



Wires-Crossed Community Audit Report

English Summary
ALK
Czech Republic



**Developing Community Media to Mitigate
the Impact of Fake News**

WIRES-CROSSED Community Audit Report Summary, Czech Republic

Introduction

This document presents a summary of a Community Audit carried out on a sample of 103 respondents in Moravskoslezsky region, Czech Republic. The Audit was carried out as part of the Community Audit Toolkit and Report within the WIRES-CROSSED project. A series of qualitative and quantitative questions were included in the Audit in order to measure both competence assets and needs in the local community regarding ICT and media literacy. The participants were adults – citizens, learners participating in training/education, different stakeholders as well as experienced professionals in education, teachers and trainers. Participants represent different age groups and different society statuses.

Methodology

Stakeholder involvement

A Local Media Action Group was formed in December 2019 to help carry out the Community Audit. They were informed about objectives, and planned outputs of the WIRES-CROSSED project. Members of LMAG are one employee of the Czech national TV channel (Ondrej Janca), employee of marketing company (Tomas Moracek), member of regional government (Martina Novakova) director of REINTEGRA (Vladimir Plesnik), photographer and blogger (Karin Jirickova), student of economy (Adam Faldyna) and for ALK our researcher (Monika Janickova). LMAG help us to reach participants for the survey. At the final we have got 103 responses and we prepared this report based on them.

Due to current situation we organized online workshop via skype. Workshop took place on 13th of April and 8 people attended.

Data collection

Following the WIRES-CROSSED Community Audit Guide, the Asset Based Community Development (ABCD), Needs Based Community Development (NBCD), and Participatory Action Research (PAR) approaches were used.

Both quantitative data (closed-ended questions) and qualitative data (open-ended questions) were collected.

Originally was planned to collect maximum of the responses during event we had to have on 13th of March but due to global changes because of COVID 19 disease and restrictions applied by Czech government we had to cancel this meeting and any collection of the responses by face to face meetings wasn't possible. With support of our staff and LMAG group we sent word version of the questionnaire, made telephone calls with participants and collected answers by email in doc or pdf format. About 20% of questionnaires were filled on paper, scanned and sent by email. The rest were done in word format in computer and sent by email.

This procedure took longer than was originally planned but we are happy we reach the necessary amount of the responses. In situation we have now in the Czech Republic I think this is a big success.

Data Analysis

Qualitative and quantitative data analysis methods were used, and the findings were discussed and analysed in cooperation with the LMAG members via Skype video call and telephone.

All gathered data (pdf and doc files) were entered into and analysed with the help of MS Excel. Graphs included in this report were also produced via MS Excel.

The most common answers were isolated from the questionnaires and are part of this summary report as well as all important results of research.

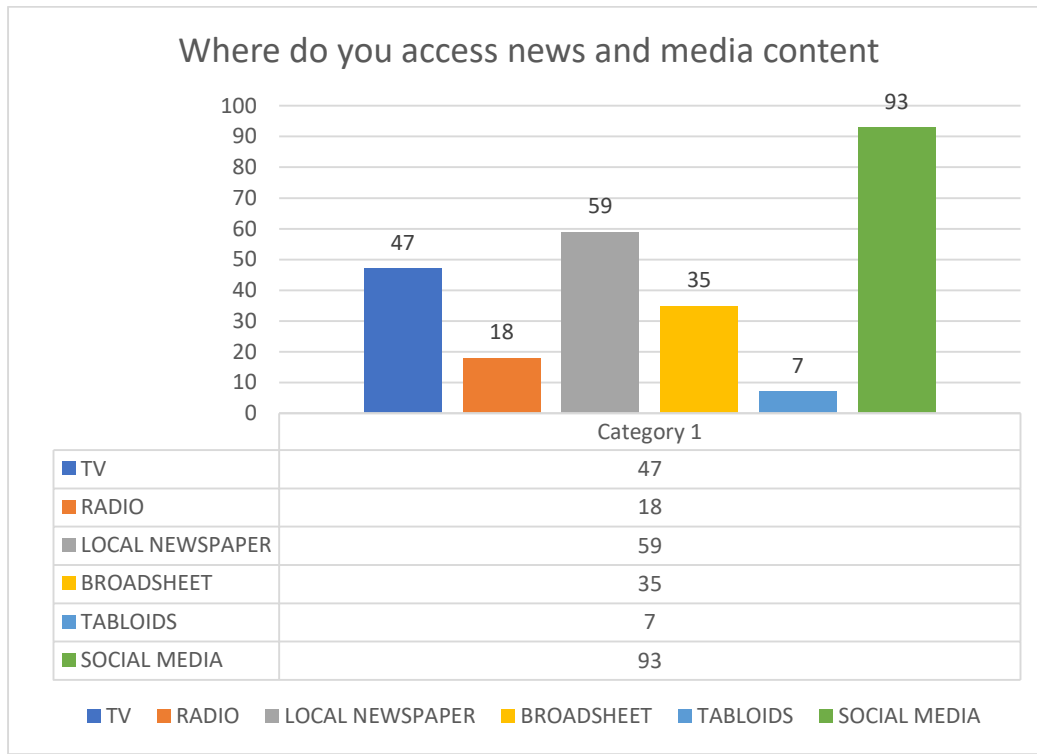
Results and Reflections

The interpretation of data obtained via the questions on media literacy led to the following results:

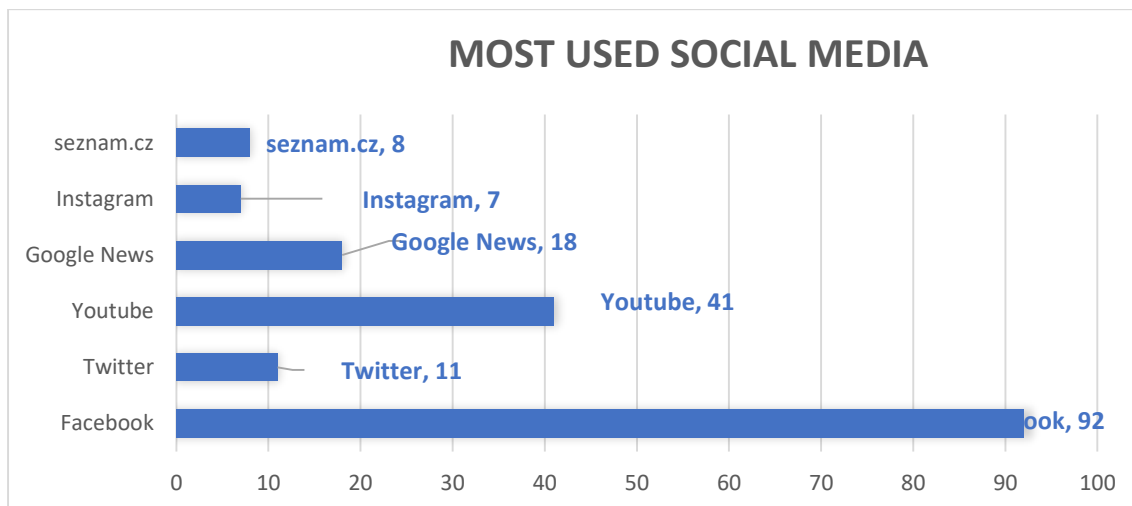
100% of the respondents (103) have access to the Internet and have a laptop and smartphone. This is probably done by fact we have in actual situation use to gather questionnaires only by electronic way. All respondents have to receive send questionnaire by email and all communication had been done by telephone and email.

Over 90% of the respondents use social media to access news (Graph. 1), followed by traditional media: local newspapers (57%) and TV (46%). We expected a higher share of traditional media, like TV, but maybe it is done by selected group of people attending the research.

Majority of news source has Facebook which is used by 89% of the respondents and second one Youtube with 44%. (Graph 2)



Graph 1: News and media content access



Graph 2: News and media content access via digital platforms

For the question: “When you view media content, can you easily identify who the piece is aimed at and why?” any of respondents answered “Never”. The majority answered “Often”

with 48 responses, followed by “Always” with 37 responses. 18 participants answered “Sometimes”.

For the question: “Are you able to assess from what perspective a story is being told?” as well any of respondents answered “Never”. The majority answered “Often” with 50 responses, followed by “Sometimes” with 36 responses. 17 participants answered “Always”.

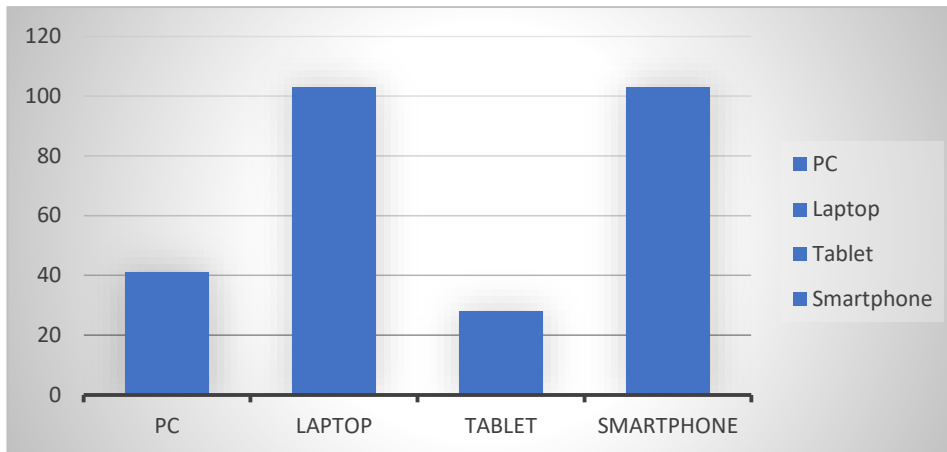
From the group of 103 respondents 78 is familiar with the term click-bait. Only 14 of them do not know and 11 participants are not sure. It is interesting to note that while 78 participants are familiarised with the term click-bait, a majority of them (39) stated that they fell for clickbait strategies and one respondent mentioned to lose some money because of click-bait. As a source of click-bait respondents pointed social media and news portals as the main source.

Majority of the participants never check the source of the news. Only 23% of the respondents check sometimes mostly in a case when they have some doubts, or the news looks suspicious. Usually people are selecting for the news a trustable channel and later they do not check the source of the news. This behaviour is similar for all kind of news, blogs etc.

Most of the respondents (73) claim to be aware of fake news instances. 29 doesn't know any example of fake news and 1 person didn't answer this question. Fake news mentioned by participants in this research were mostly in connection with COVID 19, political issues and reporting. Many respondents mentioned fake news as not only pure lie but as well as facts taken out of the entire context.

The interpretation of data obtained via the questions regarding media assets assessment led to the following results:

Approximately 100% of the respondents have a smartphone and laptop (Graph. 3). The same is evident concerning Internet access (100%). Access to PC has 41 respondents and 28 of them have access to tablet.



Graph 3: Devices used

Participants reported a moderately high level of ICT skills (10,7% basic, 60,2% intermediate, 29,1% advanced) and similar level of media literacy (10,7% basic, 57,2% intermediate, 26,1% advanced). Most of the respondents 77 out of 103 have not participated in media-related training. 26 respondents stated that experienced some kind of training considering media before. Two types of training were reported. One as a part of their university studies and another one as a part of lifelong learning as a part of teacher profession. 17 out of 103 respondents have work experience in media. There were some professionals working for TV and marketing companies, some of participants work externally for newspaper or radio, 3 respondents work for Internet media company.

We see some potential in further media education because only 31 out of 103 participants are not willing to attend any media-related training. 16 are willing to attend such training in future and 56 answered that they do not know.

High number (73%) would support the production of a community newsletter or an online channel, some of the participants exclude finances from their support. As the rest of the respondents answered "I do not know" there wasn't any negative answer for this question.

11 people claiming to be interested in participating in a local media team. 14 do not know, 78 participants answered not or probably not. The respondents mostly expressed interest in local topics related to sport, art, traditions and music.

28 out of 103 respondents considered starting a blog or YouTube Channel but most of them reject blog about daily activities because of privacy reason. They are more interested in blog regarding professional or cultural topics. The rest of the respondents do not want to start any.

The interpretation of data obtained via the questions regarding physical assets assessment led to the following results:

More than half of the respondents (74 out of 103) know a place where community members can have access to IT and the internet. Majority mentioned public library and premises of the Silesian University. 38 out of 103 respondents know a local space that would be available free of charge, or for a small fee, to a local community media team. Most of them mentioned schools, premises of city hall or Silesian University.

Most of the participants do not know any local groups that have access to media equipment, 27 participants mentioned local media companies and Silesian University where is as well department of media studies. 2 of them mentioned “UpAir” clubs but as questionnaire was anonymous, we have not found what does it mean.

Respondents provided mixed answers to the question on which physical assets would be needed, but the most common responses included a skilled staff, a facility, financial support, and technical equipment (laptops, computers, cameras, Dictaphone, recording equipment etc.).

Implications, recommendations and next steps

The analysis indicates the need for implementing the WIRES-CROSSED project in the local community. On one hand participants consider themselves as ICT experienced with sufficient level of media literacy on the other hand their sources of information and very limited check of the origin of the media content shows an opportunity to develop WIRES-CROSSED project activities.

Out of 103 respondents is 16 people willing to attend some kind of training in media literacy and 56 do not know, which is good potential to implement such training into local community. As well as 11 people would like to participate in local media team shows us an interest and potential for further development of our activities.

It is recommended that the training supposed to be on intermediate and advanced level and very practical.

Many respondents answered “do not know” for participation in further training or other activities of our project. This mean we have a big group which can take part but need motivation. Another recommendation then is engagement of motivational strategies and activities in order to attract those people for next activities. In the Czech Republic we will definitely need support of our LMAG.

In order to support community engagement in the WIRES-CROSSED project activities we plan to make information campaign to promote digital media literacy and support the involvement of more local people.

Wires - Crossed



JUGEND- &
KULTURPROJEKT E.V.



CARDET

CENTRE FOR THE ADVANCEMENT OF RESEARCH
& DEVELOPMENT IN EDUCATIONAL TECHNOLOGY



ACUMEN
TRAINING



Speha Fresia
SOCIETÀ COOPERATIVA



USTANOVA ZA | ADULT
OBRAZOVANJE | EDUCATION
ODRASLIH | INSTITUTION



Co-funded by the
Erasmus+ Programme
of the European Union

“The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.”
2019-1-DE02-KA204-006115