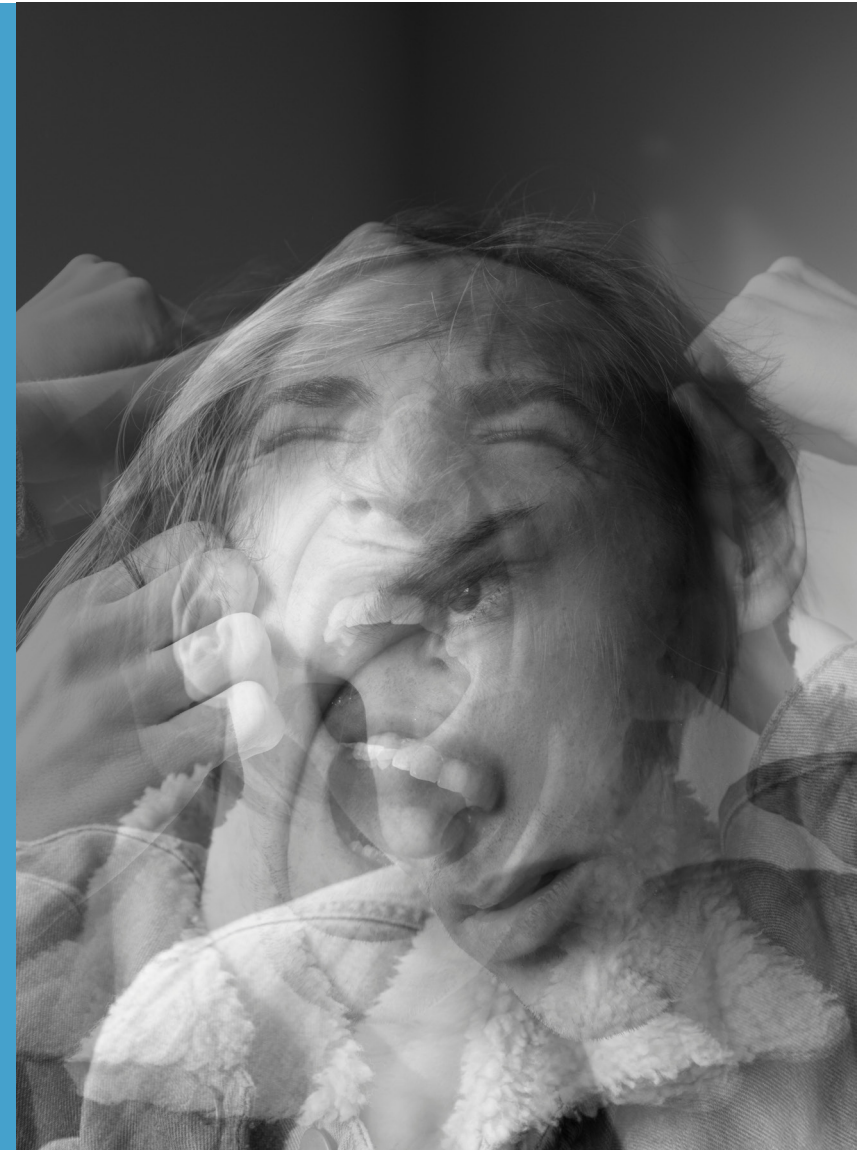
## **SADNESS**

In the context of AIDS, illegal substances, and adolescent criminality, sadness arousal has been linked to a shift in attitude.

## **DISGUST**

When disgust is provided in the context of anti-animal experimentation propaganda, it is negatively associated with altering one's opinion. This is consistent with the idea that disgust causes one to reject its source.

**OTHER NEGATIVE EMOTIONS** include annoyance, resentment, indignation, envy, jealousy, vanity, hate, spite, loathing, contempt, bitterness, distrust, pity, frustration, disappointment, pessimism, cynicism, apathy, despair, helplessness, embarrassment, shame.



# FALLACIOUS EMOTIONAL APPEALS

## POSITIVE EMOTIONS

### PRIDE

The one study of pride and persuasion that is readily identifiable considered the role of culture in consumers' responses to advertising and discovered that people from collectivist cultures (such as China) were more receptive to pride-based appeals. In contrast, people from individualist cultures (such as the United States) were more receptive to empathy-based requests.

### RELIEF

According to some researchers, anxiety followed by relief increases compliance to a request more than fear because relief temporarily disorients people, making them more receptive to suggestions. Relief-based influence results from less meticulous information processing.



# FALLACIOUS EMOTIONAL APPEALS

## HOPE

Research has shown that appeals to hope are effective, especially with people who identify themselves as prone to fear. Adrienne Martin demonstrates this in her book *How We Hope*, even though hope is frequently perceived and understood as an abstract idea. We start with hope.

Then we encounter it. For instance, when we have a goal that we want to achieve, our hope for success drives us to put in the necessary effort. Hope also alters how we view other people. Martin explains that when we can relate to someone, we harbor hopes for their success, change, or personal development.

**OTHER POSITIVE EMOTIONS** include joy, happiness, pleasure, amusement, excitement, relief, optimism, courage, humility, kindness, gratitude, admiration, compassion, sympathy, trust, respect, affection, and love.



# FALLACIOUS EMOTIONAL APPEALS

Regarding the classification of these emotions, there is no agreement. Some, like cynicism, aren't always regarded as emotions. Others, such as pride, aren't consistently categorized, so they can occasionally be both positively and negatively categorized.

The same holds for other feelings and mental states that arguments may try to evoke, such as surprise, enthusiasm, uncertainty, empathy, friendliness, camaraderie, solidarity, nostalgia, and confidence. This also holds for associated ideas such as popularity (in the *argumentum ad populum*), force (in the *argumentum ad baculum*), flattery, nationalism (and patriotism), and consequences that can be included in such arguments (in the *argumentum ad consequentiam*).

Practically speaking, the specific classification of emotions in the current situation is unnecessary. Instead, it's crucial to pinpoint the emotional appeal and the emotion (or related state) it targets. When doing this, it's critical to remember that even positive emotions can be invoked in a deceptive and manipulative way with unfa-

vorable outcomes.

Additionally, various subtypes of the appeal to emotion can be seen in arguments that use multiple emotions. Other fallacies include, for instance, the requests to fear and hope. They are similar in structure and aim but differ mainly in the emotions they evoke. There is disagreement over whether to refer to an argument that invokes a particular emotion as an "appeal to emotion" or by the actual emotion that it involves (e.g., "argument from pity," or "*argumentum ad misericordiam*," "appeal to pity,"). However, the more prevalent this type of argument is, the more likely it is to go by a different name.

# FALLACIOUS EMOTIONAL APPEALS

## WAYS TO APPEAL TO EMOTIONS

Depending on the emotion being evoked, the reason it is being provoked, and the target audience, there are numerous ways to do so. To accomplish this, frequently used methods include the following:

- Supplying pertinent quotations or anecdotes.
- Using metaphors or tales.
- Using false comparisons.
- Using inflammatory and possibly misleading language (e.g., language that dehumanizes someone perceived as an opponent).
- Delivering remarks with heart and passion.
- Additional rhetorical devices and logical errors (e.g., Gish gallop and circumlocution).

## WHY APPEALS TO EMOTION CAN BE EFFECTIVE

Due to people's inherent irrationality, particularly their propensity to process information in a biased manner and prioritize intuitive, emotional reasoning over fact-based, logical, and analytical reasoning, appeals to emotion can be effective as a rhetorical device even though they are false.

Furthermore, arguments frequently involve emotions. They may be regarded as logically sound, leading some individuals to accept them even when doing so is illogical. For instance, it can sometimes be logically justified to think about whether a particular course of action will make someone feel good or bad, which can cause people to consider this aspect even when it is irrelevant to the argument.

Additionally, arguments that appeal to emotion frequently combine valid reasoning with the fallacious use of emotion, making it more difficult to spot the problem with these arguments and strengthen their persuasiveness.

# FALLACIOUS EMOTIONAL APPEALS

## HOW TO RESPOND TO APPEALS TO EMOTION

You can respond to and resist an appeal to emotion in several ways:

- 1. Find the logical mistake:** You can show how the in question argument relies on emotion in an unwarranted way by saying, for example, “whether or not we like this person shouldn’t matter to deciding if what he did was wrong.”
- 2. Bring attention to the attempt at manipulation:** For example, you can identify the emotion the argument is appealing to and explain what it is trying to persuade the audience to think by saying, “You’re trying to get everyone too angry to see that your argument isn’t based on any concrete evidence.” However, you should consider their intention and how confident you are in it when phrasing your response. To do this, you should believe whether the person who used the argument most likely intended to manipulate listeners.
- 3. Give your emotional defense:** “If you think having empathy for the accused is important, how about empathy for their victim too?” As an illustration, you might invoke a negative emotion to balance the positive one that was first evoked.
- 4. Keep to your original line of thought:** You could ignore the emotional appeal and stick to your original point rather than respond to it directly.

# FALLACIOUS EMOTIONAL APPEALS

You should consider other rhetorical devices or fallacies in your response when an appeal to emotion is used in conjunction with them. Consider the scenario where an emotional appeal is used with a strawman argument, whose objective is to present a false representation of the original position to make it simpler to refute. Then, address this as you deal with the problematic use of emotion.

Additionally, remember that not all arguments that invoke or reference emotion are necessarily false appeals to emotion when choosing how to respond. Even if an idea makes a mistaken appeal to emotion, that doesn't necessarily mean its conclusion is incorrect.

## **HOW TO AVOID ARGUMENT USING APPEALS TO EMOTION**

You should consider whether attempting to elicit or discuss emotions is acceptable in a given argument to avoid making unjustified appeals to emotion. If you feel that doing so is rational, you should act logically. For example, you should avoid using emotions to distract the audience and get out of the obligation to support your position.

## **CONCLUSION AND SUMMARY**

The appeal to emotion logical fallacy includes appealing to people's emotions to convince them to accept the conclusion of an unconvincing argument (such as one that is deceptive or without foundation).

In a debate, someone who makes an emotional appeal might, for instance, try to make the audience angry at their source to get them to ignore them.

Due to people's propensity to frequently rely on emotional—rather than analytical—reasoning, these arguments can appeal to various emotions (such as hate, fear, and compassion).

You have three options when responding to appeals to emotion:

- Point out their illogical fallacy and the attempt at manipulation.
- Stick to the original line of thought.
- Make your emotional case.

Consider whether it is appropriate to include an emotional component in any given argument and, if so, whether you can do it in a way that is logically sound to avoid making these false arguments yourself.

# FALLACIOUS EMOTIONAL APPEALS

## EXERCISES

1. If you think having empathy for the accused is important, how about empathy for their victim too is an example?

Emotional sympathy

Emotional effort

Emotional defense

Emotional guilt

3. What compels people to break from routine and pay close attention to the external world?

Emotional Appeal to Fear

Emotional Appeal to Pride

Emotional Appeal to Guilty

Emotional Appeal to Anger

2. When someone breaks an ingrained moral, ethical, or religious principle, they feel?

Emotional Appeal to Anger

Emotional Appeal to Guilty

Emotional Appeal to Fear

Emotional Appeal to Sadness

4. Depending on the emotion being evoked, the reason it is being provoked, and the target audience, there are numerous ways to do so. To accomplish this, frequently used methods include the following EXCEPT?

Supplying pertinent quotations or anecdotes.

Using metaphors or tales.

Using true comparisons.

Using inflammatory and possibly misleading language



# FALLACIOUS EMOTIONAL APPEALS

## EXERCISES

5. There is disagreement over whether to refer to an argument that invokes a particular emotion as an “appeal to emotion” or by the actual emotion that it involves?

Emotional Appeal to Emotion

Emotional Appeal to Sympathy

Emotional Appeal to Fear

Emotional Appeal to Disgust

7. The approval of legislative efforts intended to address such concerns corresponded with elicited in reaction to juvenile criminality and domestic terrorism is?

Emotional Appeal to Anger

Emotional Appeal to Fear

Emotional Appeal to Happiness

Emotional Appeal to Compassion

6. When we have a goal that we want to achieve, what drives us to put in the necessary effort

Emotional Appeal to Compassion

Emotional Appeal to Hope

Emotional Appeal to Happiness

8. What is provided in the context of anti-animal experimentation propaganda, which negatively associated with altering one’s opinion?

Emotional Appeal to Fear

Emotional Appeal to Disgust

Emotional Appeal to Sadness

Emotional Appeal to Anger

# FALLACIOUS EMOTIONAL APPEALS

## EXERCISES

9. According to some researchers, what follows anxiety that increases compliance to a request more than fear because relief temporarily disorients people, making them more receptive to suggestions?

Emotional Appeal to Hope

Emotional Appeal to Compassion

Emotional Appeal to Pride

Emotional Appeal to Relief

10. When people are concerned but not overly enthused about the candidates who control the political landscape, they learn more about them (that is, they gain new and accurate knowledge) is an example of?

Emotional Appeal to Sadness

Emotional Appeal to Fear and Anxiety

Emotional Appeal to Relief

Emotional Appeal to Anger

11. They're saying what I did was a crime, but I'm not guilty because if I am, then I'll have to spend many terrible years in prison." In this instance, the speaker makes an emotional appeal to?

Emotional Appeal to Empathy

Emotional Appeal to Hope

Emotional Appeal to Fear

Emotional Appeal to Compassion

12. If he is guilty, he will have to deal with unpleasant consequences, even though these consequences have no bearing on whether or not he is guilty. The speaker here plays on the audience's?

Emotional Appeal to Sadness

Emotional Appeal to Guilt

Emotional Appeal to Anger

Emotional Appeal to Fear

# FALLACIOUS EMOTIONAL APPEALS

## EXERCISES

13. How is it possible to argue against internet censorship?

Consider the unfortunate kids who might be exposed to objectionable material is an example of?

Emotional Appeal to Anger

Emotional Appeal to Guilt

Emotional Appeal to Defense

Emotional Appeal to Pride

15. Since politicians may purposefully incite what to improve the motivation and participation of their supporters, the apparent uses of rage have also been examined in political campaigns?

Emotional Appeal to Compassion

Emotional Appeal to Pride

Emotional Appeal to Pleasure

Emotional Appeal to Anger

14. The role of culture in consumers' responses to advertising and discovered that people from collectivist cultures were more receptive to?

Emotional Appeal to Hope

Emotional Appeal to Pride

Emotional Appeal to Compassion

Emotional Appeal to pleasure



# EMOTIONAL APPEAL

## ACTIVITY

### EMOTIONAL FALLACY

An informal fallacy, “appeal to emotion” (or “argumentum ad passiones,” from Latin for “to the passions”) occurs when an one attempts to persuade another person by appealing to their emotions instead of their rational.



### APPEAL TO FEAR (Scare Tactics)

**Description:** The argument is an attempt to win you over by making you anxious and afraid.

**Comments:** Sometimes people confuse an appeal to fear with an appeal to force. The difference is that an Appeal to Fear is merely a caution. In this statement, the speaker is predicting that bad things will happen to the hearer, but is not threatening to be the cause of that harm. To threaten with the use of force is to appeal to its use. The speaker promises to take action against the hearer.

# EMOTIONAL APPEAL

## ACTIVITY

### COMMON LOGICAL FALLACIES

A circular argument restates the argument rather than proving it.

**Ad Hominem Attack:** An ad hominem attacks a person's character rather than his or her opinions or arguments.

**Appeal to authority:** The appeal to authority fallacy is very prevalent as a form of logical error. Invoking an authoritative figure entails using the credibility and expertise of that person to support the argument. This has potential, but it shouldn't be the mainstay of your case. Never forget that an opinion held by a person in power is not always accepted as fact.

### AGAINST THE MAN

The "against the man" fallacy, also known as "ad hominem," is a common tactic used by both sides during heated discussions.

It entails making a scathing personal attack on one's adversaries. You have committed the fallacy ad hominem if you have made a personal remark or criticism instead of addressing the merits of the opposing argument.

# EMOTIONAL APPEAL

## ACTIVITY

**Tu Quoque Fallacy:** This means insulting the other person for making certain choices in the past. It is also known as the appeal to hypocrisy. It is a version of “Looks who’s talking”. Often, it involves overlooking one’s own shortcomings and pulling the other person down. It is a defensive move and is typically resorted to when one knows one has been beaten on merit and now needs to save face.

**Appeal To Ignorance:** The gist of this fallacy is that it claims that an argument is true because it has not yet been proven false. You would have come across it in all sorts of places—from mundane conversations to large-scale advertising to political campaigns.

- Scare Tactics — to reduce complicated issues to threats, or to exaggerate the possible danger well beyond its statistical likelihood.
- Either/Or Choices — to reduce a complicated issue to two limited alternatives, or to deliberately obscure alternatives.
- Slippery Slope — to cast a tiny misstep today as tomorrow’s avalanche.
- Sentimental Appeals — to use excessive emotion to distract readers from the complete picture of complex social issues.
- Bandwagon Appeals--to urge others to follow the same path everyone else is taking.

# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

1. “Goodyear. Because a lot is riding on your tires.” [Visual: a baby in a car seat. Outside the car it is raining and the car is slipping unsteadily.]

a. Appeal to popularity

b. Appeal to emotion

c. Appeal to Ad Hominem Attack

d. Appeal to fear

2. “Listerine: kills the germs that can cause bad breath.”

a. Appeal to fear

b. Appeal to emotion

c. Appeal to Ad Hominem Attack

d. Appeal to wisdom

3. “When Mexico sends its people, they’re not sending their best. They’re sending people that have lots of problems. They’re bringing drugs. They’re bringing crime. They’re rapists. And some, I assume, are good people.” - Donald Trump (2015, at a campaign rally)

a. Appeal to fear

b. Appeal to emotion

c. Appeal to Ad Hominem Attack

d. Appeal to wisdom

4. Only people who are in good shape can run fast. Running fast gets people in good shape.

a. Appeal to popularity

b. Appeal to emotion

c. Appeal to Ad Hominem Attack

d. Appeal to wisdom

# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

5. I can spend money because I have a credit card. I need a credit card so I can spend money.

- a. Appeal to popularity
- b. Appeal to Ad Hominem Attack
- c. Appeal to authority
- d. Appeal to wisdom

7. All of my friends slept through Composition 201, and they all passed. There's no reason why it won't be the same for me

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

6. "Even Albert Einstein believed in God! How can you be an atheist? Do you think you are smarter than Einstein?"

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to authority
- d. Appeal to wisdom

8. She hasn't said she doesn't like you, right? So she's probably interested. Call her up.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom



# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

9. No one has ever proven UFOs have not visited the planet, which means they have.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

10. Since the class has no questions concerning the topics discussed in class; therefore, the class must be ready for the test.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

11. If you ask Mahaaee, “Rishi has really bad taste in clothing, therefore you shouldn’t listen to him on topics of budgetary revisions for the yearly fashion show.”

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to wisdom
- d. Against The Man

12. First debater: “The country is in debt and we should not increase the defense budget.” Opponent: “I cannot believe you. Do you want to leave the country defenseless?”

- a. Appeal to ignorance
- b. Appeal to wisdom
- c. Against The Man
- d. Straw man

# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

13. You can't disprove that English majors become the most successful attorneys.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

14. Since you haven't been able to prove your innocence, I must assume you're guilty

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

15. Even the atheist Freud admitted that the existence of God can't be disproved. So we have good reason to continue to believe in him.

- a. Appeal to popularity
- b. Appeal to emotion
- c. Appeal to ignorance
- d. Appeal to wisdom

16. Don't tell me to exercise. Look at yourself. What was the last time YOU took a walk?"

- a. Appeal to popularity
- b. Appeal to ignorance
- c. Appeal to wisdom
- d. Tu queue fallacy

# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

17. I thought that was ridiculous at the time, and responded with, “I get the all natural kind!”

a. Appeal to ignorance

b. Appeal to wisdom

c. Tu queue fallacy

d. Fallacy of nature

19. “Sorry, Dean of Students! If school officials can require me to cut my ponytail, they’ll eventually be allowed to impose uniforms and crew cuts!”

a. Appeal to wisdom

b. Tu queue fallacy

c. Fallacy of nature

d. Fallacy of slippery slop

18. Sarah eating (or not eating) her food has no bearing on starving children in another part of the world.

a. Appeal to wisdom

b. Tu queue fallacy

c. Fallacy of nature

d. Appeal to emotion

20. “But everyone else is doing it!” “Yeah? And if everyone else went and jumped off a cliff, would you too?”

a. Appeal to wisdom

b. Tu queue fallacy

c. Fallacy of nature

d. Bandwagon appeals

# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

21. The commercial is supposed to make parents think that if they get this cereal their kids will just sit down and have their breakfast without running around and driving them crazy.

- a. Appeal to wisdom
- b. Tu queue fallacy
- c. Fallacy of nature
- d. Appeal to emotion

22. “Opium makes people sleepy because it has sleep-promoting attributes.”

- a. Tu queue fallacy
- b. Fallacy of nature
- c. Bandwagon appeal
- d. Circular Reasoning

23. “I support most of your decisions, but not all of them.”

- a. Fallacy of nature
- b. Bandwagon appeal
- c. Circular Reasoning
- d. False Dichotomy

24. I donate my time, which is often more valuable than a financial contribution.”

- a. Fallacy of nature
- b. Bandwagon appeal
- c. Circular Reasoning
- d. False Dichotomy

# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

25. Our attic is home to spirits, and no one has been able to disprove their existence. Since team captain, Masha is doing a terrific job, as no one has voiced any concerns.

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

26. A soft drink company doesn't promote their product's taste or nutritional value. Instead, they say that the drink will make you feel happy!

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

27. Frank is going to miss out on a big party. He says to his friend: 'please don't go without me. I will feel left out if you do.'

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to left out

28. No problem! The Themes, Colors, and Fonts galleries give you the option to add your own.

- a. Appeal to emotion
- b. Appeal to ignorance
- c. Appeal to popularity
- d. Appeal to wisdom

# EMOTIONAL APPEAL

## ACTIVITY (MCQS)

29. The mistake of assuming that something is true because there is no proof for it.

- a. Appeal to ignorance
- b. Appeal to double negative
- c. Appeal to wisdom
- d. Appeal to popularity



# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

SUBJECTS OF ASSESSMENT	YES	NO
<p>The student names the author of the source and refers to his education, profession, position and/or background organization.</p> <p><b>Example:</b> The author Tim Johnsson has a medical degree professor at the University of Helsinki.</p> <p><b>Example:</b> The author of the blog, Johnny P. is not health scientific education.</p>		
<p>The student names source publisher and/or evaluate publishing practices /the publisher's expertise in a detailed way.</p> <p><b>Example:</b> Only doctors can write on the pages of the Health Library</p>		
<p>The student describes and/or evaluate in detail the author of the source and/or publisher's motives.</p> <p><b>Example:</b> the purpose of the health institution is to promote public health and research into it influencing factors.</p>		

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

SUBJECTS OF ASSESSMENT	YES	NO
<p>The student refers to the source presented to evidence.</p> <p><b>Example:</b> For the research presented on the website has been attended by hundreds of people and its results have been published in the scientific journal.</p>		
<p>The student mentions other reliable sources, with which the source information can be verified OR whose information is contradicted by that source with the data.</p> <p><b>Example:</b> I have read the same things too from health institution's website.</p> <p><b>Example:</b> The things mentioned in the blog are in conflict with the magazine in which I read the same topic.</p>		





# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

1. Who is the representative of the content producer?

Does the content producer represent, for example, a company, organization or political party? It may not be immediately obvious, but try to look for even small pieces of information, no matter who or what entity is behind the media content.

2. What is the expertise of the content producer? Take a closer look at the content creator's backgrounds.

Remember that anyone can call themselves an expert on a subject!  
Look for reasoning and facts! What is "expertise" based on? For example, does the person have education in the field or other achievements?

3. What do you think about the content creator? Do you already know something about him or does he convince you?

We absorb information more easily from people we trust, such as our friends or people we admire.

4. What are the motives of the content producer, i.e. what does the content producer aim for?

For example, do he want to convince you about something or make you buy something? Be careful, especially if the content producer seems to be spreading some idea or working with a marketing mindset!

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

5. Where and when was the content published?

Sometimes news that is many years old is spread on social media, for example!

7. How does the author justify his argument? For example, does he refer to sources?

Checking the sources and taking a closer look is often worthwhile. Pay attention to, for example, how recent the source is and whether it is a study, an online article or a blog post. Remember that the quality of studies can also vary!

6. What could be the central statement of the text that you want to be informed about?

Storytelling that appeals to emotions is used often useful in online content. A closer look may reveal that the moving story is, for example, trying to sell something. Look at the content and try to dig out its hard core!

8. If the content creator refers to sources, how high-quality are the sources?

“Reserch say” is not a source! Sources generally considered reliable are, for example, well-known agencies, research institutes, expert organizations, news agencies, independent media and textbooks.

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

9. From what point of view is the matter looked at?

Think about whether you could approach the matter in a different way?

11. How do you feel about the topic of the content?

A person more sensitively absorbs information that strengthens his preconceived notions and world view. It is good to be aware of how one's own attitudes affect the reception and assimilation of information.

10. Is there any other information on the subject, even contradictory?

Use the search engine to help you and compare hits. What kind of information on the subject can be found elsewhere?

12. Do you suspect something in the content?

Alarm bells should ring especially if something sounds too good to be true!

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

## THE OBJECTIVES

The goal is for the student to be able to comprehensively evaluate the reliability of the content of different websites. The student can check the correctness of the information and compare different information sources.

## INTRODUCTION

**Evaluating the content on social media critically involves examining it in a way that is fair, unbiased, and thorough. Here are some steps you can follow:**

- **Verify the source:** Check the credibility of the source of the information. Is it a reputable news outlet or a person with expertise in the subject?
- **Check for accuracy:** Look for evidence to support the claims made in the content. Are they supported by reliable sources?
- **Consider the context:** Think about the context in which the information is being shared. Is it being presented in a way that is fair and balanced, or is it biased or sensationalized?
- **Look for multiple perspectives:** Seek out different viewpoints on the issue. This can help you get a more well-rounded understanding of the issue.
- **Be wary of emotional appeals:** Be on the lookout for content that uses emotional appeals to manipulate or persuade you.

**By following these steps, you can evaluate the content on social media more critically and make informed decisions about what to believe and share.**

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

## INTRODUCTION

There are several steps you can take to identify disinformation on social media:

- Check the source: Look for information about the source of the content you're seeing. Is it from a reputable news organization or a known expert on the topic? Or is it from an unfamiliar website or individual with no credentials?
- Verify the information: Use credible fact-checking sources, such as Snopes or Factcheck.org, to verify the information. Don't just rely on a single source – try to find multiple sources that confirm or refute the information.
- Consider the context: Pay attention to the context in which the information is presented. Is it being presented in a balanced and objective manner, or is it biased or sensationalized?
- Look for evidence: Disinformation often lacks evidence to support its claims. Look for sources and citations that back up the information.
- Be wary of emotional appeals: Disinformation often uses emotional appeals to manipulate people's opinions and reactions. Be critical of content that tries to appeal to your emotions without providing logical arguments or evidence.
- Check the date: Make sure the information is current and relevant. Outdated information or information that is no longer applicable may still be circulated as if it were current.

**By following these steps, you can help to identify disinformation on social media and protect yourself from being misled.**

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

## INTRODUCTION

What differences are between disinformation and misinformation?

**Disinformation and misinformation are both forms of false or misleading information. However, there are some key differences between the two terms:**

- **Intent:** Disinformation is typically spread intentionally, with the goal of deceiving or manipulating people. Misinformation, on the other hand, may be spread unintentionally, due to a lack of knowledge or understanding of the facts.
- **Source:** Disinformation is often spread by governments, political organizations, or other groups with an agenda to promote. Misinformation, on the other hand, can come from a variety of sources, including individuals who may be misinformed or unaware of the facts.
- **Effect:** Disinformation is often more effective at manipulating public opinion, as it is typically spread with a specific goal in mind. Misinformation, on the other hand, may simply be an accidental spread of false information.

Overall, both disinformation and misinformation can have serious consequences, as they can lead to the spread of false or misleading information that can shape public opinion and decision-making. It is important to be cautious and critically evaluate the information we come across, and to seek out reliable sources of information to ensure that we have a clear understanding of the facts.

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

## INTRODUCTION

Deepfake is a type of artificial intelligence-based video manipulation that uses machine learning algorithms to synthesize realistic-looking or sounding images, audio, or video. It involves creating a synthetic version of a media asset, such as a video or audio recording, by using a machine learning model trained on a large dataset of real examples.

The technology behind deepfake can be used for a variety of purposes, including creating realistic-looking videos for entertainment or marketing, or for more nefarious purposes such as spreading misinformation or manipulating public opinion. Deepfake technology has raised significant concerns about its potential for abuse, as it can be used to create convincing but false videos that could potentially be used to deceive or mislead people.

There are also concerns about the ethical implications of deepfake technology, as it can be used to create videos of people saying or doing things that they never actually said or did. Some experts have called for more regulation and oversight of deepfake technology to help prevent its misuse.

## THE DESCRIPTION OF THE ACTIVITY

In social media and various online environments, you come across a wide variety of media content, the reliability of which can be challenging to assess. The attached tool will help you critically examine online and social media texts and think more deeply about the reliability of the content.

# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS

## THE DESCRIPTION OF THE ACTIVITY

The tool is especially suitable for reviewing various online content that provides information. These can include, for example, blog posts, online articles, Instagram or Facebook posts.

## THE INSTRUCTIONS OF HOW TO IMPLEMENT THE ACTIVITY

### Materials:

- Video (duration 4 minutes)
- Exercise (12 questions)
- Evaluation form
- Guidance (this document)

### Phases:

- Start by watching the video
- The student chooses the web page he wants
- The student answers the questions
- The answers are evaluated using the evaluation form
- Discussion of students' findings

## REFERENCES / BIBLIOGRAPHY

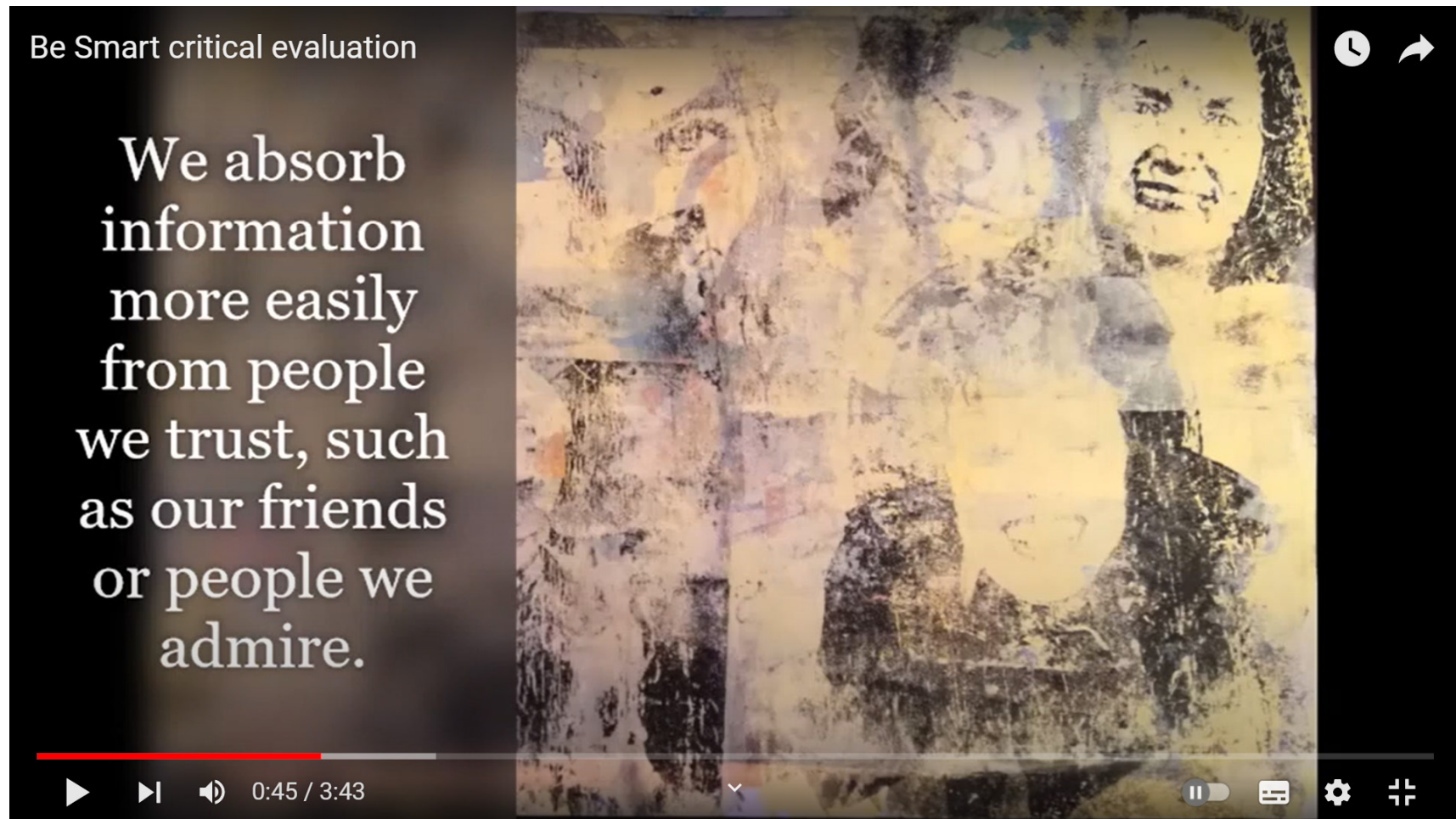
Ideas have been received for the material

ARONI-hankkeessa tuotettua työskentelydokumenttia (2019).

Mediakasvatusseura ry ja Critical-hanke (2022).



# TOOL FOR CRITICAL EVALUATION OF WEB CONTENTS



## [Be Smart critical evaluation](https://www.youtube.com/watch?v=n6xWucd8Ncw&t=46s)

<https://www.youtube.com/watch?v=n6xWucd8Ncw&t=46s>

# CHATGPT

We warmly welcome you to an interactive learning activity on critical media literacy! This task will help you practice your ability to evaluate and interpret the information provided by ChatGPT responses. The aim is to develop critical thinking and the ability to distinguish reliable information from unreliable information from unreliable ones.

Task description: we will look at different situations in which you will receive from ChatGPT answers to your questions. Evaluate whether these answers can be trusted or not. Examine the examples and decide whether or not you believe the answer given by ChatGPT.

You can justify your answer and use your own critical thinking to support your decision. **SCAN OR CLICK ON THE QR CODE!**

## EXAMPLE 1. TRAVELLING



## EXAMPLE 2. OCEANS



## EXAMPLE 3. CAPITAL



## EXAMPLE 4. PANDEMIA



## EXAMPLE 5. INTERNET



Great job with the exercise! Critical media literacy is a very important skill in today's world, when information is available from a wide range of sources.

# CHATGPT

## ACTIVITY

### **THE OBJECTIVES (YOU CAN ALSO HIGHLIGHT THE NEEDS) THE ACTIVITY ADDRESSES**

Interactive learning task about critical media literacy  
This task helps to practice the ability to evaluate and interpret the responses provided by ChatGPT. The goal is to develop critical thinking and the ability to distinguish reliable from unreliable information.

### **THE COMPETENCY (KNOWLEDGE, SKILLS, ATTITUDES, BEHAVIORS) LEARNERS EXPECTED TO GAIN WHILE EXPERIENCING THE ACTIVITY**

We look at different situations in which you get answers to your questions from ChatGPT. The task is to assess whether these answers can be trusted or not. By looking at different examples, a decision should be made based on whether the answer given by ChatGPT can be believed or not. The answers are justified and one's own critical thinking is used to support the decision.

### **THE BRIEF THEORETICAL DESCRIPTION OF THE ACTIVITY**

Students are shown an infographic with 5 QR codes. The codes provide access to examples of ChatGPT's responses. The student justifies why the answer seems to be right or wrong.

### **THE INSTRUCTIONS OF HOW TO IMPLEMENT THE ACTIVITY (SETTING, TIME NEEDED, MATERIALS NEEDED, ETC.)**

Duration: 1 hour

- Internet connection
- QR code reader needed
- Printed version of ChatGPT Infographic

# CHATGPT

## ACTIVITY

### **PEDAGOGICAL RECOMMENDATIONS**

Learning tasks can be done alone or in pairs. Finally, all students can discuss together why they thought the chatGPT answers were right or wrong.

### **REFLECTION AND VALIDATION METHODS FOR EACH ACTIVITY**

Each example is followed by the correct answer with explanations

### **REFERENCES / BIBLIOGRAPH**

How to use ChatGPT -Beginners guide:

<https://www.youtube.com/watch?v=Vayo2RSwcRY>

### **ANY OTHER RELEVANT INFORMATION**

Students can register as ChatGPT users if they have not used it before.

# NETIQUETTE

Netiquette is made up of the words **net** and **etiquette**. Thus, netiquette describes a code of conduct for respectful and appropriate internet communication. Netiquette is usually referred to as Internet etiquette. They are not legally binding rules, but recommended rules of etiquette.

Most notably, the use of smart phones should also follow netiquette.

In this activity we discuss the general rules of netiquette, etiquette of mobile phones and the impact of the use of mobile phones on education and learning in schools.



By following netiquette you are your own referee in social media behavior.

# NETIQUETTE

## BASIC RULES OF NETIQUETTE

Follow at least these basic rules to ensure smooth virtual communication:

1. Prioritize real people.
2. Stay considerate.
3. Don't overshare.
4. Respect other people's privacy.
5. Don't spam.
6. Respond quickly to emails and messages.
7. Help control flame wars. "Flaming" is what people do when they express a strongly held opinion without holding back any emotion.

It's the kind of message that makes people respond, "Oh come on, tell us how you really feel." Tact is not its objective.

Does Netiquette forbid flaming? Not at all. Flaming is a longstand and finally, please check for grammar and spelling mistakes!

See the next section for more tips on how to be polite to other

# NETIQUETTE

## MORE RULES FOR NETIQUETTE

1. Respect copyright. Copyright is infringed when you illegally copy and distribute someone else's work. Unauthorized file-sharing can result in penalties ranging from fines to two years' imprisonment.
2. Do not plagiarize. Plagiarism is the use of another person's work without proper acknowledgement of the original source.
3. Observe spelling and grammar. Write concisely and to the point. Give your email a meaningful title that describes the content of your message.
4. Get good anti-virus software and scan file attachments before opening them.
5. Respect your privacy. For example, don't forward emails without the permission of the original sender.
6. Be careful with humor and irony. In the absence of clear body language and tone of voice, electronic messages are easily misinterpreted. You can use emoticons if you want to make sure the reader understands that you are joking. However, even excessive use of emoticons may irritate some people.
7. Don't say anything in a message that you don't want to be public knowledge.
8. The use of capital letters is often perceived to be an insult and is therefore not always polite.

# NETIQUETTE

## MORE RULES FOR NETIQUETTE

9. Do not attach very large files to an e-mail message without the permission of the recipient. The recipient may have a slow network connection, and sending a very large file may tie up their computer for a long time.
10. Consider who you are sending circulars to. People are often in a hurry, and it is wise to check whether they want to receive this kind of mail. Circulars may also contain viruses.
11. Only post messages to newsgroups and discussion groups that are relevant to the topic of the group.
12. Be polite and respectful of others' opinions.
13. Think before you post. Any private information posted and stored online can live online, even if the photos and texts are deleted from your computer or the web. The information has already been copied to online archiving services, for example, and it is virtually impossible to retrieve it.
14. Do not tell anyone your surname, address, home address, telephone number or the name of your school.
15. Do not reveal your credit card numbers or your bank information, passport or other important documents.
16. Do not give out personal information about yourself or people you know to strangers.



# NETIQUETTE

## MORE RULES FOR NETIQUETTE

17. Keep your password to yourself! Do not share it even with your best friends.

18. Ask your parents or other adults for permission to store material on your computer from the Internet. Remember that computer programs and databases may not be copied, even for your own use, without the permission of the author, unless they are so-called free programs. You are not allowed to install programs or download files on school computers without the permission of the teacher.

19. Also ask permission before registering for competitions or giving out your email address to strangers.

20. Tell your parents or other adults if someone sends you pictures that you find objectionable or strange, or if you see such pictures on the Internet.

21. Remember that no one can make you do anything! If you are talking to someone in a discussion group and they ask you a question you don't want to answer, you don't have to. Instead, leave the discussion group.

22. Don't answer even if someone says something you find objectionable or disgusting.

23. Remember that the people you meet on the Internet are not necessarily who they say they are!

24. If you decide to meet someone you have met on the Internet, never meet them alone. A familiar adult should be with you when you first meet, and the meeting should take place in a public place, not in someone's home.

25. Remember that many offers that seem better than usual are usually misleading.

Source: <https://peda.net/urjala/uy/ohjeita/nettietiketti>

# NETIQUETTE

## SMARTPHONES ETIQUETTE

The use of smart (mobile) phones generally follows the principles of netiquette, which refers to the etiquette or code of polite behavior on the internet. However, individuals may vary in their adherence to these principles.

Please note of the following advise:

### **Respect for Others' Time and Attention:**

Avoid using your smartphone in situations where it may disturb others, such as during meetings, classes, theaters or social gatherings. In theaters, do not open your phone during a performance as its light disturbs others, and do not video the performance.

### **Privacy:**

Be cautious about discussing sensitive or private information in public places or over unsecured networks. Respect others' privacy by not taking photos or videos without their permission.

### **Multitasking:**

Be aware of your surroundings when using your smartphone, especially in situations that require your full attention (e.g., crossing the street, driving).

### **Managing Notification:**

Customize your notification settings to minimize disruptions to others and yourself.

### **In libraries:**

Avoid using your mobile phone, focus on reading books to find new ideas and improve your reading skills.

### **Emergency Situations:**

In emergency situations, use your smartphone responsibly to seek help or provide assistance. The European emergency number 112 and the 116 service numbers help adults and children in distress. Be clear about what to say when you call the emergency number.

# NETIQUETTE

## SHOULD SMARTPHONES AND OTHER DIGITAL DEVICES BE BANNED IN SCHOOL AND EDUCATION?

In the Nordic countries, a serious problem has finally been recognised; almost a quarter of school leavers can no more read than they know the basics of mathematics. Indeed, it is common for pupils to have no need to write anything at all in pencil at school.

Teachers say you can listen to a book if you don't feel like reading it. Children and young people's reading skills are constantly deteriorating, their vocabulary is shrinking, and they may not even know familiar words or expressions.

Their concentration is often poor or almost non-existent. We are raising our children to be illiterate digital addicts, while at the same time as children's reading and literacy skills are declining, schools are being flooded with digital devices with a religious frenzy. Do children have to be "digital natives" in order not to fall from the front line of development? What has the digitalisation of schools led to? Finnish children and young people's PISA results are falling.

**Let us now look at what could have caused the situation described above:**

The 2023 Global Education Monitoring Report has recently released a call for technology only to be used in class when it supports learning outcomes, and this includes the use of smartphones.

**Should we protect children and young people from excessive use of mobile phones?**

The report shows that some technology can support some learning in some contexts, but not when it is over-used or inappropriately used. In particular, the use of smartphones can disrupt learning in classrooms. One study looking at pre-primary through to higher education in 14 countries found that it distracted students from learning. Even just having a mobile phone nearby with notifications coming through is enough to result in students losing their attention from the task at hand. One study found that it can take

# NETIQUETTE

## SHOULD SMARTPHONES AND OTHER DIGITAL DEVICES BE BANNED IN SCHOOL AND EDUCATION?

students up to 20 minutes to refocus on what they were learning once distracted.

The use of mobile phones at school should be restricted. It interferes with learning.

Removing smartphones from schools in Belgium, Spain and the United Kingdom was found to improve learning outcomes, according to a study cited in the report, especially for students that were not performing as well as their peers.

The digital revolution holds immeasurable potential but, just as warnings have been voiced for how it should be regulated in society, similar attention must be paid to the way it is used in education.

Concerns over data privacy, safety and well-being also underpin debates about the use of some technology in schools, especially by students at young ages.

There are privacy concerns raised when specific applications collect user data unnecessary for the applications to work. Currently, only 16% of countries explicitly guarantee data privacy in education by law, however. One analysis found that 89% of 163 education technology products recommended during the pandemic could survey children. Further, 39 of 42 governments providing online education during the pandemic fostered uses that risked or infringed on children's rights.

# NETIQUETTE

## ACTIVITY GUIDANCE FOR FACILITATORS (ADULTS, TEACHERS YOUTH COUNSELORS)

A classroom space that allows small group work.

### Resources

Cardboard and pens to write down the rules of the game.

### Duration

15-45 min.

The appropriate behavior for a young person can vary depending on the specific context, cultural norms, and personal values. However, here are some general guidelines for appropriate behavior for a young person:

### RESPECT

Showing respect towards oneself and others is crucial. This includes being polite, listening attentively, using appropriate language, and treating others with kindness and empathy.

### RESPONSIBILITY

Taking responsibility for one's actions and choices is an important aspect of maturity. This involves being accountable for tasks, fulfilling obligations, and considering the consequences of one's actions.

### HONESTY

Practicing honesty and integrity builds trust and fosters healthy relationships. Young people should strive to be truthful, admit mistakes, and avoid dishonest or deceitful behavior.

### SELF-DISCIPLINE

Developing self-discipline helps young people achieve their goals and grow into responsible adults. This involves managing time effectively, setting priorities, and making positive choices, even when faced with temptations or distractions.

# NETIQUETTE

## **EMPATHY**

Cultivating empathy enables young people to understand and connect with others on a deeper level. It involves being sensitive to the feelings and perspectives of others, showing compassion, and practicing active listening.

## **OPEN-MINDEDNESS**

Being open-minded allows young people to embrace diverse perspectives, ideas, and cultures. It involves being willing to learn from others, considering different viewpoints, and avoiding prejudice or judgment.

## **CONFLICT RESOLUTION**

Developing skills in resolving conflicts peacefully and constructively is important for healthy relationships.

Young people should learn effective communication, negotiation, and compromise techniques to navigate disagreements respectfully.

## **DIGITAL CITIZENSHIP**

In today's digital age, appropriate behavior extends to online interactions. Young people should practice responsible digital citizenship, which includes being mindful of privacy, respecting others online, avoiding cyberbullying, and using technology responsibly.

## **SAFETY AWARENESS**

Young people should prioritize their safety and the safety of others. This involves being cautious in potentially dangerous situations, making informed decisions, and seeking help when needed.

It's important to note that the above guidelines are general suggestions, and individual circumstances may require additional or modified behaviors. Cultural and familial values, as well as age-specific expectations, should also be taken into account when determining appropriate behavior for a young person.

# NETIQUETTE

## ACTIVITY

### **THE OBJECTIVES (YOU CAN ALSO HIGHLIGHT THE NEEDS) THE ACTIVITY ADDRESSES**

In this activity we discuss the general rules of netiquette, etiquette of mobile phones and the impact of the use of mobile phones on education and learning in schools. This activity will guide us on how to behave according to generally accepted practices or rules when using online and mobile phones, especially when socializing and interacting on different social media and using mobile phones.

### **THE COMPETENCY (KNOWLEDGE, SKILLS, ATTITUDES, BEHAVIORS) LEARNERS EXPECTED TO GAIN WHILE EXPERIENCING THE ACTIVITY**

First we learn what Netiquette is about; it is made up of the words net and etiquette. Thus, netiquette describes a code of conduct for respectful and appropriate internet communication. Netiquette is usually referred to as Internet etiquette. They are not legally binding rules, but recommended rules of etiquette. Most notably, the use of smart phones should also follow the netiquette.

### **THE BRIEF THEORETICAL DESCRIPTION OF THE ACTIVITY, THE DESCRIPTION OF THE ACTIVITY ITSELF**

Students will familiarize themselves with the rules of online etiquette through the accompanying material and by independently researching what can be found on online etiquette in different online sources. We will also compare our experiences of using our mobile phones discreetly, for example in libraries, on trains or other means of transport. We also learn that, in addition to talking on a mobile phone, the light from the phone or watching videos on the phone without headphones can distract our fellow users.

# NETIQUETTE

## ACTIVITY

### THE INSTRUCTIONS OF HOW TO IMPLEMENT THE ACTIVITY (SETTING, TIME NEEDED, MATERIALS NEEDED, ETC.)

Duration: 1-2 hours  
Internet connection, smartphones

### PEDAGOGICAL RECOMMENDATIONS

Learning tasks can be done alone or in pairs. Finally, all students can discuss together why netiquette and smartphone etiquette are important and recommended

### REFLECTION AND VALIDATION METHODS FOR EACH ACTIVITY

Each example is followed by the correct answer with explanations

### REFERENCES / BIBLIOGRAPHY

What is netiquette?:  
<https://www.kaspersky.com/resource-center/preemptive-safety/what-is-netiquette>

Smartphones etiquette tips:  
<https://www.verizon.com/articles/Smartphones/cell-phone-etiquette/>

### ANY OTHER RELEVANT INFORMATION

Discussion with your parents



# COMPARATIVE ANALYSIS OF SOCIAL MEDIA GIANTS

## THE OBJECTIVES

The objective of this activity is to enhance participants' understanding of the world of social media giants. In this session, we will explore some leading platforms, their impact on society, and their unique features, as we compare Facebook, X (formerly Twitter), Instagram, and LinkedIn.

(The activity leader can choose other social media giants like Tik-Tok, Youtube etc)

## ACTIVITY ADDRESSES

Youth workers, youth. Age: 18 to 70

## AGENDA

This non-formal education is based on established principles of experiential learning and interactive engagement.

### **1. Introduction 10 mins**

Welcome and introductions

Overview of the session's objectives

### **2. Giants of social media 15 mins**

Brief overview of Facebook, X, Instagram, and LinkedIn

Their influence on society and users

### **3. User Experience and Interface 10 mins**

Comparative analysis of user interfaces

How user experience affects engagement

# COMPARATIVE ANALYSIS OF SOCIAL MEDIA GIANTS

## AGENDA

### **4. Features and Capabilities 10 mins**

Deep dive into the unique features of each platform

Which features resonate with different user demographics

### **5. Content and Community 10 mins**

Discussion on the types of content each platform encourages

How communities and engagement differ on these platform

### **6. Privacy and Security 10 mins**

An analysis of privacy concerns and security measures

How platforms handle user data

### **7. Brand and Business Opportunities 10 mins**

Insights into the advertising and business opportunities

Success stories and challenges for businesses on these platforms

### **8. Summary and final discussion 15 mins**

Open floor for participants' questions, reflections etc

Closing remarks, thanking and further sessions (if available)

## TIME

Approx 90 min, the time frame is indicative, participants together decide the total time

## SETTING

Room

# COMPARATIVE ANALYSIS OF SOCIAL MEDIA GIANTS

## MATERIALS

Laptops or tablets for participants (if available)  
Projector and screen  
Whiteboard and markers  
Printed scenarios and role cards  
Sticky notes and markers

## PEDAGOGICAL RECOMMENDATIONS

Please ask participants to critically evaluate the pluses and minuses of social media giants in every topic of the agenda!  
Thank participants for their active participation and engagement.  
Collect feedback on the simulation, including what participants found valuable and any suggestions for improvement.

## REFERENCES/ BIBLIOGRAFY

Safe social media for kids  
<https://www.npr.org/2011/07/11/137705552/ten-safe-social-net-working-sites-for-kids>  
Safe social media for teens  
<https://www.unicef.org/armenia/en/stories/10-tips-teens-canstay-safe-online>  
What should everyone know about social media  
[https://www.youtube.com/watch?v=z\\_3mjW2NVY4](https://www.youtube.com/watch?v=z_3mjW2NVY4)

# DIGITAL LITERACY AND INDENTITY

With Facebook, anonymity disappeared and we all had a digital identity.

At first we didn't know what a digital identity meant, so we were careless and gave our data to Facebook without a second thought.

People's social encounters started to be worth money to technology companies. For example, the Habbo Hotel, created in the early 2000s, was a rudimentary virtual space where children and young people sometimes spent an insane amount of money to buy virtual furniture that had zero value in the real world. It was the beginning of a development that is hard to stop.

Digital commerce is fast becoming commonplace. Digital art, game props and clothing, for example, are bought and sold in virtual spaces for games and chat.

Large companies are rapidly entering this market. Nike and Adidas are now competing to launch digital sneakers. At the same time, the information we give to Facebook, Google and other companies will always go with the price tag.

The data will help advertisers see what we find attractive.

To cope with these developments in digitalisation, we need digital literacy. We need to be able to take a critical view of the services, the data collected about us and the digital products sold to us. As each future generation spends more time in virtual spaces than the last, digital literacy will become an increasingly important civic skill for them.

# SOCIAL MEDIA GIANTS

## ACTIVITY

### THE OBJECTIVES (YOU CAN ALSO HIGHLIGHT THE NEEDS THE ACTIVITY ADDRESSES)

Interactive learning task as to social media giants: The purpose of this activity is to enhance participants' understanding of the world of social media giants. In this session, we will explore some leading platforms, their impact on society, and their unique features, as we compare Facebook, X (former Twitter), Instagram, and LinkedIn.

### THE COMPETENCY (KNOWLEDGE, SKILLS, ATTITUDES, BEHAVIORS) LEARNERS EXPECTED TO GAIN WHILE EXPERIENCING THE ACTIVITY

We explore the social media giants and the companies behind them, and learn that. Even though it's "social" media, the companies behind it make a profit and pay dividends to their owners. We take a look at the platforms of the social media giants, Facebook, Instagram, X, LinkedIn etc. We find that they collect a lot of information about their users. We assess the impact of the giants on users and societies in general.

### THE BRIEF THEORETICAL DESCRIPTION OF THE ACTIVITY

Students are asked to critical evaluate the pluses and minuses of social media.

### THE INSTRUCTIONS OF HOW TO IMPLEMENT THE ACTIVITY

Duration: 1 hour  
Internet connection

# SOCIAL MEDIA GIANTS

## ACTIVITY

### **PEDAGOGICAL RECOMMENDATIONS**

Learning tasks can be done alone or in pairs. Finally, all students can discuss together why they thought the chatGPT answers were right or wrong.

### **REFLECTION AND VALIDATION METHODS FOR EACH ACTIVITY**

Each example is followed by the correct answer with explanations

### **REFERENCES / BIBLIOGRAPHY**

Social Media and Elections:

<https://www.princeton.edu/~fujiwara/papers/SocialMediaAndElections.pdf>

Comparison of social media:

<https://www.newyorker.com/culture/cultural-comment/tiktokand-the-fall-of-the-social-media-giants>.

# WHO ARE THE SOCIAL MEDIA GIANTS?

In this activity we discuss the social media giants, who they are and who owns them and how they make their money (Facebook). Additionally, we look at other phenomena around the social media giants.

## 1 SOCIAL MEDIA GLOBAL COMPANIES

1. Facebook: Facebook is the largest social media platform, with over 2.8 billion monthly active users as of September 2021. It owns other popular platforms such as Instagram and WhatsApp.
2. X: (formerly Twitter) is a popular platform for real-time news, information sharing, and microblogging. It has over 330 million monthly active users.
3. Instagram: Instagram is a photo and video-sharing platform owned by Facebook. It has more than 1 billion monthly active users and is widely used for visual content sharing.
4. LinkedIn: LinkedIn is a social networking platform focused on professional connections. It has over 700 million members worldwide and is used for job searching, networking, and industry-related discussions.
5. Snapchat: Snapchat is a multimedia messaging app known for its disappearing content and augmented reality filters. It has over 500 million monthly active users.
6. Pinterest: Pinterest is a visual discovery and bookmarking platform where users can discover and save ideas for various topics. It has over 450 million monthly active users.
7. TikTok: TikTok is a social media platform for creating and sharing short videos. It gained immense popularity, particularly among younger audiences, and has over 1 billion monthly active users.

# WHO ARE THE SOCIAL MEDIA GIANTS?

## 2. FACEBOOK CONTROLS AND FUNDS

For Facebook users, it's pretty much unclear where and how Meta Platforms, the owner of Facebook, Instagram and WhatsApp, gets its money and profits. While their service is ostensibly free, the user himself (you) is the product that Meta Platforms sells to advertisers.

You and over 3 billion users are continually profiled according to behaviour, digitally tracked movements, desires and cravings and this targeted data is sold. For Meta Platforms, selling targeted profiling and advertising is valuable.

According to Meta's interim report, it generated an average of \$56 per user in the US and Canada in three months. In Europe, revenue per user was much lower at just under €6 per month, which is still a lot when the user base is huge... In ten years, Facebook's revenue per user has increased nine-fold in North America and sixfold in Europe.

## 3. SHOULD TIKTOK BE BANNED BY LAW?

Our suggestion and in fact request is yes. Actually, several countries have done it eg., India and some states in USA.

Users (largely kids) can like and comment on each other's videos. Likes, comments and followers are an important part of TikTok. The reactions of others mean a lot to young people. The number of followers and likes determines how popular you are and can put a lot of pressure on young people.



# WHO ARE THE SOCIAL MEDIA GIANTS?

## 3. SHOULD TIKTOK BE BANNED BY LAW?

It was a tale of how one app under two names became the fastest-growing social media application of all time, TikTok (for global audiences), and Douyin (for China).

Now, in 2024, TikTok's journey from a burgeoning app to a social media titan is nothing short of remarkable. Surpassing 1 billion monthly active users in 2021, its growth trajectory continues to astound.

Globally, the average time spent on TikTok among Android users per day was 95 minutes during Q2 2022, more than any other social network.

Here's a table with a detailed breakdown of the average time spent in-app per day (in minutes, as of Q2 2022) of TikTok and other leading social networks:

Social media	Average time spent per day (worldwide, Android users only)
TikTok	95 minutes
YouTube	74 minutes
Instagram	51 minutes
Facebook	49 minutes
X (Twitter)	29 minutes
Snapchat	21 minutes

See more on TikTok and other social media statistics: <https://backlinko.com/tiktok-users>.

# WHO ARE THE SOCIAL MEDIA GIANTS?

## 4. WHAT DATA THE SOME GIANTS COLLECT AND SAVE FROM THEIR USERS

Social media giants collect and save a wide range of data from their users. The specific types of data collected can vary between platforms, but here are some common examples:

1. **Personal Information:** Social media platforms typically collect personal information provided by users during the registration process, such as names, email addresses, phone numbers, and birth dates.
2. **Profile Information:** Users often provide additional details in their profiles, such as their gender, location, education, employment history, interests, and relationship status.
3. **Posts and Content:** Social media platforms store the content users create and share, including posts, photos, videos, comments, and messages. This data can include text, images, location information, and timestamps.
4. **Usage Data:** Platforms track users' interactions and behaviors on their platforms, including the posts they like, the pages they follow, the accounts they interact with, and the ads they click on. They may also collect information about the devices and browsers used to access the platform.
5. **Location Information:** Many social media platforms collect and store location data if users enable location services. This information can be used for various purposes, such as providing location-based features or targeted advertising.
6. **Cookies and Tracking Technologies:** Social media platforms utilize cookies and similar tracking technologies to collect data about users' browsing activities both

# WHO ARE THE SOCIAL MEDIA GIANTS?

## 4. WHAT DATA THE SOME GIANTS COLLECT AND SAVE FROM THEIR USERS

on their platforms and across the web. This data helps in profiling users' interests and delivering personalized content and ads.

7. Third-Party Data: Social media platforms may also collect data from third-party sources, such as advertisers, data brokers, or other websites and apps with which they have partnerships. This data can enhance user profiles and improve ad targeting.

It's important to note that the specific data collected and how it is used can vary among platforms. Users should review each platform's privacy policies and settings to understand how their data is being collected, stored, and shared.

## 5. WHO OWN THE SOCIAL MEDIA GIANTS?

Facebook (including Instagram and WhatsApp): Mark Zuckerberg is the co-founder, chairman, and CEO of Facebook, Inc., which owns Instagram and WhatsApp. X (formerly Twitter) is a publicly traded company, and its ownership used to be among its shareholders. Jack Dorsey, one of the co-founders of Twitter. At the moment the owner is Elon Musk (the founder of Tesla company).

LinkedIn: LinkedIn is owned by Microsoft. Microsoft acquired LinkedIn in 2016.

Snapchat: Snap Inc. is the parent company of Snapchat. Evan Spiegel, Bobby Murphy, and Reggie Brown founded Snapchat.

Pinterest: Pinterest is a publicly traded company, and its ownership is distributed among its shareholders.

# WHO ARE THE SOCIAL MEDIA GIANTS?

## 5. WHO OWN THE SOCIAL MEDIA GIANTS?

TikTok: TikTok is owned by the Chinese company ByteDance. Zhang Yiming founded ByteDance in 2012.

It can be argued that the ownership of these companies may change over time due to mergers, acquisitions, or other business transactions. For the most up-to-date information, it is important to look at the websites of some giants and/or some reliable newspapers which constantly follow the social media giants.

## 6. THE SOCIAL MEDIA GIANTS COLLECTS AND SAVE DATA FROM YOU

Survey reveals: Instagram reveals the most information about you to others. Instagram shares the most information about its users with third parties.

Instagram, owned by Facebook, has risen to the top of the list of apps that collect and share user data.

A study by cloud computing company pCloud found that Instagram collects 79% of users' personal data and can share it with third parties. The data collected includes search history, location, contact details and financial information.

In its report, pCloud used Apple's new App Store privacy policy, which reveals more information about how apps use data about their users and how this data is moved around.

# WHO ARE THE SOCIAL MEDIA GIANTS?

## 6. THE SOCIAL MEDIA GIANTS COLLECTS AND SAVE DATA FROM YOU

Your tracking will be collected by:

- Your contact information
- Tags
- Data associated with you (user)
- Health and fitness
- Transactions
- Location
- Contact details
- Contact list
- Sensitive information
- Usage data



Data protection policies may vary depending on, for example, the features you use and your age.

# PROJECT VIDEO

## “Be Smart in Social Media: Digital Skills for Critical Minds”

Erasmus+ project promo animation <https://www.youtube.com/watch?v=Ax4ePxjYbEo>

“Be Smart in Social Media: Digital Skills for Critical Minds” is an Erasmus+ strategic partnership project focused on gathering exemplary strategies and creating innovative resources for an extensive media literacy E-Handbook. Partners from Lithuania, Estonia, Finland, France, and Italy collaborate to develop this Handbook, tailored to support youth workers in their daily interactions with young people. By emphasizing digital and media literacy alongside critical thinking, the

project aims to enhance the digital preparedness, resilience, and capabilities of youth organizations through specialised training and resource development. This initiative also benefits a wider audience, including educators, NGO workers, and stakeholders interested in improving their understanding of digital literacy and critical thinking, particularly in analysing pandemic and post-pandemic scenarios in social media.

**Media Bias** <https://www.youtube.com/watch?v=xuVhKIXotiM>

Practical limitations to media neutrality include the inability of journalists to report all available stories and facts, and the requirement that selected facts be linked into a coherent narrative. This inability provokes media bias within the mass media

in the selection of events and stories that are reported and how they are covered.

# PROJECT VIDEO

**Fallacy Definition** <https://www.youtube.com/watch?v=pmxxx7Vtx34>

Fallacies represent various sorts of errors in reasoning. When you read persuasive writing, ask yourself, “Is the author’s argument based on faulty

reasoning?”. Populist politicians, provocateurs, and radicals often base their speeches and promises on fallacies.

**Tools for measurement of media bias**

[https://www.youtube.com/watch?v=P3U\\_Tr16Jrg&t=52s](https://www.youtube.com/watch?v=P3U_Tr16Jrg&t=52s)

There are various tools for measurement and evaluation of bias. Richard Alan Nelson’s (2004) study on Tracking Propaganda to the Source: Tools for Analyzing Media Bias reports there are at least 12 meth-

ods used in the social sciences and communication science to analyze the existence of and quantify bias.

**Bandwagon fallacy definition**

<https://www.youtube.com/watch?v=ZtQzIEMtLNI>

This video succinctly defines and explains the Bandwagon fallacy, shedding light on its implications and common misconceptions.

# PROJECT VIDEO

**Guilt by association fallacy** <https://www.youtube.com/watch?v=m22SUbL4zqw>

This video explores the concept of the Guilt by Association fallacy, providing a clear and insightful explanation.



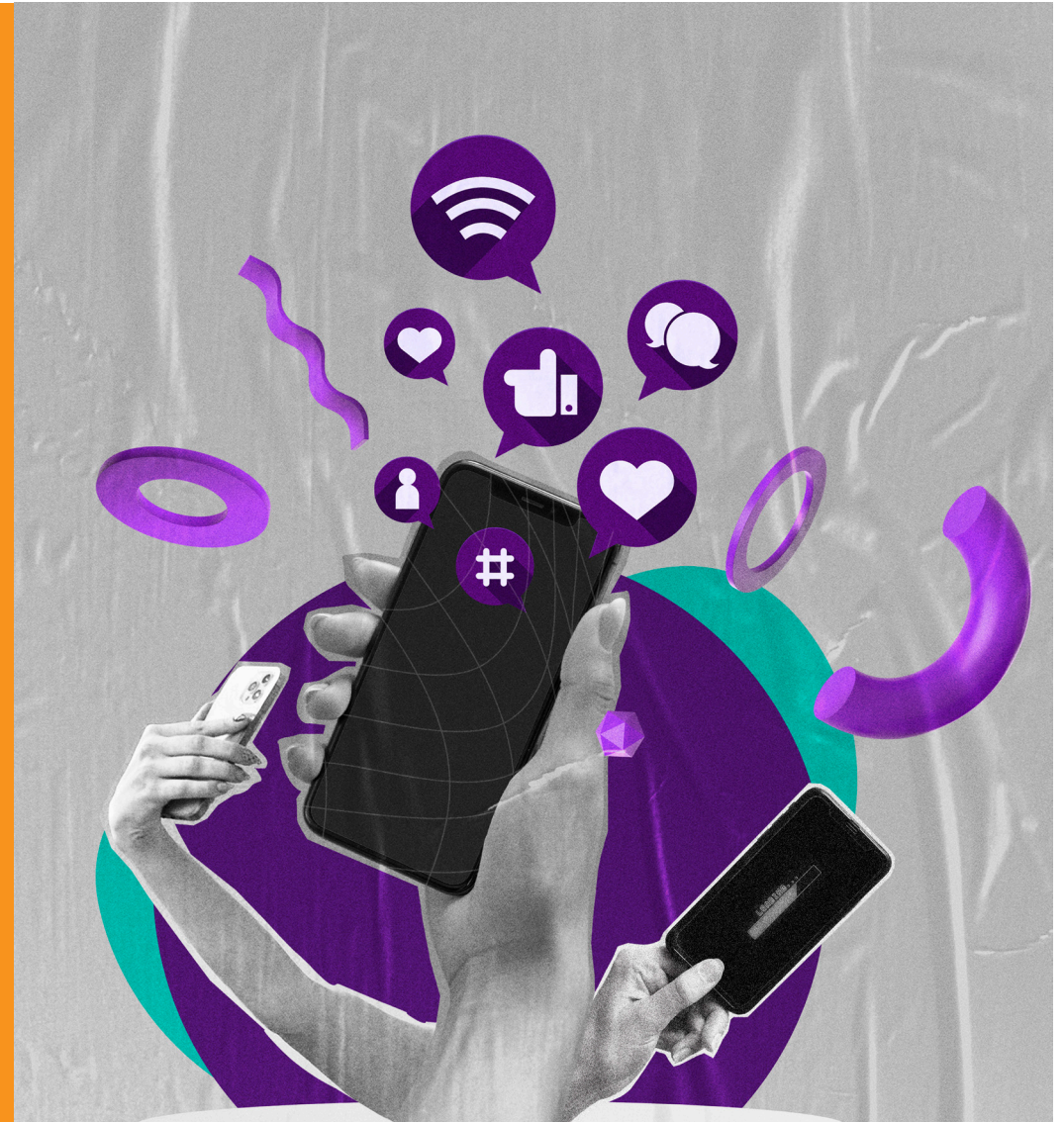
Guilt by association fallacy. Be smart in social media. Erasmus+ project.  
<https://www.youtube.com/watch?v=m22SUbL4zqw>



# PROJECT VIDEO

## SUMMARY

The videos from the “Be Smart in Social Media: Digital Skills for Critical Minds” Erasmus+ project offer valuable resources for teaching media literacy, particularly in helping individuals analyse social media critically and smartly. The project promo animation highlights the collaborative effort of partners from Lithuania, Estonia, Finland, France, and Italy in creating an extensive media literacy E-Handbook. This resource is designed to equip youth workers and educators with the skills to foster digital preparedness and resilience among young people, emphasizing the importance of critical thinking in digital and media literacy. By addressing the nuances of social media interaction, the project helps audiences navigate the complexities of online information, especially in the context of the pandemic and post-pandemic scenarios.



# PROJECT VIDEO

## SUMMARY

The video on media bias offers a critical look at how journalistic choices in story selection and narrative construction can lead to biased reporting. This insight is crucial for media literacy as it underscores the importance of questioning the completeness and neutrality of news sources. Understanding these biases allows individuals to better discern the underlying agendas in media coverage and develop a more nuanced view of current events.

The video on tools for measuring media bias introduces various methods used in social sciences to detect and quantify bias in media. This knowledge empowers individuals to apply systematic approaches in their analysis of news sources, fostering a more evidence-based understanding of media content. By equipping viewers with these analytical tools, the Erasmus+ project enhances their ability to critically engage with and assess the information they encounter on social media.

The video explaining fallacies, including the specific videos on the Bandwagon fallacy and Guilt by Association fallacy, are instrumental in teaching critical thinking. By recognising common errors in reasoning, individuals can more effectively evaluate the arguments presented in social media posts, political speeches, and other persuasive communications. These videos provide clear definitions and examples, making complex concepts accessible and practical for everyday use.

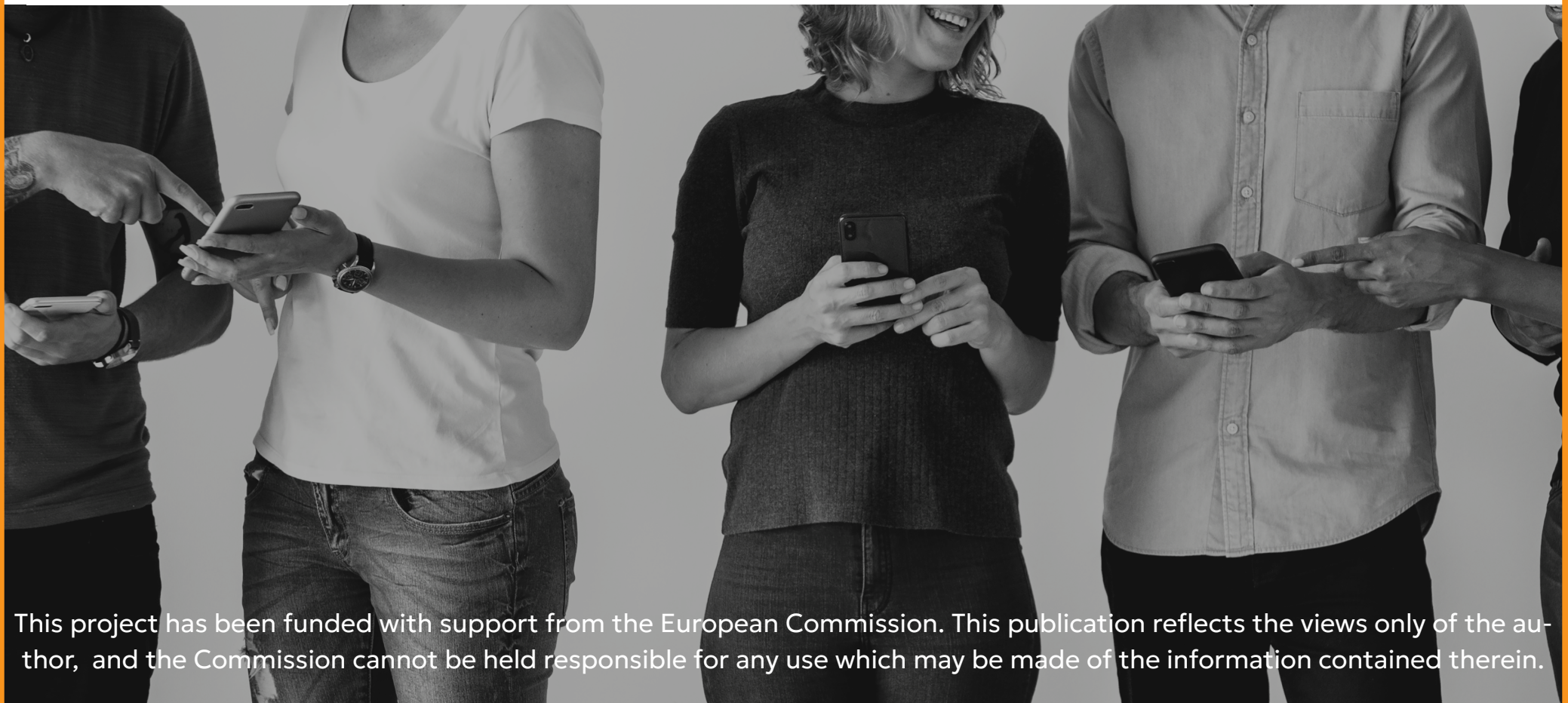
In summary, these videos collectively build a comprehensive foundation for media literacy education, promoting critical analysis, and informed decision-making in the digital age. They offer practical strategies and theoretical insights that are essential for navigating the complex landscape of social media, making them invaluable resources for educators, youth workers, and anyone interested in improving their digital literacy skills.



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