II.C.9.9

Landeskunde – Communication and the Media

The impact of the media: Information, entertainment, manipulation – Eine kritische Auseinandersetzung mit den Medien

Waltraud Feger

Welche unterschiedlichen Medien gibt es? Wie beeinflussen sie uns? Und welche Rolle spielt die Künstliche Intelligenz in der Medienlandschaft? Schon jetzt wird KI eingesetzt, um Nachrichten zu erstellen, zu manipulieren und zu fälschen. Die Europäische Kommission setzte daher 2024 eine Verordnung zum Schutz von Grundrechten in Kraft, nach der – gemessen an dem jeweiligen Risiko – KI-basierte Apps verboten oder stärker reguliert werden können. In der vorliegenden Unterrichtsreihe setzen sich Ihre Schülerinnen und Schüler anhand von Artikeln und Videos mit dem Thema „Der Einfluss von Medien" auseinander. Dabei berücksichtigen sie insbesondere die Auswirkungen von KI auf die Medienbranche.

....

KOMPETENZPROFIL

LearningApps - interaktive Lernbausteine

Klassenstufe/Lernjahr:	ab Klasse 10; ab dem 5. Lernjahr
Dauer:	3–6 Unterrichtsstunden + LEK
Kompetenzen:	1. Leseverstehen: Texte lesen und verstehen; 2. Hör-Seh-Verstehen: Videos verstehen, einordnen und analysieren; 3. Schreibkompetenz: kreative Texte erstellen; 4. Sprechkompetenz: kontroverse, aktuelle Themen diskutieren
Thematische Bereiche:	*technology, media, artificial intelligence, social media, information, manipulation, society*
Zusätzlich benötigt:	Internetzugang und Endgeräte für *LearningApps* und Video(-link)s

....

Auf einen Blick

1./2. Stunde

Thema: Media and Artificial Intelligence – Warming up to the topic

M 1 **Word cloud: Media – A picture stimulus /** anhand einer *word cloud* Hintergrundwissen (PA) und Wortschatz (EA) zum Bereich „Medien" aktivieren

M 2 **Media and Artificial Intelligence – A group puzzle /** Inhalte zum Thema auf der Basis von vier Texten in einem Gruppenpuzzle erarbeiten und präsentieren (GA)

Hausaufgabe: eine Internetrecherche zum Thema „Vor- und Nachteile sozialer Medien" durchführen und die Ergebnisse in einer Mindmap oder einem Plakat festhalten (EA)

Benötigt:
- Beamer/Whiteboard bzw. Dokumentenkamera
- digitale oder ausgedruckte Fassung von M 1 und M 2

3./4. Stunde

Thema: The spectrum of media – Background information

M 3 **What is media? – Working with a video /** anhand eines Erklärvideos verschiedene Kategorien von Medien identifizieren und kommentieren (EA)

Benötigt:
- Beamer/Whiteboard bzw. Dokumentenkamera und Internetzugang zum Abspielen des Videos
- digitale oder ausgedruckte Fassung von M 3

5./6. Stunde

Thema: The downsides of information – Negative news and how to deal with it

M 4 **Propaganda, misinformation and fake news – Understanding an article /** einen Zeitungsartikel lesen und verstehen, einen Dialog zum Thema des Artikels schreiben und *if clauses* wiederholen (EA)

M 5 **Tricked by the fake Obama video? – The dangers of deepfake technology /** ein Video anschauen und verstehen (EA); einen *report* zum Thema des Videos schreiben (PA)

Benötigt:
- Beamer/Whiteboard bzw. Dokumentenkamera und Internetzugang zum Abspielen des Videos
- digitale oder ausgedruckte Fassung von M 4 und M 5

M 2

# Media and Artifcial Intelligence – A group puzzle

Tasks

1. Work in groups on specific aspects of your topic and become an expert. Be prepared to share your findings with the class. Here is how you do it:
   – Form groups of four. These are your home groups.
   – Each member of the group studies the assigned text individually and becomes an expert on the aspects discussed in the text.
   – Then, you get together in expert groups. Share and discuss your findings. Take notes.
   – Re-form your home groups.
   – Present your findings and discuss the topics. Clarify difficult aspects.
   – In the end, discuss the topic with the entire class.
   – Evaluate the effectiveness of the group work.

2. **Extra task/Homework:** Do an online research on the topic "Social Media – Pros and Cons".
   Basic level: Create a mind map by collecting the advantages and disadvantages.
   Advanced level: Collect information on the advantages and disadvantages by making a list.
   Then write a text of 200 words, using expressions to contrast arguments (e.g., on the one hand, on the other hand; while ...; some people argue ... others argue ..., it is true that ... it is also true that ...).
   Helpful links:
   – https://raabe.click/pros_cons
   – https://raabe.click/article_pros_cons
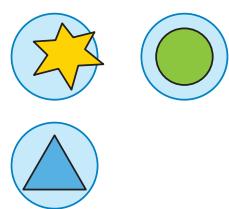
Text A

Artificial Intelligence Is Changing Social Media
by Deborah Block, July 19, 2023

Artificial intelligence is quickly becoming part of our social media world on our cellphones and computers. Text, images, audio and video are becoming easier for anyone to create using new generative AI tools. As AI-generated materials become more pervasive[1] it's getting harder to tell the difference between what is real and
5 what has been manipulated. "It's one of the challenges over the next decade," said Kristian Hammond, a professor of computer science who focuses[2] on artificial intelligence at Northwestern University. AI-generated content is making its way into movies, TV shows and social media on Facebook, TikTok, Snapchat and other platforms.
10 AI has been used to change images of former President Donald Trump and Pope Francis. The winner of a prestigious[3] international photo competition this year used AI to create a fake photo.
Victor Lee, who specializes in AI as an associate professor in the Graduate School of Education at Stanford University, said, "people need to exercise caution[4] when
15 looking at AI-generated materials."
Whether it's text, video, an image or audio, with generative AI we are seeing things that look like actual news or an image of a particular person but it's not true, Lee said. AI is also being used to create songs that sound like popular musical artists and replicating[5] images of actors.

Propaganda, misinformation and fake news – Understanding an article

<div style="text-align: right">

M 4

</div>

The article "Dealing with propaganda, misinformation and fake news" published by the Council of Europe, focusses on the dangers of the misuse of media and the necessity of empowering students with the competence to understand and assess information in all forms of media.

Info box: Council of Europe

According to their website, the Council of Europe (https://raabe.click/council_of_europe) is the continent's leading human rights organisation. The text is part of an undated article on media that pinpoints the negative sides and risks.

Tasks

1. Study the vocabulary and the info box. Then, read the article "Dealing with propaganda, misinformation and fake news".
2. Comprehension: Match the sentence parts that belong together on *LearningApps*:
   https://learningapps.org/watch?v=pdz30eprj24
3. Comprehension: Answer the questions.
   a) What is vital for schools and their curricula?
   b) In what subject must teachers be trained?
   c) What has been found out about media recipients and fake news?
   d) What do propaganda, misinformation and fake news have in common?
   e) Why should schools teach about it?
   f) Why can society not expect parents to show their children the right handling?
   g) Why does school take over?
   h) What is the important role of school?
4. Imagine being the headteacher of a school giving an interview to journalists on the topic of his/her demand for employing more teachers with a qualification in information literacy. Read the beginning of the interview. Continue the interview with at least five questions and answers in your exercise book.

Interview beginning

Headteacher: Good morning, ladies and gentlemen of the press. I invited you, because I would like to inform the public about an important topic which is fairly new. For centuries, our main task was teaching our students how to read, write and calculate. But the digital world demands more. First question? The lady over there, please.

Journalist: I'm Mary Robins for The Independent. Could you outline what is new at school?

Headteacher: Of course. May I start with the obvious changes? The white board has replaced the black board, paperwork is mostly done on the tablet or PC.

Journalist: I'm Harald Smith for The Guardian. It was announced that you wanted to bring about some changes in the curriculum and in the training of teachers. Could you tell us why?

Headteacher: Absolutely … *(Continue here)*