***FOR THE TEACHER***

**Hot topics and digital media**

**Type of task***:* Research project intended to produce a billboard for the school

**Educational level**: Primary and/or secondary education - ISCED 1/2[[1]](#footnote-1)

**Proficiency level***:* B2

**Short description and aim of the activity**:

Engaging students in the crisscrossing of information available in several media in different languages, this task aims at developing their critical thinking and skills of relating and interpreting. Because young people consume information in several languages, this task intends to bring their multiliteracy skills to the foreign language classroom. The tasks, even if classroom-specific, are oriented towards students’ authentic, every day needs as consumers and producers of media.

**Background information:**

The task was designed taking into account the context of French teaching and learning in Germany, where German is the majority language, English the most commonly taught foreign language, and almost 25% of the students have a diversified linguistic background. Having said this, this mediation task merges principles of the pluralistic approaches to teaching and learning, namely integrated foreign language didactics and language awakening: It uses knowledge students possess of the majority language (German), knowledge of possible heritage languages used in the classroom, previously learnt languages (English), and the target language (French).

**CEFR mediation scale and descriptor** (to which the activities refer):

Please note that the activities contain languages A (school language), B (first foreign language), C (target language) and X (heritage languages).

* *Can relay (in language C) which presentations given (in languages A, B and X) at a conference, or which articles in a book (in language A, B or X) are particularly relevant for a specific purpose;*
* *Can relay in writing (in language C) the relevant point(s) contained in propositionally complex but well-structured texts (in languages A,B and X) within their fields of professional, academic and personal interest;*
* *Can summarise in writing (in language C) the main content of well-structured but propositionally complex texts (in language A, B or X) on subjects within their fields of professional, academic and personal interest;*
* *Can compare, contrast and synthesise in writing (in language C) the pieces of information and viewpoints contained in academic and professional publications (in language A, B or X) in their fields of special interest;*
* *Can understand a clearly structured lecture on a familiar subject and can take notes on points which strike them as important, even though they tend to concentrate on the actual formulation and therefore to miss some information.*

**CEFR mediation strategies involved:**

* *Streamlining a text: Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.*
* *Linking to previous knowledge:*
	+ *Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences.*
	+ *Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.*
* *Adapting language: Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g., an essay, a forum discussion, a presentation) by paraphrasing in simpler language.*

**Languages involved**

Language A: German

Language B: English (FL1)

Language C: French (FL2 and target language in this task)

Language X: Students’ choice (i.e., a heritage language)

**Linguistic objectives. Students will be able to:**

* write an opinion/argumentative text, using concession adverbs to present and discuss opposed ideas;
* express and ask for personal opinions, in informal written texts and oral interaction;
* express agreement and disagreement in informal written texts and oral interaction.

**Other competences involved**:

* critical thinking: to develop interpreting and relating skills (intercultural competence) by developing attitudes of distancing, decentring, and relativising, and by accepting the existence of other modes of interpretation of reality;
* media and information literacy: to develop language awareness through language and information comparison and through the willingness to face difficulties linked to plurilingual situations;
* intra-personal skills: to reflect on personal skills development, following their participation in the tasks.

**Time/lessons needed for the activity:** three lessons (90 minutes each)

* lesson one: steps 1 to 7;
* lesson two: step 8;
* lesson three: steps 9 to 11.

**Resources required:**

* texts in languages A, B and C.
* mobile devices with internet connection (tablets or mobile phones).
* paper and “bricolage” material.

**Procedure**:

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|  |  | **Class organisation** | **Ideas for differentiation** |
| **Step 1** | To break the ice: The students discuss the ways they consume digital media, productively and receptively, and exchange information about the languages they use to do it. | Plenary | Students could work in pairs and discuss in a shared language. |
| **Step 2** | In order to activate and expand their vocabulary about the theme, students brainstorm about current controversial themes and whether they ever feel manipulated by the media. The teacher introduces concession adverbs used to connect opposed and complex ideas. | Plenary |  |
| **Step 3** | Students compare information provided in German (language A and majority language) and English (language B and first FL) to look for similar, complementary or contradictory information. (Worksheet 1, tasks 1-1.1.8.) | Small groups | The teacher might encourage the comparison of the same concept in different languages (e.g.,“fake news”, “fausses informations”, “Falschmeldung, “Gerüchte”).  |
| **Step 4** | Students read a text in language C (Worksheet 1, task 1.2), and compare the information in it with that of the previous texts in languages A and B, to complement the information collected. They take notes (See worksheet 1; task 1.3). | Small groups |  |
| **Step 5** | If students speak another language (heritage or another foreign language, both of which we will refer to here language X), they search for information in that language relating to the same topic as the texts in languages A and B) and complete task 2 of the Worksheet. Students with knowledge of a Language X should be paired together with students without it. The student speaking and reading the Language X material explains the main information found in that language to their partner, using the target language (language C). The student who listens must evaluate if the information is contradictory or complementary across texts and languages.  | Small groups | This step can be skipped in case any heritage languages are present in the classroom.  |
| **Step 6** | In Worksheet 1, task 3, students complete the notes they have previously taken in language X (Worksheet 1, task 1.3). The task is accomplished in the target language (French). | Small groups | Completion of the notes can be done in the HL, if necessary. |
| **Step 7** | Homework: The students produce an argumentative text, in French (language C), positioning themselves in the controversy (See worksheet 1, task 4).  | Individual  | The teacher can provide scaffolding on how to write an argumentative text and with common structures to do it. This can be done through a multilingual worksheet, where those structures are compared. |
| **Step 8** | The students produce an informative billboard about “fake news in social media” that will be displayed at the school and read by the school community (Worksheet 1, tasks 5 and 6). | Group | The billboard can be produced by drawing/ writing on paper or using free software. It can also contain instructions and information in different languages.  |
| **Step 9** | While one group is presenting their billboard, the other students are filling in Worksheet 2, task 1, where they include the new information and evaluate the quality of their partners’ work.  | Group | The criteria for this evaluation could be either provided by the teacher or discussed with the students. |
| **Step 10** | Students compare information in languages A, B and C with those of the different languages X present in the classroom, and together they chose the best billboard. The teacher moderates the discussion and guides the students on the theme “Manipulation in digital media”.  | Plenary |  |
| **Step 11** | Students’ assessment of the task and of learning gains (Worksheet 3, tasks 1 and 2).  | Individual |  |

**Extra resources for the teacher:**

At the end of the first lesson, the teacher may ask the students to research information in other languages as a homework activity. This might be important if the students are able to speak but not to write or read in the heritage language, and thus need their parents’ assistance. If the teacher already knows which heritage languages are spoken in the classroom (and if they themselves knows other languages), they might bring texts in those languages as well.

Activity 5 in Worksheet 1 is intended to be a differentiation task, which can be completed at home.

**Further tips and guidance:**

Some of the tasks may require the use of languages that the teacher does not have command of. This should not be understood as a limitation or a burden to the teacher: Instead, they can use students’ expertise in those languages (it being important that the students crisscross their expertise and work together), or seek assistance from students’ families.

When mixing the groups, it is important to consider the French and English proficiency of the students: They might know French well, but have issues with English (or vice-versa), which should not be a problem if the groups are well mixed. Also, consider that German might be a second language (in the sense of the school language, but not the L1), meaning that they might still also be acquiring this language.

Dictionaries in French, English, German and the home language should be allowed. Software for automatised translation could also help the students with accomplishing the tasks. In these cases, a reflection about the accuracy of the translations should be promoted by the teachers.

At the end of the presentation of the posters, those that have not been selected could be presented in the classroom, e.g., so that the students would also have a positive outcome of their project. The use of visuals and multilingual messages should be encouraged, according to the sociolinguistic composition of the class and of the school.

**Suggestions and ideas for adapting/differentiating for different contexts**

The topic covered by this lesson is quite situated in time. Nevertheless, it could also be adapted to other fake news on other topics (e.g., politics or different events), meaning that different source texts should be used. Also, the description of the activity could be modified in order to make it more adapted to the type of fake news being covered.

The task and the materials are thought to serve upper secondary education. For lower levels, source texts might have to be altered and adapted more thoroughly.

***FOR THE STUDENT: ACTIVITY WORKSHEET 1***

**Hot topics and digital media**

**Fiche de Travail 1 / Worksheet 1**

Nom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prénom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classe : \_\_\_\_\_\_

**1. Dans le cadre d’un projet de classe sur la prévention de la pandémie et de la désinformation, tu dois créer, en groupe, une affiche sur le thème des « fakes news sur les réseaux sociaux ». Tu t’inscris dans un forum de discussion sur ce thème pour t’informer.**

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| *Matthias[[2]](#footnote-2)* | *(12/10/2020 15:14)*  |

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| Immer wieder werden über das Internet oder Messengerdienste wie WhatsApp auch Falschmeldungen über die Corona-Pandemie verbreitet. Es kursieren Gerüchte über die Entstehung von Covid-19, über Opferzahlen oder es werden seriös aufgemachte Schutzempfehlungen weitergeleitet, wie man sich angeblich vor dem Virus schützen kann. Angesichts der Fülle an Informationen fällt es schwer, Nachrichten auf den ersten Blick als wahr oder falsch zu bewerten. Entscheidend ist in diesem Zusammenhang, die Verbreitung von verunsichernden und schlicht falschen Informationen zu stoppen. Hier meine Hinweise, wie Sie Nachrichten selbst überprüfen können, um Fake-News auszuschließen: * Achten Sie auf die Quelle: Überprüfen Sie beispielsweise im Impressum, wer hinter dem Inhalt steckt und wo der Ursprung der Meldung liegt.
* Suchen Sie nach Fakten: Stimmt das, was behauptet wird. Sind die Informationen plausibel?
* Fragen Sie sich bei Bildern: Sind die Fotos echt? Stimmt der Zusammenhang zwischen Foto und Text?
* Achten Sie auf die Aktualität: Nutzen Sie eine Suchmaschine und suchen Sie unter „News“ nach den Nachrichten, die Sie überprüfen möchten. Sie können so nachschauen, ob die Aussagen überhaupt aktuell sind oder schon zu einem früheren Zeitpunkt im Umlauf waren.
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| *John[[3]](#footnote-3)* | *(13/10/2020 17:07)*  |

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| Hi everybody! There are 208,000 Americans dead and counting. Why are we allowing this to happen? Why have we become immune to our country’s men and women needlessly dying? This did not need to happen and does not need to continue. Demand that our government protects us and stops playing politics with our lives! We must have a national strategy to prevent another Sturgis, S.D. Following the annual motorcycle rally there in August, attended by hundreds of thousands of people, the state reported a record high number of coronavirus cases, and cases in multiple states were traced back to the rally. We know how to fight this virus. Washington must establish the policies and give us the resources to combat this enemy. So, remember - Coronavirus is still here. Wear a mask. Keep your distance. Wash your hands.And about the fake news: Unless one is present to personally witness something happen, we have to rely on the news media and reporters. Most news is very real, whether people like it or not. Respect the reporters who work their tails off to report the truth to the best of their ability. |

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* 1. **Coche la bonne réponse, en te référant aux informations contenues dans les deux textes.**

**1.1.1 Quels sont les indicateurs de vérité d’une nouvelle ?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| L’ actualité |  | Les faits |  | La source de l’information |  | Toutes les réponses combinées |  |

**1.1.2 Dans quel(s) texte(s) trouves-tu la réponse ? \_\_\_\_\_\_\_\_\_ (ligne(s)/affiche\_\_\_\_\_\_\_\_\_\_)**

**1.1.3 Quelles sont les sources de diffusion de « fake news » ?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| L’Internet |  | Les réseaux sociaux |  | Les services de messagerie |  | Toutes les réponses combinées |  |

**1.1.4 Dans quel(s) texte(s) trouves-tu la réponse ? \_\_\_\_\_\_\_\_\_\_\_\_ (ligne(s) \_\_\_\_\_\_\_\_\_)**

**1.1.5 Quelles mesures peut-on prendre pour se protéger de la Covid-19 ?**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Aucune |  | Porter une masque |  | Se laver les mains |  | Se faire vacciner |  |

**1.1.6 Dans quel(s) texte(s) trouves-tu la réponse ? \_\_\_\_\_\_\_\_\_\_\_\_ (ligne(s)\_\_\_\_\_\_\_\_\_\_)**

**1.1.7 Qui dit qu’il faut croire à ce qu’on lit ?**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Matthias |  | John |  | Les deux |  | Personne |  |

**1.1.8 Dans quel(s) texte(s) trouves-tu la réponse ? \_\_\_\_\_\_\_\_\_\_\_\_ (ligne(s)\_\_\_\_\_\_\_\_\_\_)**

**1.2 Lis maintenant l’intervention de Jacqueline sur ce thème.**

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| *Jacqueline[[4]](#footnote-4)* | *(13/10/2020 11:09)*  |

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| Salut tout le monde !Tandis que l’épidémie de COVID-19 se propage rapidement dans le monde, la prolifération des rumeurs et des fausses informations se fait aussi de plus en plus visible. L’urgence est de restaurer sa crédibilité en se plaçant aux avant-postes de la lutte contre les *"fake news".* Ceux qui diffusent de fausses informations sur le coronavirus utilisent cette pandémie comme un moyen idéal pour gagner de l’argent ou pour confondre, tromper et manipuler l’opinion publique. Profitant de l’anonymat sur les réseaux sociaux, certains n’hésitent pas à publier des informations inventées et malveillantes sur la situation de la pandémie. Et pas mal d’individus saisissent même cette occasion pour accuser calomnieusement les autorités d’avoir caché des informations en la matière.De nombreuses informations sur le coronavirus ont été incorrectes. Deux exemples : une information sur Internet selon laquelle le gouvernement russe avait déclaré que ce virus aurait été créé en laboratoire. Cette nouvelle a été toute suite déformée et a généré une théorie du complot. Peu de temps après, un célèbre traducteur a confirmé que cette fausse information était due à une mauvaise traduction. Autre exemple : l’hôte du CoVId est une chauve-souris, une souris, un alors un serpent. Vous connaissez déjà la chanson contre les *“fake news”*, disponible en 15 langues ? Je vous laisse le lien : <https://www.youtube.com/watch?v=lZHqx-HEc_8> |

* 1. **Prend des notes pour résumer le contenu des trois textes.**

![C:\Users\Silvia\AppData\Local\Microsoft\Windows\INetCache\IE\JSGNEXN6\education-148605_960_720[1].png]()

**2. Imagine que tu veux faire une recherche sur Internet sur des « fake news » en plusieurs langues. Quels mots-clés pourrais-tu rechercher ? Compare les mots clés dans les langues que tu as choisies. **

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**3. Afin de créer une affiche pour la classe, ton groupe fait des recherches supplémentaires dans plusieurs langues. Note deux nouvelles informations dans la liste précédente (exercice 1.3).**

**4. À la maison, tu décides de participer au forum que tu avais consulté en cours. Donne ton opinion sur le forum de discussion, en indiquant si tu es pour ou contre les règles sanitaires contre la dissémination de la Covid-19 et donne ton opinion sur la chanson partagée.**

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| *Ton pseudo : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | *(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)*  |

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**5. En petits groupes, créez une affiche pour informer les élèves de votre école sur le danger des « fake news », en prenant en compte les informations que vous avez recueillies. Un vote sera effectué en cours pour déterminer la meilleure et celle-ci sera affichée à l’école.**

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***FOR THE STUDENT: ACTIVITY WORKSHEET 2***

**Hot topics and digital media**

**Fiche de Travail 2 / Worksheet 2**

Nom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prénom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classe : \_\_\_\_\_\_

**1. Pour estimer la meilleure affiche, la classe évalue la qualité des travaux de chaque groupe. À chaque fois que tes camarades présentent une affiche, prends des notes quant à sa qualité et aux nouvelles informations communiquées.**

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| **Nom des élèves** | **Langues consultées** | **Nouvelles informations** | **Qualité de l’affiche** |
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***FOR THE STUDENT: ACTIVITY WORKSHEET 3***

**Thème de l’unité : La Covid-19 et les réseaux sociaux**

**Fiche de Travail 3 / Worksheet 3**

Nom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prénom : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classe : \_\_\_\_\_\_

**1. Évalue ton apprentissage et ton engagement pendant les activités de cette unité.**

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| --- | --- | --- | --- | --- | --- |
| **Au cours de cette unité,…** |  |  |  |  |  |
| je me suis senti(e) motivé(é) par le thème.  |  |  |  |  |  |
| je me suis senti(e) motivé(é) par les tâches. |  |  |  |  |  |
| j’ai compris les buts des activités. |  |  |  |  |  |
| j’ai développé mes compétences linguistiques en français. |  |  |  |  |  |
| j’ai réussi à comparer mon vocabulaire dans plusieurs langues. |  |  |  |  |  |
| j’ai réussi à comprendre des informations dans plusieurs langues.  |  |  |  |  |  |
| j'ai découvert des similarités entre les langues. |  |  |  |  |  |
| j'ai réussi à comprendre les différences entre les points de vue exprimés dans les textes. |  |  |  |  |  |
| j’ai réussi à communiquer mon positionnement personnel, en prenant appui sur des informations tierces. |  |  |  |  |  |
| j’ai apprécié l’utilisation de plusieurs langues que je connaissais déjà lors de la réalisation des exercices.  |  |  |  |  |  |
| j’ai apprécié l’utilisation de langues que je ne connaissais pas lors de la réalisation des exercices. |  |  |  |  |  |
| je me suis senti(e) à l’aise lors de la réalisation des exercices. |  |  |  |  |  |
| j’ai apprécié le travail en petits groupes. |  |  |  |  |  |
| j’ai apprécié le travail individuel. |  |  |  |  |  |
| j’aurais aimé réaliser les exercices tout(e) seul(e). |  |  |  |  |  |
| les activités furent trop simples pour moi. |  |  |  |  |  |
| Autre(s) : |  |  |  |  |  |

**2. Résume ce que tu as appris au cours de cette unité dans une (ou plusieurs) langue(s) de ton choix.**

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-1)
2. Source: <https://www.polizei-beratung.de/startseite-und-aktionen/corona-straftaten/fake-news/>(consultée le 04.10.2020, adaptée). [↑](#footnote-ref-2)
3. Sources : <https://triblive.com/opinion/letter-to-the-editor-our-government-must-protect-us-from-covid-19/> et <https://www.news-gazette.com/opinion/letters-editor/letter-to-the-editor-don-t-kid-yourself-about-fake-news/article_4ccb69ad-5cd2-50e0-96ed-88d4faf2ca03.html>(consultées le 09.08.2023) [↑](#footnote-ref-3)
4. Source : <https://www.lecourrier.vn/les-medias-face-au-fake-news/810497.html> (consultée le 09.08.2023, adaptée). [↑](#footnote-ref-4)