

Modul 4

Digitale Manipulation

Social Bots, Clickbaiting



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Social Bots

Thema 1

1 Ziele

1. Verstehen von Social Bots
2. Erkennen Social Bots
3. Reagieren to Social Bots
4. Bewusstsein für Social Bots im Klassenzimmer schaffen

2 Allgemeine Beschreibung

In der der nationalen Forschung wurde deutlich, dass die Schüler*innen nicht mit dem Konzept der Social Bots und der Online-Manipulation von Meinungen vertraut sind. Dieses Modul liefert Informationen über verschiedene Arten von Social Bots sowie Informationen über die Gefahr von Social Bots für Bürger*innen und Demokratie. Die Schüler*innen lernen, wie man soziale Bots erkennt, aufdeckt und darauf reagiert. Schließlich werden die Schüler*innen eine Aufklärungskampagne durchführen, um das Bewusstsein für dieses Thema in ihren Klassenzimmern und in ihrem Schulumfeld zu erhöhen.

3 Introduction to the Topic

"Bot" ist die Abkürzung für den englischen Begriff "robot" für Roboter. Bots sind Computerprogramme, die automatisch bestimmte Aufgaben erfüllen. Durch gefälschte Konten können Meinungsbots in sozialen Netzwerken auch menschliche Identitäten fälschen. Falschmeldungen werden oft über Social Media Kanäle wie Twitter, Facebook und Instagram verbreitet. Die Programmierung eines Social Bot ist einfach. Es gibt kostenlose Softwares im Internet, die mit wenigen Änderungen im Code schnell genutzt werden können. Hinter Bots steckt keine künstliche Intelligenz, sondern ein Algorithmus¹. Dieses Modul verfolgt das Ziel, die Gefahr solcher Social Bots und deren Auswirkungen auf Online-Konversationen aufzuzeigen. Darüber hinaus ist es wichtig, nicht nur verschiedene Arten von Social Bots zu kennen, sondern auch Strategien zu kennen, um sie zu identifizieren und auf angemessene Weise darauf zu reagieren. Dies wird ein wesentlicher Bestandteil dieses Moduls sein.

¹ See: <https://www.bpb.de/252585/was-sind-social-bots>

4 Framework

TOPIC 1	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
DIGITAL MANIPULATION	Understand	<p>1.1 The student understands the basic concept of <i>social bots</i> (basic concept of algorithms).</p> <p>1.2 The student understands that there are different kinds of <i>social bots</i> (overloading bots; trendsetter; trolls)</p> <p>1.3 The student understands the impact of <i>social bots</i> on online-conversations.</p>	<p>1.1 I understand that the social bot is one form of an algorithm</p> <p>1.2 I understand that there are three mayor types of social bots and I am able to name them</p> <p>1.3 I understand that social bots try to manipulate opinions</p>	<p>1.1 and 1.2 Lecture via online-tools</p> <p>1.3 Showing examples of very obvious social bots</p>	<p>1.1 and 1.2 Online tutorial/ video</p> <p>1.3 Screenshots of social bot accounts and their posts</p>	<p>1.1 and 1.2 Online tutorial/ video</p> <p>1.3 Screenshots of social bot accounts and their posts + concrete example on how social bots had an influence on the US-election in 2017</p>	Pre-Posttest via Quiz
	Engage / Interact	<p>2.1 The student knows indicators to recognize e.g. opinion bots / websites / accounts</p>	<p>2.1 and 2.2 I know the important questions in order to recognize social bots:</p>	<p>2.1 and 2.2 Presentation on the indicators</p>	<p>2.1 Students get one account of a social bot and click on all</p>	<p>2.2 Students get two different accounts and need to</p>	Assessment by ratio of right answers/ tries in order to get all answers right

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		2.2 The student knows how to use the indicators in order to expose social bots	https://www.tellerreport.com/tech/--bot-or-no-bot--how-to-recognize-opinion-robots-r1c6Eaoy4.html		indicators that seem to be indicators that it is a social bot	recognize which one is a social bot and which one is a real person by using the indicators	
Analyze	3.1 The students analyse the influence of social bots on social networks.	3.1 I am able to analyze which influence social bots have on our democracy / community / society	3.1 Presentation 3.1 Example of social bots in our daily lives	Different examples of different bots that have a serious impact on politics (e.g. migration; refugees – social bots that tried to push the right-wing movement)	Different examples of social bots with different goals: 1. Analyze different kinds of social bots and their area of impact (politics, environment, friendships etc.) 2. Analyze the treats of social bots in democracy	3.1 writing a short letter explaining aspects of social bots to a friend 3.2 Scenario: A social bot starts to comment your post – what reaction would you show? (select from several options)	
Evaluate	4.1 Students rate websites for their susceptibility to social bots.	4.1 I know security standards against social bots on webpages and can assess if these standards are	4.1 Students decide based on their own inquiry if you could use different online	4.1 different sources which are either trustworthy or not	4.1 different sources which are either trustworthy or not (less obvious	Assessment by ratio of right answers/ tries in order to get all answers right	

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			implemented.	platforms as a source for information or not		than in the basic scenario)	
Create	<p>5.1 The students develop these why social bots attract people.</p> <p>5.2 The students design a flyer and a campaign that raises awareness for the problem of social bots, and how to recognize them.</p> <p>5.3 The students create a captcha tool, which allows identifying social bots.</p>	5.1-5.3 I am reacting on the problem of social bots by creating awareness on the problem	5.1-5.3 Students bring the topic of social bots to their classrooms and develop strategies to combat them/ to sensitize for them	5.1-5.3 “Social bots action guide” – templates and instructions to create an awareness-campaign in schools	5.1-5.3 “Social bots action guide” – templates and instructions to create an awareness-campaign in schools (advanced level)	Assessment by evaluating the results of the in-schools campaign	

Clickbait

Thema 2

1 Ziele

1. Verstehen von Clickbaiting
2. Erkennen von Clickbaiting
3. Reagieren auf Clickbaiting
4. Bewusstsein für Clickbaiting im Klassenzimmer schaffen

2 Allgemeine Beschreibung

Dieses Modul liefert Informationen über Clickbaiting und seinen Funktionsmechanismus, Menschen mit einprägsamen Schlagzeilen anzuziehen, um Klicks zu erhalten. Die Teilnehmenden lernen, wie man Clickbaits erkennt, sie enthüllt und darauf reagiert. Schließlich werden die Schüler*innen darüber nachdenken, wie sie das Bewusstsein für Clickbaits in ihrer Klasse fördern und reflektieren über den Einfluss von Clickbaits auf Menschen.

3 Einführung

OMG, WOW, LOL oder SMH: Clickbaits lösen starke Emotionen aus und nutzen psychologische Effekte, um Menschen zum Klicken und Teilen zu bewegen. Das grundlegende Prinzip wurde nicht im Internet erfunden, es ist bereits aus der Boulevardpresse und in Form des Cliffhangers auch aus der Filmindustrie bekannt. Beim Clickbait versuchen Verleger und insbesondere Vermarkter, mithilfe von „Click-through Phrases“ und Überschriften Klicks zu erhöhen, um ihren Online-Verkehr und damit ihre Werbeeinnahmen zu erhöhen. Dieses Modul verfolgt das Ziel, die Gefahr von Clickbaiting-Strategien und deren Auswirkungen auf das Online-Verhalten aufzuzeigen. Zusätzlich ist es wichtig, nicht nur grundlegende Konzepte des Clickbaiting zu behandeln, sondern auch Strategien zu kennen, um Clickbaiting zu identifizieren und sich vor dem Einfluss zu schützen. Dies wird ein wesentlicher Bestandteil dieses Moduls sein.

4 Framework

TOPIC 2	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
CLICKBAIT	Understand	<p>1.1 The student understands the basic concept of <i>click baiting</i>.</p> <p>1.2 The student understands motivation of click baiting.</p>	<p>1.1 I understand why some websites/users use click baiting</p> <p>1.2 I understand that click baiting could also be a manipulation my opinion</p>	<p>1.1 and 1.2 Lecture via online-tools</p> <p>1.3 Showing examples of obvious click baits.</p>	<p>1.1 and 1.2 online tutorial/ video</p> <p>1.3 Examples from the internet on click baiting: https://www.giga.de/extra/internet/gallery/click-bait-bedeutung-einfach-erklaert-an-6-beispielen/#page=5</p>	<p>1.1 and 1.2 online tutorial/ video</p> <p>1.3 Examples from the internet on click baiting (less obvious, student needs to come up him/herself with examples that she/he saw recently on the internet).</p>	Pre-Posttest via Quiz
	Engage / Interact	<p>2.1 The student is aware that click baiting exists.</p> <p>2.2 The students is able to show examples</p>	<p>2.1 and 2.2 I know what click baiting is and I can show examples on social media</p>	<p>2.1 and 2.2 Students look up click baits in their own feed/online news papers</p>	<p>2.1 Students go through different their own social media and see if</p>	<p>2.1 Students go through different online papers and see if they can find something they</p>	N/A

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		of click baits on the internet.			they can find clickbait there	would describe as clickbait	
Analyze	<p>3.1 The students analyses the influence of click baiting on people.</p> <p>3.2 The students analyse clickbait strategies on YouTube videos.</p>	<p>3.1 I am able to analyze which influence micro targeting on people (emotion, reaction, interest)</p> <p>3.2 I am able to recognize clickbait on YouTube</p>	<p>3.1 Presentation And discussion</p> <p>3.2 Research</p>	<p>3.2 Different YouTube videos which use catchy titles and front pictures.</p>	<p>3.2 Different YouTube videos which use catchy titles and front pictures.</p>	<p>3.2 Students prepare a short presentation with e.g. screen shorts of YouTube titles that they think are clickbait</p>	
Evaluate	<p>4.1 The students evaluate in how far the online content can fulfil the headlines used in clickbait strategies.</p> <p>4.2 students discuss on moral aspects on click baiting</p>	<p>4.1 I can evaluate for an online video if the content holds what the headline promises</p> <p>4.2 I thought about the moral aspect of click baits and formed an opinion on that</p>	<p>4.1 and 4.2 Students decide based on their own inquiry if you could use different online platforms as a source for information or not</p>	<p>4.1 and 4.2 different sources which are either trustworthy or not</p>	<p>4.1 and 4.2 different sources which are either trustworthy or not</p>	<p>Students write a letter to a friend on their findings from their inquiry</p>	
Create	<p>5.1 The students develop theses why clickbait attracts people.</p> <p>5.2 The students design a flyer that</p>	<p>5.1 Based on my knowledge about click baiting I can develop theses why people do click on content that has a catchy headline</p>	<p>5.1 Students collect ideas and visualize them on a poster</p> <p>5.2 Student design a flyer</p>	<p>5.1 Collection of different catchy headlines that were used as headlines in the past</p>	<p>5.1 Collection of different catchy headlines that were used as headlines in the past from different areas:</p>	<p>Assessment by evaluating the results of the in-schools activities</p>	

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		raises awareness on possible dangers of click baiting.	5.2 I can present my knowledge about click baiting through a flyer			beauty, VIP news, politics etc.	
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