ENLIGHT

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Winter School
Fake News
2024

COMENIUS
UNIVERSITY
BRATISLAVA



Universidad del País Vasco · Euskal Herriko Unibertsitatea
université de BORDEAUX
UNIVERZITA KOMENSKÉHO V BRATISLAVE
OLLSCOIL NA GAILLIMHE UNIVERSITY OF GALWAY
GHENT UNIVERSITY
GEORG-AUGUST-UNIVERSITÄT GÖTTINGEN
university of groningen
TARTU ÜLIKOOL 1632 UNIVERSITAS TARTUENSIS
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Table **Of Content**

- About the CU
- Why ENLIGHT?
- General information
- Representatives of partner universities
- Why choose our Winter School?
- What and who to expect?
- Lecture Schedule
- Organizational Team



COMENIUS UNIVERSITY BRATISLAVA

About
Comenius University

Comenius University (CU) is the largest and oldest university in Slovakia. CU was founded on June 27, 1919 and follows the university tradition of the Academia Istropolitana which was established in Bratislava by King Matthias Corvinus in 1465.

Comenius University is the only Slovak university to be regularly placed in the international rankings of the best universities in the world. With thirteen faculties, it offers the widest selection of study programmes (over 900) at three levels, and several of these study programmes are the only ones of their kind offered in Slovakia.

ENLIGHT at CU

Comenius University

ENLIGHT

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Why ENLIGHT?

Jozef Tancer
Vice-rector for International Relations
Comenius University Bratislava

ENLIGHT University Alliance's logo is a shining lighthouse. The lighthouse symbolizes salvation, stability, perseverance, help, and guidance in finding the right path. Additionally, the acronym of the ENLIGHT Alliance refers to light and enlightenment. The focus of the Enlightenment era in 18th century was reason, analytical thinking, and concepts that at that time penetrated the European universities and became the basis for modern teaching and research. The philosopher Immanuel Kant summed up the motto of the Enlightenment in the words: Sapere aude! Have the courage to use your own reason!

Our ENLIGHT University Alliance strives to do just that. Like a lighthouse guiding sailors to shore, the ENLIGHT alliance guides students to become lifelong learners and agents-of-change, ready to tackle the challenges of tomorrow. Formed by ten comprehensive, research-intensive universities from ten European countries (Belgium, Estonia, France, Germany, Ireland, Netherlands, Slovakia, Spain, Sweden, Switzerland), the alliance aims to undertake a fundamental transformation of European higher education that empowers learners as globally engaged citizens with state-of-the-art knowledge, skills, and an innovation-potential to tackle major societal transitions and to promote equitable quality of life and sustainability.

Three years of our cooperation have proven that we are on the right path. A number of joint courses, lectures, BIPs and other activities have already given dozens of our students and academics the opportunity to experience a truly European and multinational environment. They have had the opportunity to address global challenges by developing new models and methodologies for education and research adapted to the complex sustainability issues that our cities and communities face today. ENLIGHT is today an engine of innovation for our institutions. We are very glad that the European Commission has acknowledged that fact and decided to support our efforts with further funding for the next four years.

I am very glad that my home institution, Comenius University in Bratislava, is hosting this Winter School on such important topic as Fake News. I wish for all participants that this experience will bring them just what the ENLIGHT logo depicts – a beacon of the light of truth, true enlightenment that will stay with them in the future.

Winter School
Fake News

General Information

Goals of the Winter School *Fake News*

Students will become familiar with the origin and current fake news used for the purpose of propaganda in social media and information warfare. The Winter School is thematically divided into 6 areas (6 flagships of the ENLIGHT project: 1.Health and Well-being, 2.Digital Revolution and Impact of Digitalization, 3.Climate Change and 4.Circular Economy, 5.Culture and Heritage, 6.Equity). The Winter School focuses on the causes of the rapid spread of fake news and its wide spread in society, which is related to the legitimization of mis-, dis- and mal-information. The aim of the Winter School is to constructively present common types of fake news in individual 6 areas, a wide range of manipulation techniques, the consequences of "information pollution", as well as relevant strategies to overcome them. Students will gain an understanding of fake news in 6 areas (Health, Digitalization, Climate Change and Circular Economy, Culture and Heritage, Equity), primarily in terms of their recognition, definition, comparison and evaluation of common features. At the same time, students will specify and analyze the risks of fake news for the development of a democratic and inclusive society.

Save the date

- Semester: WS 2023/2024
- Virtual part: **February 01**, 2024 and **February 08**, 2024 (14:00 - 17:00 CET)
- Onsite part: **February 12-16**, 2024 (Comenius University Bratislava, Slovakia)
- **Where exactly?** Evangelical Lutheran Theological Faculty of Comenius University, Bartokova 8, 811 02 Bratislava, Slovakia

Winter School
Fake News

Learning outcomes

After the winter school students will be able to:

- Understand the origin of fake news
- Distinguish between news and fake news
- Analyze and compare the common features of fake news
- Compose their own fake news
- Recognize a wide range of manipulation techniques
- Apply relevant strategies to overcome the manipulation techniques
- Apply and further develop as well as reflect on their intercultural communication and negotiation competences by working together in multinational and interdisciplinary teams
- Reflect their knowledge and skills gained during the winter school

Assessment

- Active participation in the virtual part – 5%
- Active participation in the onsite part – 5%
- Reflexion (written report or video) – 20% (after the virtual part)
- Essay – 70% (after the onsite part)

Deadline

- The **reflection** should be submitted no later than **February 23**, 2024.
- The **essay** should be submitted no later than **March 15**, 2024.

Level of study and ECTS

- ECTS: 5
- Level of study: Bachelor and Master

Representatives **of partner universities**

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Comenius University Bratislava
Tatiana Bužeková
Zsolt Gál
Pavol Hardoš
Radomír Masaryk
Gabriel Tóth | Elvai
Kateryna Yakovenko

Ghent University
Sofie Van Bauwel
Kristin Van Damme

University of Bern
Ani Baghumyan
Mykola Makhortykh

University of Galway
Paula Byrne
Johanna Pope

University of Göttingen
Julia Koch Tshirangwana

University of Groningen
Boudewijn de Bruin

University of Tartu
Katrin Vaino

University of Uppsala
Hannah Bradby
Dan Larhammar
Thomas Nygren
Frida Svedin

19 LECTURERS FROM 8 PARTNER UNIVERSITIES

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Representatives **of the regional academy**

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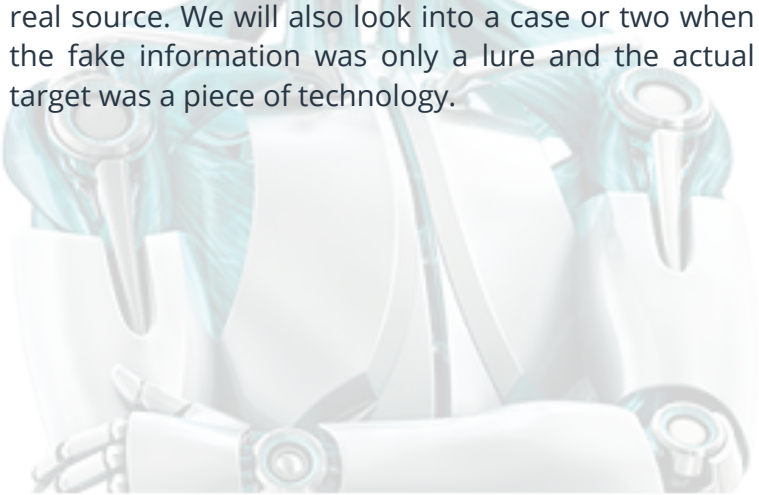
Fake News

When technology enables progress, ESET is here to protect it

We are a global digital security company, protecting millions of customers and hundreds of thousands of companies worldwide.

Truth or fiction?

Large fraction of the information we receive every day gets delivered to us by our computers, tablets or mobile phones. Unsurprisingly, not all of this information is authentic, factually correct and complete – in fact, most of it probably isn't. Although being fake does not always imply nefarious intent, fabricated information can be used to attack not just minds of people, but also serve as a stepping stone for compromising their devices. Fortunately, there are quite a few red flags that can serve as indicators of information being altered or fully made up; sometimes they might provide clues about the actual origin or even reveal the identity of the culprit behind them. We are going to discuss a few examples of such technical characteristics and how to look for them, but also take note of the potential pitfalls and learn why it can be so complicated to trace back the information's real source. We will also look into a case or two when the fake information was only a lure and the actual target was a piece of technology.



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Representatives **of external partners**

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Representation of the European Commission in Slovakia
Martina Štefániková

European Commission

Slovak Academy of Sciences
Lund University
Elżbieta Drążkiewicz

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Why choose our **Winter School?**

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Dan Larhammar:

Former President of the Royal Swedish Academy of Sciences (2018–2022)



Foto: Website of the Uni Uppsala

Dan Larhammar is professor of molecular cell biology at Uppsala University since 1994. He is a member of the Royal Swedish Academy of Sciences since 2007 and served as the Academy's president 2018–2022. His research concerns neurobiology, pharmacology and evolution. He has supervised 22 students to PhD degree and his research group presently has five members. He has a strong interest in the distinction between science and pseudoscience and recently chaired the ALLEA scientific committee that wrote the discussion paper "Fact or Fake".

Dan Larhammer's lecture will take place at **09:00 on Monday, February 12, 2024** as part of the onsite week at Comenius University.

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What and **who to expect?**

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Fake News

Kristin Van Damme

Ghent University

Understanding and Combatting Fake News: An Introductory Course

The introductory course on fake news aims to provide participants with a comprehensive understanding of the phenomenon and empower them to critically analyze and counteract its influence. In today's information-saturated world, the ability to distinguish between accurate and false information is crucial. This course will delve into the origins, characteristics, and dissemination strategies of fake news, examining its impact on individuals, societies, and democratic processes. Participants will learn practical techniques for identifying red flags and verifying information sources. Additionally, the course will address the ethical implications of fake news and its role in polarizing public discourse. Through interactive discussions, case studies, and fact-checking exercises, participants will develop insights on how disinformation might be combatted. By the end of the course, participants will be better equipped to navigate the complex media landscape and promote informed decision-making.

Exploring the World of Deepfakes: A Workshop on Synthetic Media

The workshop offers a captivating exploration of synthetic media, which refers to media content created or modified using artificial intelligence (AI). With the recent rise of deepfakes, such as the remarkable Christmas speech by Queen Elizabeth, a singing Tom Cruise, former coaches cheering on the Belgian national football team, and the familiar warning from Obama, it becomes crucial to understand what deepfakes are and how they are produced. This workshop consists of both theoretical and hands-on components. Through use cases, we will also examine the risks and possibilities associated with synthetic media.



Foto: Website of the UniGhent

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What and **who to expect?**

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Foto: Website of the Uni Uppsala

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University of Uppsala

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Misinformation about Health and Therapies: Pseudoscience and Fraud

Misinformation about health and treatment therapies are common and widespread in our societies. Exaggerated or false claims occur in complementary and alternative medicine (CAM) but also in mainstream medicine. The reasons for such claims can be either commercial or ideological. Sometimes conspiracy theories are spread that undermine trust in research, for instance by anti-vaxxers; false claims about vaccines have caused numerous deaths. During the covid-19 pandemic, compounds and methods were promoted without reliable evidence: vitamin D, hydroxychloroquine and ivermectin as well as homeopathy and Chinese herbal mixtures. Legislation is often too weak to provide consumer protection against mis-information in marketing. The psychological mechanisms that make us amenable to misinformation will be discussed.

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Winter School

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Elżbieta Drążkiewicz

Lund University
Slovak Academy of Sciences

Everyone is a Suspect, Everyone is Complicit: Conflicts over Truth, Conspiracy Theories and Disinformation in European Political Space

It is clear that conspiracy theories and disinformation have become an important issue not only to the people who propagate or endorse contested truths, but also to those who fear their consequences and design initiatives to push back against the 'post-truth' era. Significantly, and perhaps paradoxically, both 'truthers' who endorse conspiracy theories and 'truth defenders' who counter them express strong convictions that their views and actions are an attempt to defend democracy, protect democratic or European values and most importantly the Truth.

In this lecture we will explore how those conflicts over truth are played out in political sphere. By examining the 2023 Slovak and Polish parliamentary elections we will analyse how conspiratorial narratives and disinformation practices are used in political processes. We will also explore how is the label of conspiracy theory used: by whom, and to what ends? And, perhaps even more importantly, when are conspiratorial narratives ignored or accepted as a 'healthy suspicion' or just another incarnation of the 'culture wars'?

In return, this approach will allow us to examine disinformation and conspiracy theories not as a standalone phenomena but as an outcome of the complicated relationship linking stakeholders who are simultaneously separated and connected by the conspiratorial divide. Hopefully it will also allow us to answer a bigger question: what these conflicts are really about? What is at stake in them?



Foto: Elżbieta Drążkiewicz

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Foto: Mikael Wallerstedt

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The Issue of Fake News and How to Counteract Misinformation

The challenge of misinformation and fake news has received much attention in the world, not least in research. It is now evident that it is important for all citizens to have digital source criticism skills to be able to handle news in a critical and constructive way. But source criticism is difficult in a digital world where even knowledgeable people can be fooled by deep-fake videos and other misleading information. Therefore, education is highlighted as a key to supporting citizens in the digital age. This presentation will show different types of misinformation and how to safeguard democracy from this with evidence-based approaches. The lecture will focus in particular on effective ways to support digital source criticism, such as subject knowledge education, new technologies, games and digital self-tests, to help people become better at identifying manipulative strategies and using online resources to better determine what is credible. Based on the latest research, it presents problems but also constructive solutions for a more informed digital world.

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Julia Koch Tshirangwana

University of Göttingen

„Did he resign?" Fake News on the SABC News in the 1980s

Whereas fake news about events or non-events closer to the present may be easily checked and re-told nowadays, stories about the past, which are equally shaping world views, are often harder to discuss and account for: especially in so-called post-transformation societies. In South Africa the employees of the South African Broadcasting Corporation faced difficult choices in the 1970s and 1980s, when civil unrest became widespread in a 'struggle' against the apartheid regime/the government of that time. What should be reported in the official news and how? For the ENLIGHT class I want to draw attention to one particular incident, the swim Reverend Allan Hendrickse, a so-called 'Coloured' parliamentarian, and his followers took at a 'whites only beach' in 1987. There are various biographies and other sources which re-tell the event and what followed after: the reaction of the state president Pieter Botha, who demanded an apology and few months later the dismissal/resignation of Hendrickse.

I want to highlight the implications of the title giving question and discuss with the students not only the old 'news' themselves put the structures of the production process. In order to avoid a simply dichotomy between former state broadcast and free/democratic internet sources the session contains elements of both media so that the sets of questions raised about the one can also be applied to the other. Assuming that ground work on definitions/understandings of terms such as fake news, propaganda, lies/truths and the journalistic understandings of closeness to facts are covered beforehand, I would only go into this again if deemed necessary.



Foto: Website of the Uni Göttingen

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What and **who to expect?**

Radomír Masaryk

Comenius University Bratislava

"How Bill Gates Managed the Pandemic from the Student Dorms Nightclub in Bratislava": The Role of Misinformation in Public Health

The present-day pandemic of misinformation related to public health is not essentially a brand-new phenomenon. For instance, the 1831 uprising of Eastern Slovak farmers was triggered by fears surrounding government measures aimed at containing cholera. The "uneducated folk" construed these measures as the intention of their rulers to poison them and steal their property. Such behaviour was attributed to a lack of education and unavailability of information. Almost two hundred years passed and we found ourselves amid the COVID-19 pandemic. Anti-pandemic measures such as testing, mask mandates, or vaccination have been interpreted by some as attempts by ruling elites to depopulate the planet. How is it possible that in 2023, with 24/7 fingertip access to almost any information published anywhere in the world, hoaxes seem to overpower evidence-backed information? Traditional media with editorial teams and fact-checking experts have been replaced by instant communication in a decontextualised format, its reach fuelled by negative emotions such as anger or hatred. In the talk, I explain how our university organised a clandestine meeting in a student dorms nightclub where Bill Gates and WHO signed the contract for the next phase of the pandemic (spoiler alert: we did not). Then, I will discuss the implications of misinformation on public health with a special focus on the intent to get vaccinated. I will use Slovakia as an example since we hold the title of being the least vaccinated country in Europe. Finally, I present some suggestions on how to approach the phenomenon of misinformation.

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Foto: Comenius University

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Foto: Caroline Vincart

Sofie Van Bauwel

Ghent University

Stereotypes, Gender, Feminism and Fake News

The beginning of the 21st century is marked by the emergence and geographical spread of anti-gender movements in Europe and Latin America. The movement rallies against LGBT rights, reproductive rights, gender equality, sex and gender education, gender studies and democracy. When looking at the EU, their presence is most visible in Eastern Europe. Whether by organising referendums, preventing the ratification of the Istanbul Convention, or holding large protests, the anti-gender movement seems to have generated successful outcomes. These mass protests are not only organized on the streets but these movements are also active online and spread fake news on feminism, gender and LGBT. On the basis of research in the scope of horizon 2020 project Eumeplat – aiming at analyzing the role of media platforms in fostering or dismantling European identity – we will look at fake news in relation to these topics and analyse which kind of discourses that are present.

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Foto: Website of the UniGroningen

Boudewijn de Bruin

University of Groningen

Climate Change and Fake News: Ethics, Politics, and Law

Climate change is real. Or so the vast majority of scientists believe. Popular beliefs about climate changes (its causes and the way out of the problem) are much less stable, though. This is due to more or less clearly orchestrated disinformation campaigns. But our human psychology is also constituted in such a way that beliefs about longer-term negative events may not accurately reflect the existing evidence. This session focuses on ethical, political, and legal developments.

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university of groningen

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Foto: Hannah Bradby

Hannah Bradby

University of Uppsala

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Head of the Department

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How Racism creeps into Health Care Encounters

Patients and staff alike are subject to racism in health care settings. Some specific features of medical consultation, that are widely acknowledged and discussed, can allow racist stereotypes to influence how clinical symptoms are interpreted. This in turn can lead to Black patients' symptoms being deprioritized with highly detrimental effects on health outcomes. Racialised stereotypes that operate to deprioritize patients' treatment can also marginalize staff. Attempting to combat racism at work can be an important aspect of minoritized staff's work, which they would rather direct towards clinical work. The presentation closes with a consideration of how to combat racist stereotypes in healthcare settings.

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Fake News

Paula Byrne & Johanna Pope

University of Galway

iHealthFacts:
Bringing Research Evidence to Public Audiences

iHealthFacts is a health fact-checking website developed at the University of Galway, Ireland. We aim to provide high-quality, reliable answers to the public's most pressing health questions and to enhance critical thinking about health claims.

The claims we receive are processed through a rigorous and collaborative process. Members of the public can submit their questions to iHealthFacts.ie, and our team conducts rapid reviews of the evidence related to these questions. Once we have compiled the evidence, our responses are critically evaluated by a team of health researchers, clinical topic experts, patient and public partners and a health journalist. This collaborative processes helps ensure that the information we share is not only reliable but also meaningful and accessible to our target audiences.

We have also undertaken an ongoing body of work about the concept of 'misinformation'. We want to understand how people think and talk about health misinformation, how they decide what information to trust and share, and how communication cues can either bolster or undermine people's trust in the information they encounter. By tackling health misinformation head-on, we hope to empower individuals with the knowledge they need to make informed health decisions.



Foto: Paula Byrne

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Foto: Johanna Pope

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Ollscoil na Gaillimhe
University of Galway

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Mykola Makhortykh & Ani Baghumyan

University of Bern

Conspiracy Theories and the Media

What are conspiracy theories, and why are they important? What role does the media play in exposing people to conspiracy theories, and what are the potential consequences of such exposure? And how can such exposure be identified and studied in online environments? These are some of the questions that our presentation will address using insights generated as part of our research on online exposure to COVID-related conspiracy theories in Switzerland. In addition to discussing conceptual and practical aspects of studying conspiracy theories from the communication studies perspective, we will scrutinize the challenges and possibilities associated with the automated detection of content related to various aspects of conspiracy theories across different platforms. In doing so, we will elaborate on different aspects of automated detection of conspiracy-related content, ranging from the procedure of selecting an optimal machine learning model for initial training to the preparation of training and validation data for the model, as well as the subsequent deployment of the model and processing of large datasets.



Foto: Mykola Makhortykh

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Foto: Ani Baghumyan

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UNIVERSITÄT BERN

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Foto: Zsolt Gál

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The Russian Energy Weapon – Propaganda, Fake News and Real Development

Russia started to use its energy weapon against the European Union already from mid-2021. After the start of Russian military invasion against Ukraine in February 2022, the Russian propaganda had been spreading and fake news channels echoing the narratives that Europe can't survive the winter without Russian gas, that the West is "freezing" without Russian energy, that the "sanctions are not working" and that Russia is winning the economic war with the West. However, from late 2022 it was clear that the West successfully decoupled from Russian supplies of energy, Europe did not freeze, the energy weapon backfired and it was finally Russia losing its European markets and thus the economic war. Additionally, the energy war worked as a final call for decreasing European dependence on Russian fossil fuels and a created a huge economic incentive to invest even more to renewables and circular economy.

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Katrin Vaino

University of Tartu

Post-truth and Climate Change: Educational Challenges and Respective Responses

The presentation focuses on four challenges of post-truth that is posed to general education. Several pedagogical implications are provided and illustrated using the context of climate change:

1. Education should provide students with knowledge and skills to evaluate the information's reliability, do fact-check, identify media biases, recognize the most common strategies used by conspiracy theorists or science deniers, and explore their own biases impacting their decision-making.
2. Students should be made more aware of the social construction of knowledge and the nature of uncertainty in science.
3. A lack of public commitment to objective facts could be "cured" by fostering a true scientific attitude by students which includes open-mindedness, criticism, intellectual humility, intellectual courage, honesty, curiosity, perseverance, and objectivity.
4. Increasing influence of alternative epistemologies (pseudo-science, esoteric, etc.) should call us to put more emphasis to the justification of the crucial role of scientific expertise in the social decision-making process. Also, in order to reach any meaningful consensus, we need to foster values in students that support empathy and care towards other people (+organisms, environment), which could result in increased solidarity and the ability of us to solve global problems (such as global climate change).



Foto: Katrin Vaino

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Foto: Website of Comenius University

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The Power of Conspiracy: Exploring Conspiracy Theories as Cultural and Political Narratives

Conspiracy theories seem to be everywhere these days, but what exactly makes something a conspiracy theory? And are they the same as "fake news"? This lecture aims to introduce the concept of conspiracy theories. We will look at the varied problems of their definition, their relation to truth, and discuss how they have often served as a simplified mapping of the operation of power in society. The lecture will offer a brief overview of their history – their movement from the mainstream to the fringes of society – and how they became a form of "stigmatized knowledge". It will further examine what role they play in our culture and our politics – how the narratives of the powerful few scheming against the public good drive not only a lot of our pop-culture entertainment, but also how they inform and often also radicalize our politics. Finally, we shall look at what these narratives have in common and what types of rhetoric and argumentative strategies their proponents use to convince us.

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What and **who to expect?**

Tatiana Bužeková

Comenius University Bratislava

Conspiracy Theories from the Anthropological Perspective

Fake news has often been considered as a phenomenon of the recent era which is characterized by the rise of social media. But even if this term became a common expression only during recent decades, presentation of misleading information as genuine, typically within political context, has always been part of human history. The so-called conspiracy theories have been an essential part of such deceptive reports. Unlike disinformation about significant individuals, they are related to social groups: they refer to some secret influential organisations that are considered to be responsible for important threatening events, specifically during societal crises. Until recently, the social sciences have tended to either neglect or morally condemn conspiracy culture, explaining conspiracy beliefs by insufficient education/knowledge of people who hold them, their inadequate cognitive abilities or "paranoic style" of certain political discourses. However, contemporary research has shown that such pathologizing approach cannot explain why people with different social and cultural backgrounds believe conspiracies and/or spread them. In my lecture, I will address anthropological theories that could be employed in research on conspiracy culture. I will argue that the wide distribution of conspiracy beliefs throughout history cannot be explained by concrete historical conditions only, although socio-political context is crucial: their universal nature calls for explanation at the level of universal characteristics of human mind. I will therefore consider evolutionary theories that help to understand why people pay attention to conspiracy theories, even if they do not tend to accept them. In particular, I will concentrate on the so-called conspirituality – a phenomenon which recently attracted intensive scholarly attention. This term refers to the synthesis of conspiracy beliefs and spiritual beliefs which is expressed in a growing web movement as an ideology combining political disillusionment and alternative worldviews. In this, the image of a secret group covertly controlling the political and social order is linked to the holistic understanding of the universe and the idea of mysterious incalculable forces of nature. The aim of my lecture is to point out that the understanding of workings of human mind enforces critical thinking; thus, it is a useful tool in counteracting misinformation.

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Foto: Tatiana Bužeková

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What and **who to expect?**

ENLIGHT

Winter School

Fake News



Foto: Website of the Uni Uppsala

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Fake News in the Health Sector

Fake news related to health and wellbeing is common and can have a significant negative impact on individuals and society. During this lecture, you will gain knowledge about fake news related to health, with a special focus on mental health and dementia disorders. You will learn more about the history of fake news and how to spot fake news in the health sector, along with how health fake news can negatively affect us and the wellbeing of people with dementia, their family and friends, and wider society. You will also get the opportunity to do practical exercises to increase your skills in better distinguishing between fake and correct news specifically related to mental health and dementia disorders.

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Foto: Tomáš Madeja

Gabriel Tóth

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Elves vs. Trolls:
How to Fight Online Hate and Disinformation

The content on social networks is out of control. In Slovakia, Facebook in particular has become a platform on which trolls and their disinformation and propaganda thrive exceptionally well. However, elves have entered the battlefield – content moderators who fight trolls instead of social networks. Can this fight be won? Who is responsible for the content? Is it even possible to restore trust in social networks?

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Lecture Schedule

Winter School: Fake News

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Fake News | February 2024

Online

1st Online Meeting
February 01, 2024

2nd Online Meeting
February 08, 2024

Onsite

Health and Well-being
February 12, 2024

Digital revolution and Impact of digitization
February 13, 2024

Climate change and Circular Economy
February 14, 2024

Equity
February 15, 2024

Culture and Creativity
February 16, 2024

Where?

Evangelical Lutheran Theological Faculty, Comenius University Bratislava
Bartokova 8, 811 02 Bratislava (Slovakia)

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1st Online Meeting

February 01, 2024

14:00 – 15:00 Opening and lecture followed by discussion**:**
Kristin Van Damme (Ghent University)
Understanding and Combatting Fake News: An Introductory Course

15:00 – 15:50 Lecture followed by discussion**:**
Thomas Nygren (University of Uppsala)
Introduction: The Issue of Fake News and How to Counteract Misinformation

15:50 – 16:00 Break

16:00 – 16.50 Lecture followed by discussion**:**
Radomír Masaryk (Comenius University Bratislava)
"*How Bill Gates Managed the Pandemic from the Student Dorms Nightclub in Bratislava": The Role of Misinformation in Public Health*

16:50 – 17:00 Conclusion and additional information

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2nd Online Meeting

February 08, 2024

14:00 – 15:00 Opening and lecture followed by discussion**:**
Sofie Van Bauwel (Ghent University)
Stereotypes, Gender, Feminism and Fake News

15:00 – 15:50 Lecture followed by discussion**:**
Mykola Makhortykh & Ani Baghumyan (University of Bern)
Conspiracy Theories and the Media

15:50 – 16:00 Break

16:00 – 16.50 Lecture followed by discussion**:**
Tatiana Bužeková (Comenius University Bratislava)
Conspiracy Theories from the Anthropological Perspective

16:50 – 17:00 Conclusion and additional information

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Onsite Week



Health and Well-being

Monday, February 12, 2024

08:00 – 08:45 Registration
08:45 – 09:00 Opening of the ENLIGHT Winter School
09:00 – 10:00 Lecture and discussion
Dan Larhammar (University of Uppsala)
Misinformation about Health and Therapies: Pseudoscience and Fraud

10:00 – 11:00 Lecture and discussion
Paula Byrne & Johanna Pope (University of Galway)
iHealthFacts: Bringing Research Evidence to Public Audiences

11:00 – 11:30 Coffee Break

11:30 – 12:30 Lecture and discussion
Frida Svedin (University of Uppsala)
Fake News in the Health Sector

12:30 – 14:00 Lunch

14:00 – 16:00 Workshop
Thomas Nygren (University of Uppsala)
Playing to win against Disinformation: Evidence-based Practices to identify and Fact-Check Misinformation

16:00 – 16:15 Coffee Break
16:15 – 16:45 Reflection and discussion

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Digital revolution and Impact of digitization

Tuesday, February 13, 2024

09:00 – 10:00 Lecture and discussion
Kristin Van Damme (Ghent University)
Exploring the World of Deepfakes: A Workshop on Synthetic Media

10:00 – 11:00 Lecture and discussion
Kateryna Yakovenko (Comenius University Bratislava)
"Cleansed of all their sins ..." Russian Orthodoxy in Fake-Narrating the War in Ukraine – Online Dimension

11:00 – 11:30 Coffee Break

11:30 – 12:30 Lecture and discussion
Gabriel Tóth (Comenius University Bratislava | Elvai)
Elves vs. Trolls: How to Fight Online Hate and Disinformation

12:30 – 14:00 Lunch

14:00 – 16:00 Workshop
ESET – Partner of the Regional Academy
Truth or fiction?

16:00 – 16:15 Coffee Break
16:15 – 16:45 Reflection and discussion
Excursion: ESET – Socially responsible

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Climate change and Circular Economy

Wednesday, February 14, 2024

09:00 – 10:00 Lecture and discussion
Katrin Vaino (University of Tartu)
Post-Truth and Climate Change: Educational Challenges and Respective Responses

10:00 – 11:00 Lecture and discussion
Boudewijn de Bruin (University of Groningen)
Climate Change and Fake News: Ethics, Politics, and Law

11:00 – 11:30 Coffee Break

11:30 – 12:30 Lecture and discussion
Zsolt Gál (Comenius University Bratislava)
The Russian Energy Weapon – Propaganda, Fake News and Real Development

12:30 – 14:00 Lunch

14:00 – 16:00 Workshop
Martina Štefániková (Sofia, Representation of the European Commission in Slovakia)
Information and Communication Assistant at European Commission

16:00 – 16:15 Coffee Break
16:15 – 16:45 Reflection and discussion

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Equity

Thursday, February 15, 2024

09:00 – 10:00 Lecture and discussion
Pavol Hardoš (Comenius University Bratislava)
The Power of Conspiracy: Exploring Conspiracy Theories as Cultural and Political Narratives

10:00 – 11:00 Lecture and discussion
Julia Koch Tshirangwana (University of Göttingen)
„Did he resign?" Fake News on the SABC News in the 1980s

11:00 – 11:30 Coffee Break

11:30 – 12:30 Lecture and discussion
Hannah Bradby (University of Uppsala)
How Racism creeps into Health Care Encounters

12:30 – 14:00 Lunch

14:00 – 16:00 Workshop
Pavol Hardoš (Comenius University Bratislava)
Arguing like a Conspiracy Theorist – Narratives, Rhetoric, and Argumentative Strategies of Conspiracy Theories

16:00 – 16:15 Coffee Break
16:15 – 16:45 Reflection and discussion

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Culture and Creativity

Friday, February 16, 2024

09:00 – 10:00 Lecture and discussion
Elżbieta Drążkiewicz (Lund University & Slovak Academy of Sciences)
Everyone is a Suspect, Everyone is Complicit: Conflicts over Truth, Conspiracy Theories and Disinformation in European Political Space

10:00 – 11:00 Preparation of own fake news

11:00 – 11:15 Coffee Break

11:15 – 12:45 Presentation of own fake news

12:45 – 13:00 Conclusion and additional information



Foto: Tomáš Madeja

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Organizational Team



Maros Nicak

Vice Dean, ELTF CU | ENLIGHT

Maros works as vice dean at the Evangelical Lutheran Theological Faculty (CU). Maros did his doctorate in the field of oriental church history in Göttingen and Post-Doc in Salzburg, Åbo and Uppsala. Within the ENLIGHT project, he is responsible for WP5 (Outreach). Founder of the Regional Academy of Comenius University.

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Silvia Hlavinkova

Project Coordinator, ENLIGHT

Silvia is ENLIGHT project coordinator with focus on supporting academics in developing short programmes. Besides, she facilitates trainings in challenge-based education. Her background is teaching German, mentoring teachers and facilitating educational programmes for teachers on innovative pedagogical approaches.

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Kateryna Yakovenko

Project Manager, ENLIGHT

Postdoc in political science (EU democracy promotion, legitimacy, national identity, energy policy in Ukraine), ENLIGHT project manager responsible for the development of the Regional Academy, Green University and Inclusion & Diversity netwrok at CU.

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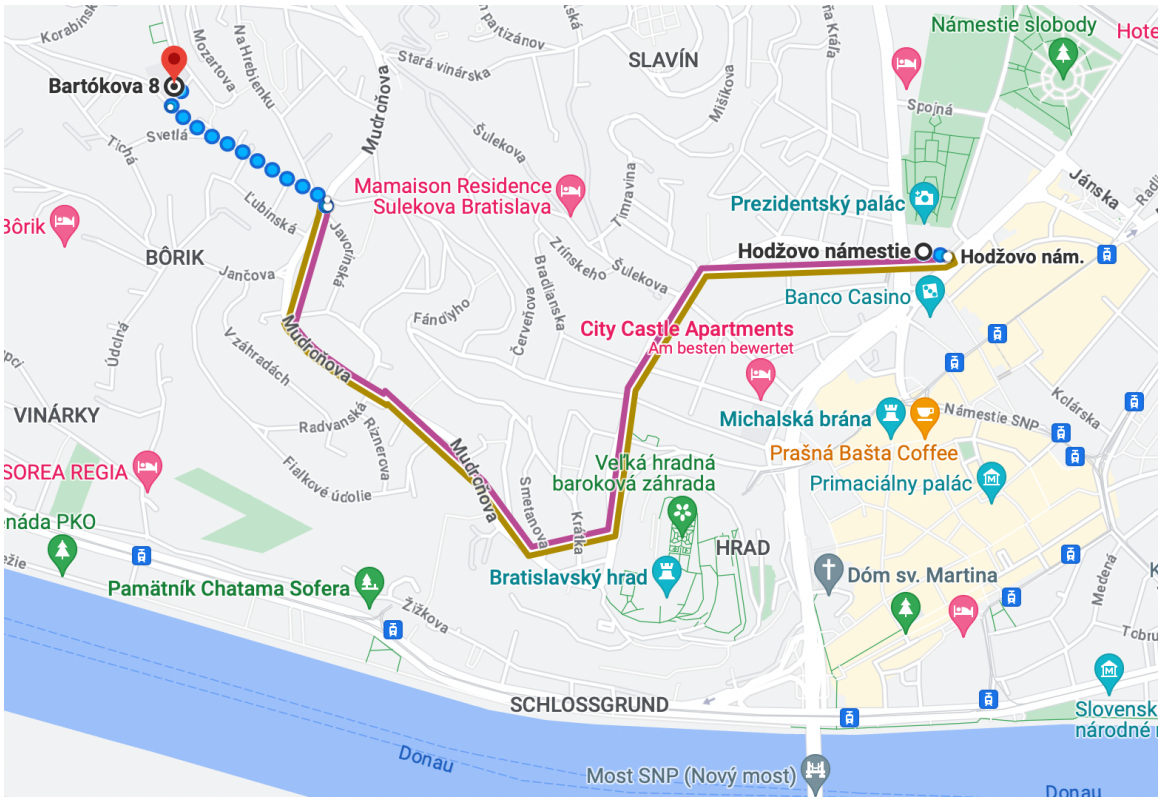


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The way to the faculty (ELTF CU):
There is a direct connection to the ELTF CU from the Presidential Palace (trolleybus no. **44** and **47**).
The bus stop next to the Presidential Palace is called "**Hodzovo namestie**". You would get off at the "**Cerveny kriz**" bus stop. It takes **5 minutes** (450 m) to **walk** from the Cerveny kriz bus stop to the ELTF CU. The trolleybus only stops at the passenger's signal.

Ticets:
In the underpass near the Presidential Palace you can buy tickets at the DP (Dopravny podnik) counter.
You would need a regular basic ticket with a validity of 30 minutes (1.10 Euro).

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