

*Framework*

*Conducting a  
DETECT-studio*



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# Imprint

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# Consortium

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## *Example for a framework*

DETECT-studios do not have a manifest plan of procedures that teachers have to follow step-by-step to achieve the desired learning effects with their students. Rather, it is the flexible form of implementation of such a studio that makes it attractive. Thus, the developed materials can be understood as a single offer to bring the topic of fake news and computational propaganda into the classroom.

The basic idea of DETECT, however, is to convey these aspects by applying the didactic principles of inquiry- and problem-based learning. These principles are explained in the guidance to research steps of the project-material, which has been developed especially for this purpose.

In order to illustrate a research process embodying the DETECT-concept, a framework has been developed in the following, which leads through the implementation of a DETECT studio. It is designed for the period of one week, i.e. it corresponds to a school's project week, but is only an example and can be adapted accordingly.

The red thread is the formulation of central questions that guide the research process. For each question, you will find references to the different materials developed in the DETECT-project - in other words, everything you need for the successful implementation of a DETECT studio is right there.

### *What is the problem?*

To start the research process, an introduction to the core topic can be given first. What are fake news, what is their significance in today's world, what are the dangers of manipulation in social media? This can and should be based on previous experiences of the learning groups. Teachers can choose an introduction on different aspects, which are especially pointed out in the DETECT-Compendium.

### *How am I going to start my inquiry?*

In order to start a project based on the didactic principles of research-based and problem-oriented learning, students should first be shown the basic characteristics and aspects of these principles. Where do I start my research work, what questions do I have to ask myself, what is my goal?

The following three questions determine the direction of individual research work by groups of students for the rest of the DETECT-studio. An agreement must be reached on who will work on specific questions, which subject will be selected specifically and what the research groups are aiming at with their work.

### *What will be the specific tasks?*

It makes sense to come together and work together on a research question in groups. These groups can come together even before the actual selection of the research question and topic. In a joint process, it can then be determined what the exact tasks are and what will be worked on accordingly.

### *What is my focus?*

The groups now agree on a specific topic which interests them and which they want to work on. The teachers can provide assistance and should make sure that the topic falls within the scope of the project in terms of content and time.

### *What do I want to find out?*



Material: DETECT-Guidance to research steps

### *What is the specific content I want to work on?*

Either material has already been included in the process of formulating the research question, or only one overall topic has been selected, which will now be dealt with in more detail. In the latter case, so-called stimulus materials can be included. With the help of these impulses the research process can be set in motion. Teachers can provide these materials. The DETECT project has also produced a number of examples that can also be used.



Material: Stimulus Material

## *What tools can I use? / What methods should I use?*

Once material has been selected to address the research question, it is now a matter of analysing and evaluating it using scientific techniques and methods. A wide range of approaches and tools are available for a variety of media. The DETECT method manuals for teachers and students offer a collection of possibilities. The manual for teachers contains concrete instructions and support for the research process from the teachers' perspective, including additional background information.

The manual for students addresses approaches the topic of fake news directly via examples and student-friendly offers for coping with the tasks.



Material: Method Manuals

## *What is the status quo of my research?*

In this step, students are asked to have a first conclusion on their findings as well as an evaluation on the use of methods to answer their research question.

## *How can I deepen my knowledge?*

Once the material has been analysed and the research question was answered, certain aspects can be explored in greater depth. This can be done in an individual way, depending on the students' interests. In the DETECT project, two additional webinars have been developed to deepen certain core topics and provide suggestions for the development of new research questions. In addition, students and teachers can review their previous findings here and prepare them for later classroom discussions.



Material: Webinars

*What did I find out? / What did I analyse?*

*How can I present my findings? / What questions remain?*

*What did I learn? / Did my view change?*

The conclusion of the research process involves a summary of the results, drawing a conclusion of the research question and reflection on the process itself. It can be further discussed which questions have remained open and which learning effects might have occurred. The Guidance to research steps of the DETECT project again offers tips and instructions for the presentation of the results.



Material: DETECT-Guidance to research steps