

Co-inform

Context Matters,
Your Sources Too

Incentives of engagement and resilience – Interim report

D1.3

#ThinkCheckShare

Document Summary Information

Project Title:	Co-Inform: Co-Creating Misinformation-Resilient Societies		
Project Acronym:	Co-Inform	Proposal Number:	770302
Type of Action:	RIA (Research and Innovation action)		
Start Date:	01/04/2018	Duration:	36 months
Project URL:	http://coinform.eu/		
Deliverable:	D1.3: Incentives of engagement and resilience – Interim report		
Version:	Final		
Work Package:	WP1		
Submission date:	24 April 2020		
Nature:	Report	Dissemination Level:	Public
Lead Beneficiary:	Stockholm University		
Author(s):	Mattias Svahn (SU) Myrsini Glinos (SU) Serena Coppolino Perfumi (SU) Somya Joshi (previously SU)		
Contributions from:	Lara Schibelsky Godoy Piccolo (OU) Nadejda Kommendatova (IIASA) Syed Iftikhar Shah (IHU) Tracie Farell (OU)		

The Co-inform project is co-funded by Horizon 2020 – the Framework Programme for Research and Innovation (2014-2020) H2020-SC6-CO-CREATION-2016-2017 (CO-CREATION FOR GROWTH AND INCLUSION).

Revision History

Version	Date	Change editor	Description
0.1	25/02/2020	SU	First draft
0.2	26/02/2020	IIASA	Section addition
0.3	28/02/2020	IHU	Section addition
0.4	05/03/2020	OU	Review
0.5	12/03/2020	SU	Reviewed draft
0.6	28/03/2020	CUT	Review
0.7	17/04/2020	SU	Final draft
0.8	22/04/2020	OU	Final review
0.9	23/04/2020	SU	Formatting
1.0	24/04/2020	SU	Final version

Disclaimer

The sole responsibility for the content of this publication lies with the authors. It does not necessarily reflect the opinion of the European Union. Neither the Co-Inform Consortium nor the European Commission are responsible for any use that may be made of the information contained herein.

Copyright Message

©Co-Inform Consortium, 2018-2021. This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both. Reproduction is authorised provided the source is acknowledged.

Executive Summary

Misinformation and disinformation are harmful to the citizens and larger society¹. According to Unesco's "Journalism, Fake News and Disinformation" article², the "information disorder" is a personal issue for journalists, particularly women, who are often in physical and psychological danger. Their journalism is under threat of being degraded with its purpose and effectiveness being questioned. Co-inform is a project that develops tools to address these issues. Protecting real information and improving transparency and quality in journalism is in the interest of all journalists and society as a whole.

The project has 3 pilots in the shape of a series of workshops. Each pilot has a series of three workshops taking place in Sweden, Greece and Austria. These involve three distinct groups of stakeholders, citizens, policymakers and journalists. This deliverable describes the first two sets of the three sets of co-creation workshops that are a key part of the Co-inform project and its main connection with stakeholders. It describes the production of these and their theoretical ground. It also addresses the issues of incentives and barriers for taking part, which will inform work to be continued in D1.5.

To do so, we will here analyse data collected at the first and second workshops to find the answers that can be gleaned from that corpus of data.

As a part of that process this deliverable will also establish baseline data regarding the participants' view on misinformation, - from the perspective of incentives and barriers to attend the workshops. This to establish findings on the issue of incentives and barriers to attend the workshops.

The baseline data for participants' view on misinformation, - from the perspective of design recommendations for development of the Co-inform tools is also analyzed from the corpus of workshop data and is to be found in the deliverable D5.2.

¹ European Commission, Fake News and Online Disinformation
https://ec.europa.eu/newsroom/dac/document.cfm?doc_id=50271

² Unesco, Journalism, Fake News and Disinformation
https://en.unesco.org/sites/default/files/journalism_fake_news_disinformation_print_friendly_0.pdf

Table of Contents

1. Objectives of this report	8
2. The Co-inform ecosystem	8
2.1. Engagement with the Co-inform workshops	9
2.2. Literature review.....	9
2.3. Research question and research aim	10
2.4. Citation on reasons for participating in the pilots	10
2.5. Findings	12
3. Methodology of the pilots	13
3.1.1. Pilot 1: Research aims	16
3.1.2. Pilot 1: Theory	16
3.1.3. Pilot 1: What we did	17
3.1.4. Pilot 2: Research aims	19
3.1.5. Pilot 2: Theory	19
3.1.6. Pilot 2: What we did	20
4. Pilots' results: incentives and barriers for stakeholder engagement and participation in workshops.....	24
4.1. First pilot results	24
4.2. Second pilot results.....	27
5. Conclusion: interpretation of the pilots per the issue of engagement and participation in the workshops	28
6. WP1 Research constructs for the third workshops.....	29
7. Annex 1: First pilot invitation letter and agenda.....	30
8. Annex 2: Second pilot invitation letter and agenda	32
9. References	33

List of Figures

Figure 1 The aims and methods of the pilots	14
Figure 2 Zoom(1) on Figure 1	15
Figure 3 Zoom(2) on Figure 1	15
Figure 4 Zoom (3) on Figure 1	16
Figure 5 Word cloud second pilot	28

List of Tables

Table 1 Sweden's first pilot details	18
Table 2 Austria's first pilot details.....	18
Table 3 Greece's first pilot details	18
Table 4 Open University's operationalization of theory on trust.....	21
Table 5 Sweden's second pilot details	22
Table 6 Greece's second pilot details.....	23
Table 7 Austria's second pilot details	24

1. Objectives of this report

The long-term goal of Co-Inform is to turn target groups into active participants in the project ecosystem. In terms of short-term project tasks, this means to set up a system for community management that supports engagement (WP1) and exploitation activities (WP6). During phases of technical development in Co-Inform, the behaviour and active participation of people is nurtured entirely by engagement through our co-creation and communication structures.

The main objectives of this deliverable are therefore to:

- Describe the Co-inform ecosystem.
- Describe the practices for engagement for the pilots across Greece, Sweden and Austria and identify recruitment and retention barriers by taking lessons learned into the third pilots, in an effort to engage and sustain an active community.
- Analyze the pilot results in order to identify incentives and barriers to participation in the pilots.

For the guidelines on the Co-Inform Pilot activities, stakeholder requirements, the details of the design and plans of all pilots, please refer to D1.2. D1.2 describes the steps to engage the stakeholders in the design process of the Co-Inform platform and gives design guidelines for the first Co-creation Workshop (Section 5). Please refer to D5.2 to see the design recommendations coming out of the first two sets of workshops and for the first co-creation workshop results. The breakdown of Work Packages 1 and 5, allows us to focus on the process of co-creation and the results of co-creation separately, which is important to consider both the utility of co-creation and the experience for stakeholders as being necessary to drive sustainable development. The co-creation focus (WP1) and analysis/evaluation of those efforts in relationship to our final product in WP5, dovetail to provide us a picture of our engagement with stakeholders and their impact so far.

For the methodological framework, theoretical insights and guidelines on co-creation workshops, please refer to D1.1; for the ethical and legal framework, please refer to D1.1 (Section 6), the Data Management Plan (D 7.1) and the Swedish Ethical Vetting Approval.

For the engagement and dissemination efforts online and via events, please refer to D6.4.

Finally, for all management aspects of WP1, please refer to D7.3 i.e. the interim technical report.

2. The Co-inform ecosystem

The Co-inform ecosystem can be seen to be made up of two main elements:

- a) participation through using the tools e.g. by contributing by flagging misinforming content through the interface of the tools. This is meant to be a low-involvement participation from a large number of individuals online. This is at the time of writing not in place.
- b) participation in the workshops.

At this stage of the project (spring 2020) the ecosystem consists of b) the workshop community (i.e. workshop participants pertaining to the three stakeholder groups).

WP1's role in this ecosystem and the project's work streams is to, during the workshops duration, identify the participants' incentives for engagement with a) the project's tools and b) with the workshops themselves.

Engagement with a) the tools has not yet been researched as there has -at the time of the first two workshops- been no high functionality prototypes available to put to participants as experimental stimuli (see D7.3, p. 14-15). That is a research question to be put to the participants at the third set of workshops, when WP1 aims to research the motivations and drivers for user engagement with a) the tools' user ecosystem (*c.f. Section 6*).

The long-term goal is to have **active participants** in the whole Co-Inform ecosystem.

2.1. Engagement with the Co-inform workshops

At the time of writing, there have been two workshops (cf. the D1.2 & D7.3) and with at least one more to come.

2.2. Literature review

Although several inventories to assess volunteering motivations have been developed (e.g. Clary et al., 1998; Reeder, Davison, Gipson, & Hesson McInnis, 2001), the most well-known framework for assessing volunteer motives is the Volunteer Functions Inventory, developed by Clary et al. (1998). They differentiated among six motives for volunteering: Values – need to act in an altruistic way and help others; Understanding – need to have new learning experiences and the opportunity to practice new knowledge, skills and abilities; Social – need to be with friends or engage in an activity that others consider important; Career – need to build career related skills and abilities which may serve to enhance one's career; Protective – need to reduce feelings of guilt over being more fortunate than others; and Enhancement – need for personal growth and development.

We used Clary's framework to identify the participants' incentives for engagement with the workshops. Additionally, we backed up some of the motives with further research in order to dive deeper into each of these, as follows:

Values motive

Different types of people have different motivations and are drawn to various co-creation activities. One way of thinking about motivation is to look more deeply at altruistic behavior. Studies confirm the positive impact on workers who pursue volunteer work which they find meaningful, as they come back to their jobs more fulfilled and grow closer to the community (Jones, 1997). According to a study conducted by Unger (1990) there is evidence for an altruistic motive in voluntarism, motivated not on self-rewards but by their perception of needs in the community.

D1.3 Incentives of engagement and resilience

Social motive

Several studies argue that volunteers are mostly motivated by their fellow volunteers. Social opportunities in different forms and varieties are often identified as a significant predictor of ongoing volunteer commitment – along with project organization (the opportunity to work for a well-run project that uses volunteers' time efficiently) (Domroese et al. 2017). One of the best ways that nonprofits can engage volunteers is to create experiences that develop attachments between the volunteer and the organization. According to Lee and Brudney's (2009) concept of "social embeddedness", the expected likelihood of volunteering relies to a large part on trust in other community members. People will most likely join a workshop when they know that they will be able to enjoy other members' participation efforts. "Social embeddedness" refers to the close connection among the community shaping trust issues. The higher the trust is, the higher the commitment.

Career & Enhancement motives

Research shows that training facilitates the commitment and/or retention of volunteers. Cuskelly et al. (2006) examined the joint effect of training and motives; they found that intentions to remain volunteering for the non-profit organization are only moderately affected by the value motive; training and development play a far stronger role than the value motive in influencing volunteer retention. However, individuals may decide to volunteer for several reasons and these motivations may also change over time, therefore it is important to keep monitoring the satisfaction of volunteers. Studies show that the main reasons for volunteers to leave their volunteering job are that the organization fails to (1) Recognize Volunteers' Contributions, to (2) Train and Invest in Volunteers and Staff and / or to (3) Provide Strong Leadership (Eisner et al (SSIR) 2009).

2.3. Research question and research aim

The research questions for this deliverable is then; what were the incentives and barriers for participation in the first two workshops?

The research aim for this deliverable is then; to set up research constructs that can be further researched at the third workshops, c.f. Section 6.

2.4. Citation on reasons for participating in the pilots

As part of the process for understanding the motivations for participations we asked some of the respondents what their reasons for participation were. This is a pre-study with the aim to develop the constructs for a larger study into motivations and drivers that will be conducted as part of workshop three.

- *"I joined the Co-Inform Workshop because I think that misinformation is a very acute problem, which has jointly to be addressed. We have to unite our efforts in*

D1.3 Incentives of engagement and resilience

order to be able to find solutions to deal with it. Especially in the area of migration and integration of migrants the issue of misinformation and its impact should be studied. For me the workshop also brought an opportunity for networking with people from various areas."

Male, policy maker in the business of social housing, Austria

- *"I am motivated to attend Co-inform Co-creation workshops as I am personally interested to know more about the topic misinformation, including rumours. For example, rumours about features of upcoming devices due to some leaks that come from other expert people on this topic. While these rumours usually turn out to be partially true or false. I learn how to ascertain the state of a news or a rumour as true or false. I, being a member of Greek society, improve my learning curve about misinformation through these workshops. After that, I will share my learnings with other community members, and I will try to use the same procedures while doing a reaction with such news in my daily life to deal with misinformation and rumours."*

Female, Citizen, Greece
- *"I am a Journalist, and I adopt a cross-reference information tactic before publishing news in the media. Usually, Journalists always need our primary source to be accurate, or if we assume that we have a trust, always there should be a second confirmation that is our journalist roles. So, I am keen to take part in co-inform workshops to give input in the design of fact-checking tools as I heard from IHU team and read about EU funded project "co-inform" objectives over the internet. I think that in future, such tools will help all stakeholders, including journalists through useful fact-check functionalities like cross-referencing information about a news story."*

Male, Journalist, Greece
- *"I am aware of the fact that with rising use of the internet and social media the creation and dissemination of misinformation have increased like never before. I come across misinformation several times a week from various anonymous social media accounts, local news and political parties. Especially, I see old age group people in my network being unaware of such news and sharing among friends and family which has always bothered me. So, when I heard about the misinformation workshop and project to tackle such misinformation I participated to contribute with my knowledge and actually see what's been imagined and developed so far."*

Female, citizen in the sector of Open Data and Innovation, Sweden
- *"I participated because it is a topic that I am very interested in, and that I think is worthy. I am also interested in tools for fighting misinformation. I would probably not have participated if it was online, I like to meet people and discuss this issue, and I would probably not have participated if it had taken place online or outside of the greater Stockholm area."*

Male, media industry, Sweden

D1.3 Incentives of engagement and resilience

- *“This is a touchy subject, and one that requires a lot of trust. It was important for me that the workshops were an EU-research project, and that I recognize and trust the brand of Stockholm University. Had the organizer been some unknown think tank or a think tank with a known political angle, then I would not have participated.”*
Male, NGO sector, Sweden

2.5. Findings

We assessed volunteer motives based on the Volunteer Functions Inventory, developed by Clary et al. (1998). They differentiated among six motives for volunteering:

Values – need to act in an altruistic way and help others

Altruistic motive is recurrent in the interview quotes such as: *“I joined the Co-Inform Workshop because I think that misinformation is a very acute problem, which has jointly to be addressed. We have to unite our efforts in order to be able to find solutions to deal with it.”* This shows that a sense of community and helping the community is a key motivation for attending the workshops and is echoed in literature (see 2.2).

Participants also expressed the need for trust in the workshop’s community and the workshop organiser in order to participate in the workshops. Participation likelihood therefore increased thanks to the perception of a better societal outcome out of the workshop (Lin and Brudney, 2009- see 2.2). An example of workshop quote was: *“It was important for me that the workshops were an EU-research project, and that I recognise and trust the brand of Stockholm University.”*

Social – need to be with friends or engage in an activity that others consider important

A common reason for participating by the attendants was for social connection which is cited one of the most common incentives for volunteering generally. For example, one participant said: *“I would probably not have participated if it was online, I like to meet people and discuss this issue, and I would probably not have participated if it had taken place online or outside of the greater Stockholm area.”*

A further issue we found is that there is a degree of sociability among the participants, a wish to talk about the issue. This is a quality that may not necessarily relate to forms of hard data that can be applied as selection criteria in the recruitment process. This leads up to some tentative constructs that may be applied at the third workshops; e.g. the degree to which real-life sociability is an issue for participation, the degree to which the respondents feel they have themselves experienced misinformation and to explore if any of these softer qualities relate to any harder data that can be used when recruiting for the workshops.

Enhancement – need for personal growth and development

The workshop participants also highlighted personal development as a driver, which increases the chances to remain volunteers and influence volunteer retention (Cuskelly et al. (2006) - see 2.2). Participants' motivation for attending the workshops was attributed to

D1.3 Incentives of engagement and resilience

personal development with comments including: “*I, being a member of Greek society, improve my learning curve about misinformation through these workshops.*”

Career – need to build career related skills and abilities which may serve to enhance one’s career

Training plays a strong role in influencing volunteer retention (Cuskelly et al. (2006) as quotes such as this one show: “*I think that in future, such tools will help all stakeholders, including journalists through useful fact-check functionalities like cross-referencing information about a news story.*”

Protective – need to reduce feelings of guilt over being more fortunate than others

Quotes also reveal that participants want to reduce negative feelings partially via their workshop participation. In the example that follows the individual mentions being “bothered” by the share of misinformation: “*I come across misinformation several times a week from various anonymous social media accounts, local news and political parties. Especially, I see old age group people in my network being unaware of such news and sharing among friends and family which has always bothered me. So, when I heard about the misinformation workshop and project to tackle such misinformation.*”

Understanding – need to have new learning experiences and the opportunity to practice new knowledge, skills and abilities;

Other volunteers participated seeking to learn more about the world, for example: “*So, when I heard about the misinformation workshop and project to tackle such misinformation I participated to contribute with my knowledge and actually see what’s been imagined and developed so far.*”

Additional remarks

We found that the participants personally feel a high degree of concern about the issue of misinformation, and to a considerable extent they have also encountered it. That is to be expected, as there is an element of self-selection among those who choose to participate. Those who are not concerned, would not take the time to come and participate. This degree of personal concern is hard to identify in the recruitment process as it is a personal issue and does not necessarily relate to age, education, role at a workplace or other form of hard data that can be applied as selection criteria in the recruitment process.

3. Methodology of the pilots

In total there will be three sets of pilots in the project across three countries (Greece, Austria and Sweden). The first set of pilots took place in February 2019. The second set of pilots took place in November 2019. The third set of pilots will take place in May/June 2020. All pilots must *include all three* stakeholder groups (citizens, journalists and policy makers) and follow the guidelines of D1.2 in terms of stakeholder requirements and methods of engagement (D1.2, Chapter 4).

D1.3 Incentives of engagement and resilience

An important change from D1.1 and D1.2 was that while the first workshop had a topical focus on migration, the second pilot did not and was instead focused on testing user reactions to potential functionalities. This change did not restrict the pilot leaders/teams to invite the first pilot participants to the second pilots, but the change of topic may have affected the participation. Additional barriers to participation will be presented further down (see Tables 1-7).

The chosen methodology for the design and implementation of the workshops, was grounded in the principles of Co-Creation. Co-Creation (or Co-Design, the terms are often used interchangeably), refers to a set of tools and strategies used across-fields, that actively involve the end user of the product in various stages related to the production process itself (Prahalad and Ramaswamy 2000; Vargo and Lusch, 2004). For this very reason, it was the chosen methodology for Co-Inform, as our aim was to understand how the users engage with misinformation, and which tools they think are missing and might be developed by the project.

The Co-Creation methodologies in this sense, facilitate the process of creating a user-friendly product, given that the users are involved in different stages of the production, from the ideation and the pinpointing of the main issues, to the testing of the developed prototypes.

There are three main stages in the Co-Creation process: Discovery and Insight, Prototyping, and Evaluating and Scaling Co-Design Interventions. Figures 1-4 show the project's infographic of the three workshops, their different aims and their different methods.

Pilot teams followed D1.2 (Chapter 4) regarding the requirements for the number of participants, their profiles and the methods of invitation. Certificates of attendance were distributed during the pilots as an additional incentive. Furthermore, they received promotional materials designed by WP6 (textile bags, stickers and a USB). Please refer to the Annexes sections 7 and 8, to see the invitation letters and the agenda for both pilots.

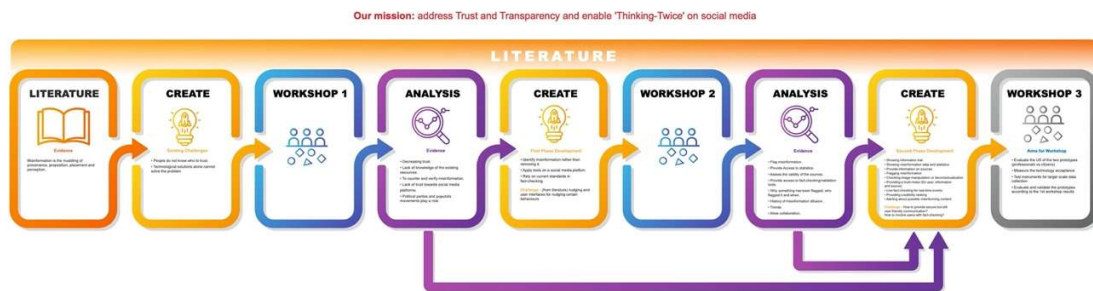


Figure 1 The aims and methods of the pilots

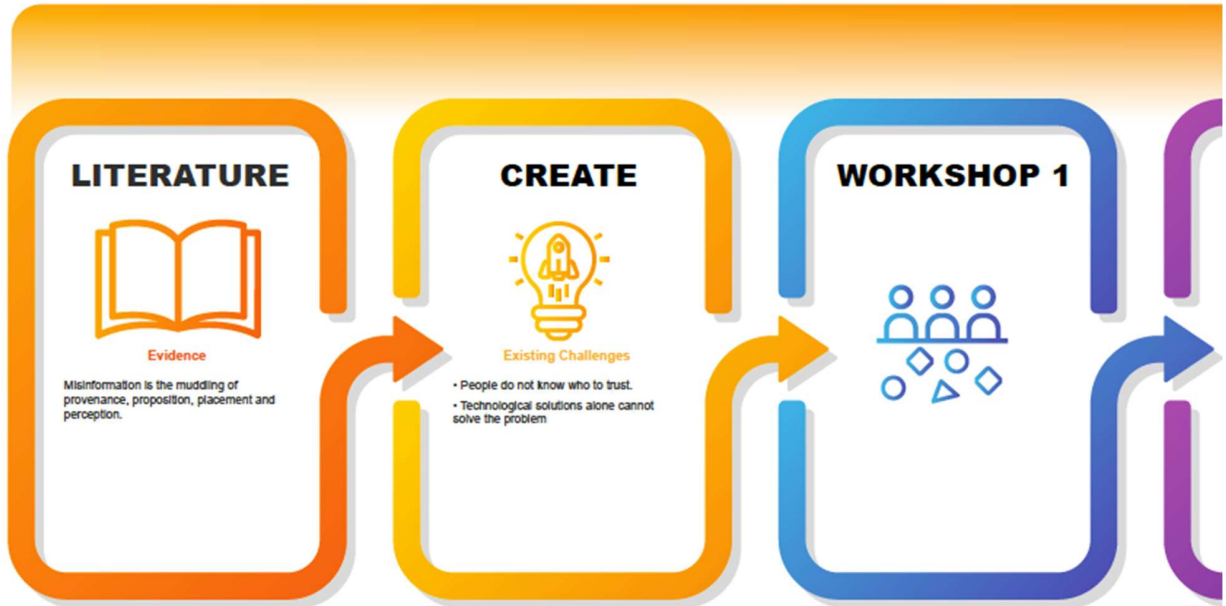


Figure 2 Zoom(1) on Figure 1

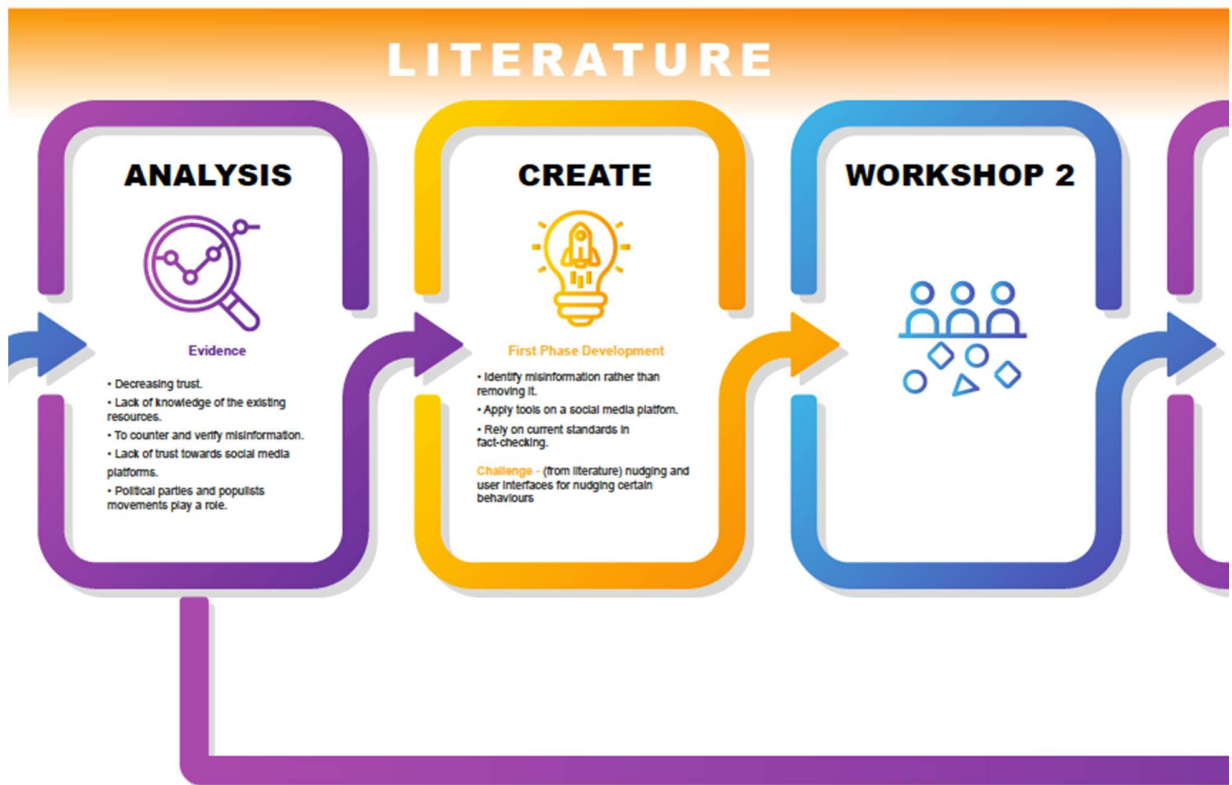


Figure 3 Zoom(2) on Figure 1

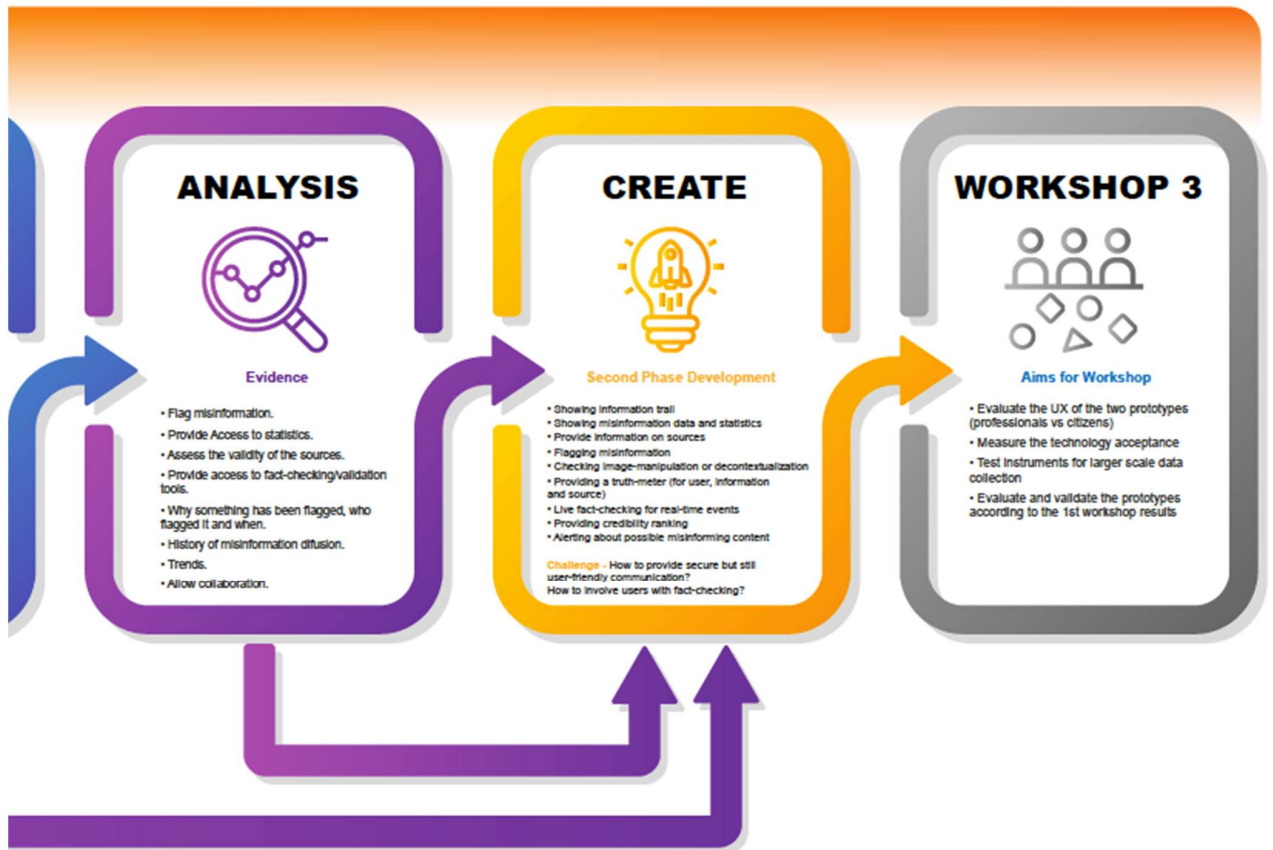


Figure 4 Zoom (3) on Figure 1

3.1.1. Pilot 1: Research aims

The main research aim for the first workshops was to extract the baseline data for how the respondents view misinformation, and to extract design criteria to feed into the technology development. Extracting design criteria was done by WP5 and is to be found in D5.2 and in *WP5 Design Recommendations Report v9 Sept9*.

3.1.2. Pilot 1: Theory

The first workshop focused mainly on the first stage (Discovery and Insight), and created the basis for Prototyping, which was the focus of the second workshop, and was built on the insights and the data emerged during the first phase.

The Co-Creation methodology was applied to the construct of misinformation, and tailored in order to obtain insights from three different stakeholder groups: the citizens, who are the users who might encounter misinformation in their everyday Internet surfing, the journalists and the fact-checkers, whose job and work-practice is affected by the spread of

misinformation, and the policy-makers whose work-related decision-making process could be affected by the exposure to inaccurate facts.

The Co-Creation methodology was operationalized by means of mapping activities and joint and separate focus groups, in which the participants explored their ideas and understanding of misinformation, as well as the solutions and challenges that they relate to this topic.

3.1.3. Pilot 1: What we did

The main goal of the first workshop was to map the construct of misinformation across the three stakeholder groups, and to do so, a set of joint and separate activities was designed. During the first workshop. To facilitate the discussion, and center around a relatable issue within the topic of misinformation, we brought to the participants examples related to misinformation on migration.

Misinformation on migration has been a major issue in all the three countries in which the workshops were carried (i.e., Sweden, Greece and Austria), therefore all the participants were familiar with the issue.

The first workshop was held in Botkyrka (Sweden) on February 15 2018, the second was held in Serafeio (Greece) on March 21 2018, and the third was held in Vienna (Austria) on March 28 2018.

Pilot 1: Sweden
<p><i>Who was invited (number of people and their organisations)?</i></p> <p>Citizens</p> <ul style="list-style-type: none"> • Students from Stockholm University • Mångkulturellt Centrum Facebook network <p>Journalists</p> <ul style="list-style-type: none"> • Radio Botkyrka • Botkyrka Direkt • Independent journalists <p>Policy-makers</p> <ul style="list-style-type: none"> • Multicultural Center in Fittja • Social Democratic Party • Antirumors Sweden
<p><i>Final number of participants</i></p> <p>16 (4 Journalists, 5 Policy-makers, 7 Citizens)</p>
<p><i>Tools for engagement (ex. Phone, email, social media)</i></p> <ul style="list-style-type: none"> • Formal invitation letter • E-mails • Word of mouth • Facebook event hosted by the Co-Inform page and the Mångkulturellt Centrum i Fittja page

Table 1 Sweden's first pilot details

Pilot 1: Austria
<p><i>Who was invited (number of people and their organisations)?</i></p> <p>Journalists</p> <ul style="list-style-type: none"> • Independent journalists <p>Policy-makers</p> <ul style="list-style-type: none"> • Austrian Chamber of Labour • Housing Service of the Municipality of Vienna • Austrian Association of Cities and Towns
<p><i>Final number of participants</i></p> <p>21 (7 Citizens, 7 Journalists, 7 Policy-makers)</p>
<p><i>Tools for engagement (ex. Phone, email, social media)</i></p> <ul style="list-style-type: none"> • Formal invitation letter • E-mails • Word of mouth

Table 2 Austria's first pilot details

Pilot 1: Greece
<p><i>Who was invited (number of people and their organisations)?</i></p> <p>Journalists</p> <ul style="list-style-type: none"> • Independent journalists <p>Policy-makers</p> <ul style="list-style-type: none"> • Ministry for Finance • Municipality of Athens • Local NGOs
<p><i>Final number of participants</i></p> <p>31 (13 Citizens, 9 Journalists, 9 Policy-makers)</p>
<p><i>Tools for engagement (ex. Phone, email, social media)</i></p> <ul style="list-style-type: none"> • Formal invitation letter • E-mails • Word of mouth • Targeted organizations

Table 3 Greece's first pilot details

D1.3 Incentives of engagement and resilience

The first task consisted in a Word cloud and association activity, which was carried out by all the participants together, regardless of their role as citizens, journalists or policy-makers. In this way, insights on which images the construct of misinformation evokes were collected and the participants had the chance to discuss it together.

After that, we divided the participants into three groups, representing their roles as stakeholders, and we narrowed down the discussion into a Landscape-mapping-activity, that we carried out in the context of separate focus groups, in which the three stakeholder groups shared experiences on where and how they encounter misinformation, how it affects them in their everyday life or work life, how it affects society and specific groups in society, and what should and could be done to counter it. In this session, we also asked the participants to identify the roadblocks that misinformation poses, and to come up with potential solutions, by identifying actions and actors that could play a crucial role in removing the roadblocks.

After this activity, we asked the participants, still divided according to their stakeholder role, to analyze examples of real misinformation that circulated in the three countries in which the workshops were conducted, and to try to identify the aim of that type of misinformation, who could spread it, and to identify an action they could engage in to respond to it, in light of their role as citizens, journalists or policy-makers.

Finally, at the conclusion of the workshop, we showed the participants existing fact-checking tools to counter misinformation, to make them familiarize with what has already been developed and the functionalities of these tools.

3.1.4. Pilot 2: Research aims

The aim of the second workshops was to provide design and policy recommendations from the three stakeholder groups, to be embedded into the prototype creation that is being carried out by the developers within the Co-Inform project.

3.1.5. Pilot 2: Theory

Following the Co-Creation methodology stages, the second workshop builds on the insights and results that emerged from the first workshop, which was built to fulfill the Discovery and Insight stage of the Co-Creation flow.

The second workshop was designed on the data emerged from the first workshop, and represents the second stage of the Co-Creation flow, namely the Prototyping stage. During the prototyping stage the participants provide evaluations of different features related to the tools and policy-recommendations that are being developed within the project.

Therefore, this phase and the consequent workshop result more practical compared to the first one, the aim of which was to map the stakeholders' understanding, opinions, challenges and personal experiences around misinformation. The second workshop, which is set at the Prototyping stage of the Co-Creation flow, provides the grounds for the third workshop, that will represent the Evaluating and Scaling Co-Design Intervention stage of

D1.3 Incentives of engagement and resilience

the Co-Creation process, in which the realized prototypes will be tested and evaluated by the participants.

The design and implementation of the second workshop was centered around three methods. The first is the Multi Criteria Decision Analysis method, that method is described in the D5.3. The second is the Repertoire Grid Method, which is described in the D5.2 and Focus Groups (Denzin K, Lincoln S 2000) with categorization theory (Svahn, Lange 2009).

The second series of workshops was to take a more mixed method, and mixed research approach (Ivankova, Creswell et al. 2006). At the time of the second workshops the tech development was in need of clear requirements so the second round of workshops needed to yield structured results. The second series of workshops took as its point of departure the results from the first series, extensive literature reviews, and internal cross-partner workshops to develop the construct of “design challenges” (cf. D7.3). For a further and deeper analysis of MCDA and RPG methods see D5.2 and D5.3. For the results of the MCDA analysis -including the participants’ preferences of design options” see Komendatova, Ekenberg et. al (2020). For the Repertory Grid Technique method and results, refer to D5.2.

3.1.6. Pilot 2: What we did

There were three pilots: one in Sweden November 4 2019, one in Austria November 19 2019 and one in Greece November 21 2019. All three workshops *included all three* stakeholder groups (citizens, journalists and policy makers). All three used the MCDA/DecideIT and the repertory grid technique. All three tested tech-design including policies as a part of “features”. The second workshops like the first were organized by WP1 and the data fed to WP5 for analysis into design recommendations (cf the D5.2) that in turn were fed to the technology work packages for implementation into development.

Wireframes of the Co-inform tools were printed as “cards” to show the participants how the tools *could* work/look like. These static paper images:

- encouraged critical thinking during the workshop,
- increased participants’ understanding of undergoing technology development,
- prompted participants to share their opinions and experience,
- increased participants' motivation for participation.

The wireframes designs derived from *design challenges* and the operationalization of theory on trust performed by Open University, cf. D7.3.

Subgoal	We want users to trust our tools, as trust is a demonstrated, strong factor in technology adoption (Wu and al., (2011,) Rousseau and al., (1998), Tsfati and Cappella (2005).
----------------	---

Design challenge for second pilot's wireframes	How can we present information to users about how the software works to maximise understanding and trust?
---	---

Table 4 Open University's operationalization of theory on trust

The *design challenges* led to the development of user stories for their functionality and eventually, to the design of MCDA wireframes.

Pilot 2: Sweden
<p><i>Who was invited (number of people and their organisations)?</i></p> <p>Citizens All students at the Department of Computer and Systems Sciences, Stockholm University.</p> <p>Journalists</p> <ul style="list-style-type: none"> • 5 Fazingo - participatory media house • 2 Radio Botkyrka • 2 Botkyrka Direkt Södra Sidan • 2 Botkyrka Roster <p>Policymakers</p> <ul style="list-style-type: none"> • 2 Botkyrka Youth Council • 1 Policy makers of Mångkulturellt centrum • 2 Antirumours Sweden • 2 IBN Rushd Studieförbund
<p><i>Final number of participants</i></p> <p>15 (11 citizens, 3 journalists, 1 policymaker)</p>
<p><i>Tools for engagement (ex. Phone, email, social media)</i></p> <ul style="list-style-type: none"> • Mailing list from 1st pilot • Advertisement to Stockholm University's students via screens in student halls • Facebook event on Co-inform's page • Announcements through the Facebook page of Stockholm University • Invitation letter sent via email • Phone
<p><i>Ongoing Engagement or feedback loop (i.e. How was engagement sustained between 1st and 2nd pilot?)</i></p> <p>Change of SU Co-inform team led to lose contact and overall engagement with 1st pilot participants.</p>

<p><i>Challenges</i></p> <ul style="list-style-type: none"> • Change of SU staff led to lose contact and overall engagement with 1st pilot participants. • Lack of feedback mechanism in place with participants from 1st pilot to 2nd pilot. This led to having only 1 person from 1st pilot attending the 2nd pilot. • Did not meet D1.2 requirements regarding number of participants per stakeholder group. • Majority of participants were students from SU. • We may have lost interest due to the topical change as a major pitfall can be the mismanagement of expectations. Leaving the topic “open” may have left the pilot teams room to invite a broader sample of participants, but if expectations no longer align, volunteers might have been disappointed.
<p><i>Mitigations</i></p> <ul style="list-style-type: none"> • Get support from incentives presented in D1.3 regarding the planning/recruitment of the third pilot. • Continue research and literature review on barriers and incentives.

Table 5 Sweden's second pilot details

<p>Pilot 2: Greece</p>
<p><i>Who was invited (number of people and their organisations)?</i></p> <p>Journalists More than 30 media and press organizations and fact checkers</p> <p>Policymakers About 30 plus public organizations including Public Universities were invited</p> <p>Citizens</p> <ul style="list-style-type: none"> • 20 plus people from the local community and private sector firms. • About 15 well known civil society organizations that were related to municipality services and providing aid to immigrants/refugees were invited.
<p><i>Final number of participants</i></p> <p>19 (7 journalists, 6 citizens, 6 policymakers)</p>
<p><i>Tools for engagement (ex. Phone, email, social media)</i></p> <ul style="list-style-type: none"> • Formal invitation letter • e-mails • Phone calls • Online event through Eventbrite (open source tool)

<p><i>Ongoing Engagement or feedback loop (i.e. How was engagement sustained between 1st and 2nd pilot?)</i></p> <p>IHU team engaged with the stakeholders via e-mails, phone, co-inform dissemination activities via IHU social media accounts.</p>
<p><i>Challenges</i></p> <ul style="list-style-type: none"> • We did not sustain the participants from three stakeholders particularly the policymakers from the 1st Greek co-creation workshop due to no holistic policy about Incentives of engagements of stakeholders in the co-inform piloting countries. • The agenda of the 2nd workshop was lengthy and consisted of various agenda items including several feedback templates (paper-based) for some sessions of the workshop. Participants somehow felt it was tedious work. • The duration of the workshop was also noted long.
<p><i>Mitigations</i></p> <ul style="list-style-type: none"> • Co-inform may define appropriate incentives of engagement of the stakeholders for the co-inform 3rd workshop. • Consideration of a limited number of sessions for the 3rd workshop and with appropriate duration.

Table 6 Greece's second pilot details

<p>Pilot 2: Austria</p>
<p><i>Who was invited (number of people and their organisations)?</i></p> <p>Invitations were sent out to all participants from the previous workshop (21 people), however only three persons confirmed their participation during the second workshop. Further on, additional invitations were sent to 57 further identified stakeholders.</p>
<p><i>Final number of participants</i></p> <p>16 (5 citizens, 6 journalists and 5 policymakers)</p>
<p><i>Tools for engagement (ex. Phone, email, social media)</i></p> <ul style="list-style-type: none"> • First email, then phone calls to identified stakeholders. • Information was also posted on social media, however only one person responded.
<p><i>Ongoing Engagement or feedback loop (i.e. How was engagement sustained between 1st and 2nd pilot?)</i></p> <p>The background paper on the issue of misinformation in Austria was written and distributed to participants. The report about the workshop with findings from the first co-creation workshop was written and provided to participants. Participants were also kept informed about the project through IIASA news items and blogs as well as through Co-Inform information and dissemination activities.</p>
<p><i>Challenges</i></p>

<ul style="list-style-type: none"> • Timing of the workshop (after the election and close to Christmas festive activities and various end-year reports). • Short announcement (many stakeholders, especially decision-makers, had already other commitments for this day). • Duration of the workshop (many stakeholders would have joined a three-four hours workshop but the entire day workshop was much more challenging for them).
<p><i>Mitigations</i></p> <ul style="list-style-type: none"> • Plan the workshop two-three months in advance • Shorten the duration (if possible) to three-four hours • Avoid "busy periods" such as Christmas, Easter etc.

Table 7 Austria's second pilot details

4. Pilots’ results: incentives and barriers for stakeholder engagement and participation in workshops

The sections that follow present the two co-creation workshop results. The data illuminates the incentives for stakeholders to contribute in combating misinformation via Co-inform, as well as barriers for their engagement.

4.1. First pilot results

During the *first* workshop, that focused on the general aspects of misinformation, the participants took plenty of time in discussing how they can combat misinformation and which challenges they encounter in their everyday browsing and work-related Internet use. Several constructs came up during these *first* focus groups and were unpacked by the participants. Three core-constructs came up in all the separate stakeholder focus groups, and highlighted the different takes that these groups have in terms of actions they could partake in, and where the perceived responsibilities lie.

The common constructs that emerged are *trust*, *information asymmetry*, and *power*. These constructs shape the relationship among the different actors that have been individuated in the discourse around misinformation, namely the mainstream media, alternative media, users, politicians and social networking platforms.

- **Trust:** emerged in relation to the sources of information, therefore in relation to resilience and media literacy; in relation to the network of friends, the politicians and the establishment, thus exercising a persuasive or social influence in the perceived credibility of information; in relation to the aims of the companies “managing” information (social media platforms and mainstream media above all), as possible causes that lead the users to prefer alternative media on one side, and as the infrastructures that favor profit in spite of democracy.
- **Information asymmetry:** emerged in relation to the targets of misinformation, namely the marginalized communities around which often misinformation pieces

build erroneous representations. On one side they are misrepresented or underrepresented by the media, but also, they have less access to the news outlets, from the reader's perspective, and are also deprived of the opportunity to be the creators of content. These aspects create a significant power imbalance.

- **Power:** in relation to the actors involved in the misinformation discourse. All the actors have the power to create and fight misinformation. Politicians are seen as the actors that manipulate public opinion, but the citizens see them also as those who can modify the information infrastructure by guaranteeing democracy. The users are those who now have the power to create content and spread it, but according to both the policy makers and the citizen themselves, also have the power to fight it and confront the other users in their networks who spread misinformation.

The activity of the first workshop's focus group discussions have also shed light in more depth on sources of misinformation, motivations, and challenges. A thematic analysis of focus group discussions revealed the multiplicity of methods and techniques used to intentionally or unintentionally spread misinformation. Main problems were manipulating the context, amplification, cherry picking of biased news and misrepresentation. Participants have emphasized the central role of **social media** as a source of misinformation that can be used by any one and could be far reaching as well. According to participants, social media and personal websites could be used to spread personal views, opinion, misinformation, attract visitors and subsequently capitalize on their followers. Different forms of **capitalization** emerged, such as monetization, promotion of certain political ideologies, inciting social divide, and election interference. They also highlighted the role of **marginalization** and social exclusion as a fertile medium for the generation, propagation and flourishing of misinformation. Marginalization - according to participants - stimulates participants to have their own outlets, motivates voices against news establishment and feeds the identity charged narrative.

The challenges to combating misinformation are the constraints and affordances of **time and resources**. The time to track, fact check and debunk stories is not always available. **Media literacy** was also a big issue, not many have the critical perspective that would enable them to doubt the veracity of news. As such, media literacy could be a way to help mitigate the problem.

Countering misinformation is a multifaceted effort, according to participants. It starts by diversifying the news production, giving marginalized people a voice and ensuring that people's voices are heard. Fact checking, debunking, and verifying information is required when information is released. Creating a culture of critical thinking, media literacy would help people question the news before they engage with them. A further finding can also be highlighted; a feeling of urgency, and concern, and a feeling of someone-must-do-something-about-this, that can be a fear-based driver for participation in the workshops (Passyn, Sujana 2006, Fisher 2013).

The *first* workshop series were defined by fully qualitative methods with explorative research aims processed with inductive analysis (Creswell, Creswell 2017) (Denzin K, Lincoln S 2000), to develop and explore theory on the issue of the participant's relation to the research domain of misinformation, and to map out the research area. The insights gathered in this process covered the full gamut of misinformation problems from reasons to solutions. Participants highlighted the overarching impact of misinformation on social cohesiveness, democracy, feeling of inclusion and elections. Participants have also

D1.3 Incentives of engagement and resilience

emphasized the challenging nature of misinformation problem, a feeling of urgency, an experience of lack of resources to counteract it in terms of time, human resources and interest. They suggested that diversifying the news production, giving people a voice, increasing general media literacy and more debunking work would help. The stakeholders analyzed the reasons that magnified the phenomenon of misinformation. Some findings from the first set of workshops were that they pinpointed three main actors within the misinformation discourse: the media together with the social networking platforms, the users, and the politicians.

Media and social networking platforms

Both the group of the citizens and the group of the journalists and fact-checkers highlight how the language-style is a central issue in the discourse around misinformation, and it is so in two ways. On one hand, misinformation spreads easily because it tends to use a language that speaks to emotions and for this reason, it results in being very attractive to users. On the other hand, also mainstream media is conforming its language to the one used by misinformation outlets, making it more difficult to distinguish the two. A third aspect individuated by both groups builds around the profit-related aims that both media outlets and social networking platforms have, often in spite of democracy, truth and objectivity.

Users

The aspect of personal profit and monetization has been attributed to users as well. In the era of the web, everybody has the possibility to create his/her own platform and content, and to gain from it. The problem arises when all the factors that can influence objectivity are taken into account. The users carry biases, which can lead them to discard more diverse information and instead reinforce their own beliefs, in the area of “confirmation bias (Del Vicario, Bessi et al. 2016, Plous 1993) ” These biases are reinforced even more by the structure of social networking platforms, that tend to create bubbles that avoid contact among people with different viewpoints, and create further polarization (Chou, Oh et al. 2018). In this environment, the social influence exerted by the other users in our network, makes the results particularly powerful, as the trust users have towards their own circle, often makes them skip the fact-checking or source-checking process. All these factors are aggravated by the current social issues and anti-establishment sentiments, that make alternative information more appealing, as it often finds scapegoats to actual problems, and builds on the users’ prejudices.

Politicians

In this landscape, politicians are seen by all stakeholders as the actors who are profiting from this current climate by manipulating the public opinion by means of propaganda that provides scapegoats to actual social issues, in order to shift the political interests towards them and attack the (old) establishment. This is seen, once again, as an attack on democracy, as politicians in particular hold much more power, so there is an imbalance in terms of persuasive power and information symmetry.

From the discussion emerged that there are overlaps within the three stakeholder groups, and very often the same themes emerge and are attributed to the same actors. The issue of responsibility in relation to the topic of misinformation is the only one that is met with

some disagreement among the stakeholders: while the citizens recognize that the social networking platforms and the politicians play a major role in setting the environment for misinformation to spread, therefore it is necessary to make sure that they guarantee democracy. On the other hand, the policy makers agree that the individual actions of the users magnify the spreading and the consequences of the phenomenon, and furthermore the users are also seen as those that can unify and fight the phenomenon more effectively.

4.2. Second pilot results

In the second workshops we not only applied the repertory grid method (cf. D5.2) and the MCDA-method (cf D5.3), we also applied a focus group method (Denzin K, Lincoln S 2000), designed to explore the participants fundamental conceptualization of the domains of misinformation and anti-misinformation tools illuminated by categorization theory (Svahn, Lange 2009, Smith, Medin 1981). This to give tech development and the project an insight into the stakeholder expectations of the tools, as driven by their conceptualization of the domain of anti-misinformation tools.

While the MCDA-method (D5.3) and the repertoire grid method (RPG) (D5.2) are structured approaches, the focus groups are a fully explorative and qualitative method more like the first series of workshops. During the focus groups, some indications on the motivations for participation can be found as certain themes repeatedly keep coming up: “Information planted with the aim to mislead”, “Made with intent”, “Created narratives”, “Owned narrative” and “Someone is behind it”. Some citation examples are included as follows:

- *“Information with a purpose to deceive. That’s what I think, just off the top of my head. It could be...”, Citizen*
- *“... It’s intended to create hate and to ... Yeah, I completely agree. It can drive you to very strong feelings of...”, Citizen*
- *“There has to be intent in order to be defined as misinformation”, Citizen*
- *“But it’s about creating several different narratives that aren’t believable in themselves, but that create a vague image of what’s going on”, Citizen*

A word cloud was created by entering one-word terms coming up in the first three coded interviews (Figure 5 Word cloud second pilot). Occurrence of a term is shown by the relative size of the term. It can be noted that other themes that come up are more or less synonymous which means that the overall theme is even stronger. Misinformation is a domain that is *personal* and purposeful.



Figure 5 Word cloud second pilot

That the noticeable feeling towards misinformation as an intent to deceive/delude is a somewhat a personal issue, leads to participation in the workshops being an issue of values – *need to act in an altruistic way and help others* (see section 2.2). From here we can induce a few potential drivers to be deeper and perhaps deductively explored in the context of the third set of workshops in May 2020.cf. section 6.

5. Conclusion: interpretation of the pilots per the issue of engagement and participation in the workshops

As described in Chapter 2, the Co-inform ecosystem is composed of two main elements: participation in the workshops and participation through using the tools. The conclusions are hereby organised as such:

Participation in the workshops

Looking at the first workshop results, it seems to be clear that the participants understand the misinformation cycle and that they feel personally affected by misinformation. That understanding creates an ease for them in engaging with the Co-inform workshop cycle. Like Garaus, Furtmüller et al. (2016), we do not believe in financial incentives for sustaining long term participation in the ecosystem. Our initial results from the workshops indicate that there are strong volunteering motives in place to sustain engagement (see section 2.2). Moreover, the categorization analysis inferred that the misinformation is done against the individual, and hence protection against it is a personal issue, which leads us to believe that recruitment to the workshops and sustainment of the ecosystem could be

D1.3 Incentives of engagement and resilience

based on a message of personal urgency. Therefore, we believe that long term sustainable participation in the co-creation workshops is best driven by intrinsic motivation and since financial rewards decrease intrinsic motivation, we choose not to apply that.

Participation through tools

The fact that it mattered to participants whether or not someone intended to deceive, is an important outcome for D1.3, as it highlights how participants value trust, accountability and ethical journalism. For citizens, journalists and policy makers to go through the effort of verifying news' accuracy in a transparent way and being accountable for it, seems to be of high importance to the participants. However, indications from D5.2's outcomes on "passive attitude" in actively reporting misinformation, point to lines of thought in the respondents that make long term sustainability of co-creation of anti-misinformation tools more problematic. [cf. the D5.2]:

"The first one is the so-called passive attitude, that despite curiosity to the topic of misinformation, who shared it, why and when, there is a rather passive position towards the issue of dealing with misinformation. People rather prefer to be informed when an item is misinformative however they don't have it as a priority to deal with misinformation themselves, to actively report correcting information or to be informed if they are themselves sharing misinformation." (D5.2, section 3.2.3).

Final conclusion

We have a dichotomy in that on one hand we have a strong interest in the topic and a feeling of being personally affected/involved, whilst on the other hand, we have a passive attitude to actively report misinformation via our tools. If further research shows that the indications that the attitude towards tackling misinformation via tools are passive is correct, then the implication is that a core message for sustaining the ecosystem must be to appeal to the respondents' civic duty. This appeal to civic duty shall further trigger the participants' innate motives for volunteering elicited in section 2.2.

Furthermore, the conclusion that passive behavior may affect tool engagement, which raises the need to conduct a literature review on theory of motivation in online environments (D1.5), in order to explore additional incentives for participation in the tool. An early idea could be to look into the impact of online rewards. Small rewards can have a large impact on behaviour, just because of their smallness, small rewards enhance autonomous motivation according to cf. (Garaus, Furtmüller et al. 2016) who based on a quasi-experiment in online learning environment, showed that, a small number of bonus points increases persistence in rewarded behavior, as well as persistence and performance on non-rewarded behavior based on the concept of insufficient justification and on self-determination theory.

6. WP1 Research constructs for the third workshops

One of the aims of this deliverable is to establish tentative research constructs for the third workshops. Research constructs are an important though somewhat abstract issue. The

D1.3 Incentives of engagement and resilience

Encyclopedia of Survey Research Methods defines it as an abstract idea, underlying theme, or subject matter that one wishes to explore and or measure. Using the survey questions, interview questions, workshop methods or other forms of operationalization. Some constructs are relatively simple (like political party affiliation) and can be measured using only one or a few questions, while other constructs e.g. brand attitudes or emotions around misinformation are more complex and may require a whole battery of operationalizations to fully operationalize the construct. In our case, we propose the third workshops to operationalize:

- The impact of sociability in an individual, as a driver of participation
- The impact of altruism in an individual, as a driver of participation
- The impact of need to have new learning experiences and the opportunity to practice new knowledge, skills and abilities; in an individual, as a driver of participation
- The impact of a need to build career related skills and abilities which may serve to enhance one's career;
- The impact of a need to be protective to reduce feelings of guilt over being more fortunate than others.
- The impact of how the third workshops being online instead of IRL, impacts the above constructs.

7. Annex 1: First pilot invitation letter and agenda

Dear Sir or Madam,

We would like to invite you to an interesting event to discuss innovative solutions to one of the most pressing issues our society faces now and will continue to face in the future: online misinformation. The term “Fake News” became a more common phrase in our vocabulary in 2016 after the US elections and everyone is talking about it ever since as a great threat to democracy and society at large. But what positive actions can society take against online misinformation? This is what we want to find out. Online misinformation has become a global problem because of how fast information can spread on social media. But misinformation has real-life consequences, affects local communities by creating tensions and undermining dialogue. These communities are the ones that can offer the best ideas to find solutions to their own problems.

Several ideas, projects, technological inventions and legislation have been trying to tackle this difficult issue in recent years. Our goal is to first understand the needs of those impacted by misinformation. In order to do this, we need to ask the right questions to the right group of people, so we arrive at a shared understanding of the problem before attempting any solutions rooted in technology. As a research project aiming to have an

D1.3 Incentives of engagement and resilience

impact in the real world to gather input from the people most affected by online misinformation: citizens, journalists and policymakers.

It is with this in mind that we are inviting you to this first workshop to hear your voice. First during the co-creation event we will explore how online misinformation affects your community, what is your knowledge and view on existing tools used against online misinformation and which are the greatest challenges in your view. Lunch will be served and then a brainstorming session will take place. We will discuss potential solutions to the issue and improvements to existing technology-based tools.

Date: February 2019
Time: 9.30am-3.00pm
Location:
Venue location:

Co-Inform is a project funded by the European Commission. The multidisciplinary team includes computer, behavioral and social scientists. The workshop discussion focuses on exploring attitudes and expectations of stakeholders on technology tools designed to help them distinguish between correct and false information online. Co-inform researchers will assess and analyze your feedback and develop Co-inform tools accordingly.

We sincerely hope to see you as a participant at our workshop - where we can co-create an exciting future together. Please confirm your attendance by contacting ... at ..., cell ...

We look forward to hearing from you soon.
Kind regards,

Co-Inform Team

AGENDA
Co-Inform Co-Creation Workshop 1 Data Collection
Address
Date, 2019

Participants: 25 (Citizens, Journalists/Fact Checkers, Policymakers)

Time: From 9.30am to 3.00pm

Goals: This workshop aims to understand current practices on how participants access news, media and information in general, assess their needs, elicit where the participants feel the issue lies and collect their recommendations of possible interventions and policies.

By the end of the first workshop, the below objectives should be realized:

- Where does the problem lie?
- What are the specific needs of each of the stakeholder groups and of all participants, in general?
- How are the participants processing information in general?
- What are the participants' usual practices regarding the processing and sharing of information on social media?

D1.3 Incentives of engagement and resilience

- How do the participants decide what information is right or wrong (identification)?
- Understand the lifecycle of misinformation, and the psychological factors that influence misinformation-related behavior in the three stakeholder groups.

9.30 - 10.00 Welcome Coffee

10.00 - 10.15 Registration of participants

10.15 - 10.30 Introductions

10.30 - 12.00 First Session:
Identify today's main challenges
Learning about current practices in countering online misinformation

12.00 - 13.00 Lunch time

13.00 - 14.30 Second Session:
Feedback on some existing tools and solutions
Assessment of what is needed for improvement
Discussion on potential alternative solutions

14:30 - 15:00 Coffee and Wrap up
Closing of the Event

8. Annex 2: Second pilot invitation letter and agenda

Dear Sir or Madam,

We would like to invite you to an interesting event to discuss innovative solutions to one of the most pressing issues our society faces now and will continue to face in the future: online misinformation. The term “Fake News” became a more common phrase in our vocabulary in 2016 after the US elections and everyone is talking about it ever since as a great threat to democracy and society at large. But what positive actions can society take against online misinformation? This is what we want to find out. Online misinformation has become a global problem because of how fast information can spread on social media. But misinformation has real-life consequences, affects local communities by creating tensions and undermining dialogue. These communities are the ones that can offer the best ideas to find solutions to their own problems.

Several ideas, projects, technological inventions and legislation have been trying to tackle this difficult issue in recent years. What features make people engage with misinformation-combatting tools, and why? This is what we want to find out this time around and your help will be key.

In order to do this, we need to ask the right questions to the right group of people. It is with this in mind that we are inviting you to the project's second workshop to hear your voice. During the co-creation event we will test and discuss the features of Co-inform technology, as well as other tools used against online misinformation. Breakfast and lunch will be served.

D1.3 Incentives of engagement and resilience



Date: November 2019
Time: 8.30am-15.30 pm
Location:
Venue location:

Co-Inform is a project funded by the European Commission. The multidisciplinary team includes computer, behavioral and social scientists. The workshop discussion focuses on exploring attitudes and expectations of stakeholders on technology tools designed to help them distinguish between correct and false information online. Co-inform researchers will assess and analyze your feedback and develop Co-inform tools accordingly.

We sincerely hope to see you as a participant at our workshop - where we can co-create an exciting future together. Please confirm your attendance by contacting ... at ..., cell ...

We look forward to hearing from you soon.
Kind regards,

Co-Inform Team

AGENDA
Co-Inform Co-Creation Workshop 2 Data Collection
Address
Date, 2019

Participants: 20 (Citizens, Journalists/Fact Checkers, Policymakers)
Time: From 8.30am to 15.30pm
Overarching Question: What features make people engage with misinformation-combatting tools, and why?

8.30 - 9.15 Welcome Breakfast (sandwiches and coffee)
9.15 -9.30 Introduction
9.30 -10.15 Explore concepts of misinformation
10.15 - 11.00 Present and discuss Co-°©-inform wireframes
11.00 -11.30 Exercise “Building trust with misinformation tools”
11.30 -12.15 Exercise “Misinformation tools making me think twice”
12.15 -13.00 Lunch
13.00 -13.30 Exercise “Reasons for transparency”
13.30 -14.30 Testing live prototype of Co-°©-inform and discussions
14.30 -15.30 Exercise “Combatting misinformation through Nudging”

9. References

D1.3 Incentives of engagement and resilience

CHOU, W.S., OH, A. and KLEIN, W.M., 2018. Addressing health-related misinformation on social media. *Jama*, 320(23), pp. 2417-2418.

Clary, E. G., & Snyder, M. (1999). The motivations to volunteer: Theoretical and practical considerations. *Current directions in psychological science*, 8(5), 156-159.

CRESWELL, J.W. and CRESWELL, J.D., 2017. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Cuskelly, G., Hoye, R., & Auld, C. (2006). Working with volunteers in sport. *Theory and practice*.

DEL VICARIO, M., BESSI, A., ZOLLO, F., PETRONI, F., SCALA, A., CALDARELLI, G., STANLEY, H.E. and QUATTROCIOCCHI, W., 2016. The spreading of misinformation online. *Proceedings of the National Academy of Sciences*, 113(3), pp. 554-559.

DENZIN K, N. and LINCOLN S, Y., 2000. *Handbook of Qualitative Research*. 2 edn. London (UK): Sage.

Domroese, M. C., & Johnson, E. A. (2017). Why watch bees? Motivations of citizen science volunteers in the Great Pollinator Project. *Biological Conservation*, 208, 40-47. Chicago

Eisner, D., Grimm Jr., R., T., Maynard, S. and Washburn, S. (2009), The new volunteer workforce, *Stanford Social Innovation Review*.

Fisher J. Starting from the child: Teaching and learning in the foundation stage. McGraw-Hill Education (UK); 2013 Mar 1.

GARAUS, C., FURTMÜLLER, G. and GÜTTEL, W.H., 2016. The hidden power of small rewards: The effects of insufficient external rewards on autonomous motivation to learn. *Academy of Management Learning & Education*, 15(1), pp. 45-59.

Ivankova, Nataliya & Creswell, John & Stick, Sheldon. (2006). *Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice*. *Field Methods*. 18. 3-20. 10.1177/1525822X05282260.

Jones, D. (1997), "Good works, good business", *USA Today*, 25 April, pp. 1B-2B.

Komendatova, N., Ekenberg, L., Svahn, M., Larsson, A., Shah, S., I., H., Glinos, M., Koulolias, V., Danielson, M. (2020). *A Value-Driven Approach to Addressing Misinformation in Social Media*.

Lee, Y. and Brudney, J.L. (2009), "Rational volunteering: a benefit-cost approach", *International Journal of Sociology and Social Policy*, Vol. 29 Nos 9/10, pp. 512-30.

Passyn, K. and Sujon, M., 2006. Self-accountability emotions and fear appeals: Motivating behavior. *Journal of Consumer Research*, 32(4), pp.583-589.

PLOUS, S., 1993. *The psychology of judgment and decision making*. McGraw-Hill Book Company.

Prahalad, C. K., & Ramaswamy, V. (2000). Co-opting customer competence. *Harvard business review*, 78 (1), 79-90.

Reeder, G. D., Davison, D. M., Gipson, K. L., & Hesson-McInnis, M. S. (2001). Identifying the motivations of African American volunteers working to prevent HIV/AIDS. *AIDS Education and Prevention*, 13(4), 343-354.

ROUSSEAU, D.M., SITKIN, S.B., BURT, R.S. and CAMERER, C., 1998. Not so different after all: A cross-discipline view of trust. *Academy of management review*, 23(3), pp. 393-404.

SMITH, E., E and MEDIN, D., L., 1981. *Categories and concepts*. 1 edn. Harvard University Press.

SVAHN, M. and LANGE, F., 2009. Marketing the Category of Pervasive Games. In: M. MONTOLA, J. STENROS and A. WAERN, eds, *Pervasive Games; Theory and Design*. Germany: Morgan Kaufman.

TSFATI, Y. and CAPPELLA, J.N., 2005. Why do people watch news they do not trust? The need for cognition as a moderator in the association between news media skepticism and exposure. *Media Psychology*, 7(3), pp. 251-271.

Unger, Lynette, S. (1990). *Altruism as a motivation to volunteer*. *Journal of Economic Psychology*. Mar91, Vol. 12 Issue 1, pp. 71-100.

Vargo, S. L., & Lusch, R. F. (2014). Inversions of service-dominant logic. *Marketing Theory*, 14(3), 239-248.

Wu, K., Zhao, Y., Zhu, Q., Tan, X., & Zheng, H. (2011). A meta-analysis of the impact of trust on technology acceptance model: Investigation of moderating influence of subject and context type. *International Journal of Information Management*, 31(6), 572-581.