

Identify Malign Information (Misinformation & Disinformation)

Learning Objective

Action: Identify misinformation and disinformation effectively.

Conditions: Given an environment that allows the students to engage one another and the cadre openly, handouts, research capabilities, and tools for deception detection analysis.

Standards: Accurately identify misinformation and disinformation, ensuring that at least 95% of assessments are correct and report findings to the relevant authorities. Apply structured analytic techniques to detect potential deception.

Quick Information

| Title | Comment |
|-----------------------------|--|
| Intended Audience | Officials working in the information environment |
| Learning Domain | Cognitive |
| Training Resources Required | Computer, internet access, information databases, analytical software, reporting templates, deception detection checklists |
| Total Duration | 130 mins (70, break, 50, break, 10) |

Performance Steps

1. Assess the source of information.
2. Analyze the content for bias and inconsistencies.
3. Cross-verify information with trusted sources.
4. Apply Deception Detection techniques to identify potential misinformation.

Lesson ELM Steps

| Time | ELM Phase | Comment |
|------|---------------------|----------------------------|
| 15 | Concrete Experience | Identifying Misinformation |

1. Write down two statements on the whiteboard, both of which are lies, but one is more egregious than the other.
 - Statement 1: "The Earth is flat." (Instructor may create a more egregious lie)
 - Statement 2: "The Earth is a cube." (Instructor may create a less egregious lie)
2. Ask students to identify which statement they believe is true and explain why. Ask students, "What was challenging about determining if the statements on the whiteboard were true or false?" (5 minutes)

| Time | ELM Phase | Comment |
|------|---------------------|-----------------------------------|
| 5 | Publish and Process | Discussion on Information Sources |

1. Transition from Concrete Experience to Publish and Process (1 minute)
2. Introduce the learning objectives. (3 minutes)

3. Plainly let the student know, “By the end of this lesson you will be able to identify misinformation and disinformation effectively.” (1 minute)

| Time | ELM Phase | Comment |
|------|----------------------------|------------------------------|
| 50 | Generalize New Information | Identifying Reliable Sources |

1. Terms covered: Misinformation, Disinformation, MOM, POP, MOSES, EVE (5 minutes) [Slides]
2. Compare and contrast the characteristics of reliable information sources vs. misinformation sources. (5 minutes)
3. Discuss the process of cross-verifying information with trusted sources. (10 minutes)
4. Introduce steps for discovering inconsistencies in information. (10 minutes)
5. Introduce Deception Detection techniques and their importance (Beebe and Pherson, 2015). (10 minutes) [Past Opposition Practices (POP), Manipulability of Sources (MOSES) handouts]
6. Demonstrate how to use verification tools to authenticate information. (10 minutes) ##### BREAK

| Time | ELM Phase | Comment |
|------|-----------|-----------------------------|
| 30 | Develop | Strategies for Verification |

1. Ask students how they will apply these techniques in their roles. (10 minutes)
2. Have students survey sources of information in their country and assess their reliability. (20 minutes)

| Time | ELM Phase | Comment |
|------|-----------|--------------------|
| 20 | Apply | Practical Exercise |

1. Ask students to verify a given piece of information using the techniques learned and present their findings to the class. (20 minutes)
2. Use Deception Detection checklists to analyze a case study and identify potential misinformation. (20 minutes) ##### BREAK

| Time | ELM Phase | Comment |
|------|-------------------|----------------------|
| 10 | Check On Learning | Summary and Feedback |

1. Provide feedback on the practical exercise. (10 minutes)
2. Summarize the key points of the lesson. (10 minutes)
3. Answer any remaining questions from students. (5 minutes)
4. Discuss any embedded assumptions or critical gaps exposed during the analysis. (5 minutes)

Additional Resources and References

1. Disinformation campaign uses fake footage to claim attack on USS Eisenhower - <https://www.cbsnews.com/news/yemen-houthi-attack-disinformation-uss-eisenhower/>
2. Beebe, S. M., & Pherson, R. H. (2015). *Cases in Intelligence Analysis: Structured Analytic Techniques in Action*.
3. Pherson, R. H., & Heuer, R. J. (2021). *Structured Analytic Techniques for Intelligence Analysis*.
4. China Diplomatic X account - https://x.com/China_Panama
5. BEIJING'S GLOBAL MEDIA INFLUENCE 2022 - https://freedomhouse.org/country/panama/beijings-global-media-influence/2022#footnote3_a2zuib0
6. China y Panamá: pro mutuo beneficio (Translated: China and Panama: for mutual benefit) - <https://www.laestrella.com.pa/opinion/columnistas/pro-china-mutuo-panama-EJLE2547>
7. Misleading a Pandemic: The Viral Effects of Chinese Propaganda and the Coronavirus - <https://ndupress.ndu.edu/Media/News/News-Article-View/Article/2884217/misleading-a-pandemic-the-viral-effects-of-chinese-propaganda-and-the-coronavir/>
8. A disinformation and propaganda campaign “that denies and downplays the severity of the incident is growing” - <https://hongkongfp.com/2021/06/04/taiwan-group-launches-website-to-counter-tiananmen-massacre-trolls-and-denialism/>
9. Factsheet 4: Types of Misinformation and Disinformation -

<https://www.unhcr.org/innovation/wp-content/uploads/2022/02/Factsheet-4.pdf>

10. CWU Disinformation Case Studies - <https://libguides.lib.cwu.edu/c.php?g=625394&p=4391900>
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