To get each one think about the source of information it's used for. Ask if the article has question to which you would think of asking authors, and how to prioritize information which would be critical.

### The Seminar:

- Each student works on research questions, gatherer information, and present in small groups. Which tools are effective? What are some best using sources to find and describe information? When is it acceptable to use others' work?

The rest of the seminar:
- Each student works on small tasks, gather information.
- Read and assess the final version of the web.
- Complete the charts, graphs, analysis, and presentation.
- Students work in pairs on small tasks related to information.
May 2017 Munich: EUCHECK

Anne Leppäjärvi, Degree Program Director, Haaga-Helia University of Applied Sciences, Finland
Reetta Nousiainen, Senior Lecturer (journalism) & Ulla Huovinen, Senior Lecturer (law)

Avoid PITFAI

Defining the statement is everything. D
THE GOAL:

"For more fact based public debate."

The world does not need more facts but more understanding.
* In Factbar projects we are checking published facts.
* Fact checking is a part of every journalistic process.

Something can be right, but not true. Context is everything.
As journalists we need to evaluate information before it’s published. This is what we need to practice.

Second semester: Fact-checking for Journalists

* First 4 weeks: Intensive research, case studies and group work in a classroom. Philosophical approach: Why fact-checking is important right now? What are current fact-checking services in Finland and else where? How to recognize fake...? Why this is important for journalists?
Fact is nothing without a context:

Journalism is all about choices

1. Choosing the topic
2. Choosing the perspective
3. Choosing the format: How the chosen combination affects the components of the entity?
4. Choosing the sources and interviewees

5. CHOOSING THE INFORMATION TO BE PUBLISHED

6. Choosing the order of information
   What is told first?
   Who gets the first word, who gets the last word? Who agrees, who defends themselves?
   Which quotes/sound clips/videos are chosen from the whole interview?
7. Words chosen by the journalist
   Let facts be facts, do not add value (eg. even/only; collapsed/decrease; states/argues).
   Be clear but neither simplify nor invent/transpose terms. Eg. Clarifying legal text for public domain contains risk of excessive simplification.
8. Choosing the images
9. Choosing the size: How is the chosen clout compared to other content?
10. Choosing the time/times of publication

- Defining the story
- Original words
- Even if the story seems distinct, present the big picture
- Ask for the order and timing: has the information been taken care of?
- Always go to the sources
- Take care of the sources you take
- If information is not clear, ask from whom? (eg. company, countries)
- What essentially?
- Do not draw conclusions by relationships.
* First 4 weeks: Intensive research, case studies and group work in a classroom. Philosophical approach: Why fact-checking is important right now? What are current fact-checking services in Finland and else where? How to recognize fake news? Why this is not enough for journalists?

* Assignment in groups: one source of information for each group, three questions
  1. What may be problem with the information received by this way?
  2. How can you tackle the problem? How to double check this type of information?
  3. For what journalistic purposes would you use this kind of information?
Different sources of information

Interviewing experts
Interviewing authorities
Interviewing politicians
Interviewing eye-witnesses
Interviewing individuals involved with the topic

Perception (journalists own)
Photos (especially from the internet)
Independent research institutions
Written sources (books, reports)

Statistics
Lobbying organizations
NGOs
Big Data

Fact check:

* First 4 weeks and group work approach: What is new? What is now? What are the Finland and events news? Why then?

* Assignment for each group:
  1. What may be received by the
     2. How can you check this type?
  3. For what journal is this kind of information

The rest of the:
* Each student checker in stubs
* Facts are checked version of text
* Check: names and
  quotations...
BIG THING:
To get students to think about the essence of information. It’s not the question if it is reliable but in which context it is reliable. And how to combine information so that it still is accurate.
The rest of the semester
* Each student works one day as a fact-checker in students’ newsroom.
* Facts are checked form the first full version of text.
* Check: names, numbers, places, quotations, amounts...
* Students write report on what they’ve done in newsroom.
Journalists we need to evaluate information before it’s published.

What we need to practice.

Second semester:
Fact-checking for Journalists

First 4 weeks: Intensive research, case studies, group work in a classroom. Philosophical approach: Why fact-checking is important right now? What are current fact-checking services in land and elsewhere? How to recognize fake news? Why this is not enough for journalists?

Assignment in groups: one source of information each group, three questions. What may be problem with the information received by this way? How can you tackle the problem? How to double check this type of information? Or what journalistic purposes would you use this kind of information?

Rest of the semester each student works one day as a fact-checking student’s newsroom. Context is everything.