Information from internet

Example of use of the Allo-Tolerance Toolbox

This activity is based on the tool “Information analysis protocol”.


A group of 8 learners participating in a second chance program have participated to a three hour session following the instructions provided by the Information analysis protocol pedagogical activity. They started by an open discussion leaded by the trainer about information on internet. What kind of information do they access? What are they usually looking for? Do they access information on social networks? Why do they need information? How do they behave in front of a piece of information?

The concept of false information emerged. This had not been brought by the trainer but probably because of the news that were giving an important place to fake news because of recent affairs.
Learners agree on the necessity to elaborate a kind of own assessment procedure to evaluate if a piece of information was trustable or not. We are submitted to a growing flow of information on a variety of media and in particular through social networks. It becomes difficult to evaluate the quality of information.

**Trusting or not trusting**

**Confiance ou pas confiance**

Tout le monde aura remarqué que avec l'arrivée d'internet, les informations nous arrivaient toujours plus vite et toujours plus nombreuses. Elles arrivaient aussi bien par les médias traditionnels (journaux, télévision, radio) et le vecteur plus moderne des réseaux sociaux (Facebook, Twitter, Youtube...). Il devient difficile de juger de la qualité des infos qui nous arrivent par ces nouveaux canaux.

**A simple precaution: comparing the same information on various sources**

**La précaution**

Il est donc important de savoir d'où provient l'information (trouver la source): journal, site d'Internet, journalistes indépendants, entreprises, partis politiques...

Il est nécessaire de comparer une même information sur plusieurs sites. En faisant cela, il est plus facile de se forger un avis.

Greta du Velay
By searching the source of the information and by reading how it is explained on various media, it is easier for us to make our own opinion.

**How can I trust**

Comparing is important to try to find a source that is professional and independent from advertisement, from political groups. Some tools are available to help us analysing if we can trust information, there are for example Hoaxbuster and Decodex.

**Examples**

Then learners have searched and presented the rest of the group examples of false information transmitted by several media: about the elections in United States, about elections poll, about economical figures, about some famous conspiracies, about Americans being on the moon, about vaccines and pharmaceutical industry...

Greta du Velay
The conclusion is important: we cannot say that all media are lying. Some of them are doing a real work to analyse and present us real facts. We have to learn how to use the media and also ourselves to transmit information without changing it.

**All media are not lying**

The illustrations of this case are extracted from a *Prezi* presentation that has been realised by the learners to sensitize an external audience on the necessity to assess the information we cannot take for granted.

Greta du Velay