



International Conference

The Future of Education



Abstracts need to be written in English, the length of the abstract needs to be between and 170 and 450 words. Keywords and References must be included.

Who shares fake news? Consumption, verification and dissemination of information among adolescents

María Ribera-Gutiérrez, María Reneses, Nereida Bueno-Guerra

Universidad Pontificia Comillas
Madrid, Spain

mriberas@comillas.edu, mreneses@comillas.edu, nbguerra@comillas.edu

Fake news is a widespread phenomenon in society, especially among the younger population, as they are more vulnerable to fall into this type of content due to the fact that their main source of information is social networks [1]. In addition, fake news often contains hate speeches that encourage discrimination of minority groups [2]. With the aim of delving deeper into the phenomenon, the main objective of this study is to find out how adolescents access and share online information, in particular fake news. To achieve this goal, eight focus groups were conducted in five European countries (Portugal, Spain, Greece, Slovakia and Estonia) with adolescents aged 12-17 years, and a regional survey (in Spain) with a representative sample of 682 students.

The results firstly show that for most participants their main source of information is social media, although they reported greater credibility on traditional media. The main issues that participants look at to assess the credibility of the content when sharing were: the sender (whether trusted or untrusted), the source of the information, the style, the comments on the post, the date of publication and the inclusion of a video [3]. The topics that young people found more frequently related to fake news were health [4], celebrities' lives, and moral panics. Finally, we describe the differences between teenagers who share fake news on purpose and unintentionally. In terms of the reach of fake news, 8.9% of participants reported having shared fake news on purpose while 27.9% did so unintentionally. The former ones admit to having also been perpetrators of online hate speech (sexism, racism and LGTBphobia) while the later ones tend to use handy devices (e.g., smartphone, tablet). Therefore, these results provide valuable information for prevention programmes to teach young people how to check the veracity of sources, to prioritize the importance of consuming truthful information and to warn about the dangers of trusting false information.

Keywords *Fake news, spreaders, hate speech, source of information, teenagers, cyberhate*

References	<p>[1] Pérez-Escoda, A., Pedrero-Estebar, L. M., Rubio-Romero, J., & Jiménez-Narros, C. (2021). Fake news reaching young people on social networks: Distrust challenging media literacy. <i>Publications</i>, 9(2), 24. https://doi.org/10.3390/publications9020024</p> <p>[2] Castaño-Pulgarín, S. A., Suárez-Betancur, N., Vega, L. M. T., & López, H. M. H. (2021). Internet, social media and online hate speech. Systematic review. <i>Aggression and Violent Behavior</i>, 58, 1-7. https://doi.org/10.1016/j.avb.2021.101608</p> <p>[3] Colliander, J. (2019). "This is fake news": Investigating the role of conformity to other users' views when commenting on and spreading disinformation in social media. <i>Computers in Human Behavior</i>, 97, 202-215. https://doi.org/10.1016/j.chb.2019.03.032</p> <p>[4] Gómez Calderón, B., Córdoba-Cabús, A., & Méndez-Nieto, A. (2020). Jóvenes y fake news. Un análisis sociodemográfico aplicado al caso andaluz. <i>IC: Revista Científica de Información y Comunicación</i>, 17, 481-504. https://doi.org/10.12795/IC.2020.i01.21</p>
-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



International Conference

The Future of Education



Please use the following tables to select three topics and specify whether your work is research based or experience based.

Use numbers from 1 to 3

Select: (1 to 3)	Topics:
	Adult Education
	Arts in Education
	Curriculum Development
	E-Learning
	Education and Healthcare
1	Education and Society
	Enhancing Student Engagement
	Games and Media in Education
	ICT in Education
	Language Learning
	Life Sciences Education
	Mathematical Sciences
2	Multiculturalism and Social Inclusion
	Primary Education
	Special Needs
	Student Assessment
	Teacher Professional Development

Select:	Abstract based:
x	On research
	On experience