

FINAL PROJECT BRIEF

Challenge

The development of digital technology and self-media has made it easier to create and spread fake news. The line between real news and fake news is getting blurred.

This project explores how young British people are affected by the fake news on the Internet and how they can help educate them and raise their awareness of existing fake news?

Why/Context

Vodafone UK has released new research to commemorate Safer Internet Day, exploring young people's views on "fake news", misinformation, and the reliability of the information they find online. **Nearly half (46%) of teenagers are deprived of fake news.** In addition, 77% of teenagers said they see the fakest news on social media platforms-much higher than news websites (15%) and newspapers or magazines (13%). Therefore, while enjoying the convenience brought by digitalization, young people also face some challenges. There is a phenomenon around me. Some young people cannot judge some fake news whose content seems to be "real." Such news topics include "COVID-19 and vaccines"; "British blockade"; "Entertainment gossip": "Trump ". In addition, according to data on Statista, **52% of teenagers find it difficult or difficult to judge whether news reports on social media are true. Only 4% found that identifying the authenticity of social media news is a straightforward task.** Sometimes, it is not easy for most young people to distinguish fake news.

Researchers from Loughborough University found that more than 57.7% of British social media users believe that the news they find on social media is not entirely accurate. **42.8% of news sharers admitted that they shared false or true news; 17.3% admitted they thought it was fabricated news during the sharing process.** Therefore, there is an increasing demand for false news judgment and young people's ability to identify false information. **It is worth mentioning that the line between "fake" news and "true" news is not always strict.** Some articles contain the truth, but others are misleading, and this nuance is what makes news literacy so tricky. Therefore, I want to understand how young people are affected by the information bubble they live on the Internet and how young people can discern the authenticity of news and media.

Target group / Methods

The target group of the project is young people who use Internet media. The target problem is that young people are sharing and receiving fake news, and they cannot judge its authenticity. How do young people get out of the fake news trap? -Information bubble of young people (information bubble: The website algorithm selectively guesses what information the user wants to see according to the information. Personalized search about the user. Therefore, the user is separated from the information that does not agree with them, effectively isolating them in my cultural or ideological bubble.)

In my plan, this project solution appears in an interactive gashapon machine. It includes two activities-creating fake news and identifying fake news. It aims to encourage students to think about the source of fake news and improve their ability to identify fake news. First, I will conduct a preliminary survey of the target population, including user interviews-summarizing their quotes, questionnaire surveys-understanding their news consumption habits, and observing how young people receive and judge information-that is, user behavior patterns. Then, based on the preliminary investigation information, make the user's empathy map, user portrait, etc. I will explore the reasons for the formation of the news bubble psychology of young users and their online news consumption patterns. Finally, I will find out the factors that affect the judgment of young people in the news and formulate solutions.