



Information

Disinformation

Misinformation

Instructions for Users



Information, disinformation, misinformation: what are the differences ?

The following is a description and summary of the content of each page of the document in the appendix.

Page 2 and 3

• Definition of information :

This page defines what information is by listing three main criteria for identifying information: something new, with consequences for a large number of people, and verified and reliable. It is stressed that information must not hide or sell anything, this is an indisputable fact.

This page is based on a fun video made with the support of the French Ministry of Education. Several concrete cases are exposed in the video: Léa buys a lot of vinyls, the French teacher was spotted in the street with a man, Jean loves cat videos and it seems that a new cinema is going to open in the city. It is possible for the speaker to pause the video when the different "types of information" are proposed and ask the students, so what situation do you think is information? This allows us to lay the first differentiating bases between rumor, anecdote, gossip and information.

Page 4 and 5 and 6

• Trusted Sources :

This page discusses the reliability of information sources. It distinguishes between sources that are more reliable (such as newspapers and scientific studies) and less reliable sources. This serves to illustrate that each piece of information must be sourced, linked to something verifiable. An example is an image of productions made by content creators on the social network Youtube and the sources associated with their productions that testify to their reliability.

Page 6 shows an example of content that does not cite any source. The megalodon (a dinosaur whose species became extinct) is believed to still be alive somewhere in the ocean.

The following pages present several cases in which information has been found to be in the public interest.

Page 7

• Information and its consequences :

This page presents examples of information with positive consequences. There is mention of a scandal over the pollution of the waters of the Nestlé Waters group, which raises serious doubts about their sanitary quality.

Page 8

• Unmasking charlatans :

This section exposes an investigation into Doctolib, a French platform for booking medical appointments, which, despite an earlier deletion of hundreds of profiles, still hosts practitioners with dubious or even fraudulent methods.

Page 9 and 10

• Building an Informed Opinion :

This page discusses the importance of building an informed opinion from information. It illustrates how a France 3 investigation on child protection precipitated government decisions.

Page 11 to 15

• Misinformation :

This page defines disinformation as false information given with the intent to deceive the public or harm someone. It describes the reasons for spreading fake news, such as creating a buzz, making money or influencing public opinion.

Page 16 to 20

• Disinformation, misinformation or fake news? :

This section distinguishes between disinformation (the deliberate spread of false information) and misinformation (sharing false information without the intent to deceive). She gives examples of misinformation, such as the rumour of white vans that targeted the Roma community. It is based on original content specific to the Fake Off association, which offers students the opportunity to conduct an investigation related to disinformation and rumours, accompanied by professional journalists.

Video examples are available. Images and thumbnails are clickable.

Page 21

• Consequences of disinformation and misinformation :

This page concludes by highlighting the negative and dangerous consequences of disinformation and misinformation, such as harassment, scams, and manipulation. It gives advice on how to verify the legitimacy of the author and the reliability of the source.

Page 22

• Disclaimer and end page