THE HAGUE
UNIVERSITY OF APPLIED SCIENCES

Student-led Research Unit

A report on research, findings and recommendations on the perceptions of fake/misleading news and prior media literacy training by Joshua Levine

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STATEMENT ABOUT THE ORGANIZATION

This research was conducted within the Student-led Research Unit (SRU), a section of the Global Inclusive Learning Center at The Hague University of Applied Sciences (THUAS). SRU works on research projects focused on and relevant to the lives of THUAS students. The student researchers explore issues that they initiated themselves. All SRU projects draw on the collection and analysis of lived experiences of students. Based on these experiences and comparative overviews of best practices, the students can make policy recommendations to transform policies and procedures toward a more participatory, just and inclusive university community. (The Hague University of Applied Sciences, n.d.)

STATEMENT ABOUT THE AUTHOR

This research primarily took place between March and October 2024. The findings and recommendations were written between November 2024 and February 2025.

As with anyone, my background and experiences contribute to my beliefs and perspective of the world around me. At the time of this writing, I am 47 years old. I am a white American man from a middle class left-leaning background. I have worked in the arts and journalism fields throughout my adult life. My belief that media literacy is an existential threat to democratic societies was solidified around 2017-20, during the widespread confusion and chaos in the public sphere during the first Trump presidency in the US and the Covid-19 pandemic. Anti-vaccine disinformation, for example, created an environment where millions of Americans (Nadeem & Nadeem, 2024) refused to receive the Covid vaccine or insisted on taking dangerous "alternative treatments." We may never know the exact total of needless deaths from this, but we do know that fake news, misinformation, and disinformation increases every year and benefits the most powerful institutions and individuals in society at the detriment to those most vulnerable. (Adams et al., 2023) By keeping these groups misinformed and unable to demand appropriate democratic representation, the wealthy and powerful can more efficiently and effortlessly pursue their own aims, which are in opposition to the vast majority of people less powerful. No group of people is immune to being fooled by fake news. Everyone is at risk of being drawn into conspiratorial thinking because of the powerful social media algorithms that serve up extreme content to keep users angry and engaged on their platforms. These conditions have

informed this research project. The title of this paper originates with the US punk band Hüsker Dü, who in 1981 sang "why bother spending time reading up on things? Everybody's an authority, in a free land."

EXECUTIVE SUMMARY

This research paper presents the findings of a survey conducted among university students at The Hague University of Applied Sciences (THUAS) to assess their perspectives on their ability to recognize fake and misleading news, and their opinions concerning potential resources at THUAS to improve media literacy. The survey results indicate considerable demand for media literacy training, and students tend to grasp the importance of that in the digital media era. They express concern about biased and outright false media content, and the cultural stereotypes it can reinforce.

In response to these findings, this paper provides recommendations for integrating media literacy into the university curriculum but notes the challenges such a change presents. Therefore, recommendations that are less intrusive and more immediately actionable are included as well. Additionally, a digital toolkit has been developed to support students and educators with practical resources, including fact-checking, fake news quizzes, news aggregators and tips for identifying bias in digital content.

These recommendations can better equip students with media literacy skills, which become more important with every technological advance. The ability to assess the motives and veracity of the information they encounter aligns with the THUAS goal of promoting democratic ideals and is essential to function in society today.

INTRODUCTION AND PROBLEM DEFINITION

Media literacy is a necessary skill in the digital age; it is as crucial to an understanding of the world as knowing how to read and write. For the emerging adult students at The Hague University of Applied Sciences (THUAS), identifying, understanding and improving their level of media literacy is essential to their development into informed citizens who can correctly assess the veracity of information they increasingly consume online.

This research project studied media literacy rates among THUAS students and detected demographic patterns among those rates to develop a digital toolkit of media literacy resources to be deployed.

Media literacy refers to the ability to access, analyze, evaluate, and create media content across digital platforms. It requires understanding the role of media in society, critically assessing information, and engaging with media responsibly.

According to the non-profit organization Media Literacy Now, media literacy is the ability to navigate our complex and ever-changing media landscape, by knowing how to consume and evaluate information, asking critical questions, avoiding manipulation, and engaging in digital spaces safely and confidently. (Erin, 2024b)

According to the BBC, fake or misleading news refers to news or stories on the internet that are not true. (Bitesize, 2025) These stories are deliberately published or shared, to make people believe something untrue or to get people to visit a website. These are deliberate lies that are put online, even though the person writing them knows that they are made up. Some fake or misleading news may contain some truth but are not entirely accurate. This is because the people writing them - for example, journalists or bloggers - don't check all the facts before publishing the story, or they might exaggerate some of it.

The world is now almost fully digital. The information and news we consume saturates our lives minute to minute, day after day, like never before in history. (Bogost, 2022) The proliferation of misinformation poses a significant challenge to informed citizenship and democratic participation. Consumption of mis- and disinformation has been correlated with the erosion of democracy, which requires constituents to participate politically and act in their self-interest. (Lewandowsky et al., 2020)

Media literacy programs at higher education institutions are necessary to equip students with the skills necessary to navigate this contemporary information and media environment, where information is published and consumed at exponentially greater rates than ever before in human history. (Bogost, 2022) The internet has given us access to unprecedented

volumes of information, but studies consistently show that we are less knowledgeable about politics, science, economics, and other aspects of society critical to our well-being. (Gallup, Inc., 2018)

Misleading online content has evolved in just a few decades from using instant messaging and early social media platforms like MySpace, to sophisticated state-based disinformation campaigns using video and generative AI.

The physiology of the human brain (Korte, 2020) and regulatory law (Alegre, 2024) are both therefore unprepared for the speed and volume at which technology accelerates. That necessitates an approach to media literacy comparable to teaching children how to read or write – studies have proven time and again that no segment of the global populace is immune from fake news and misinformation, making media literacy critical for future professionals and citizens. (Fleck, 2024) THUAS, with its diverse international student body and commitment to developing "critical-thinking global citizens," provides an ideal context for examining these issues. (The Hague University of Applied Sciences, n.d.)

The scope of the problem is significant with potentially disastrous results for society. The Dutch Media Authority (Commissariaat voor de Media) released a Digital News Report for the Netherlands in 2021. It stated that 72% of emerging adults aged 18-30 believe they can recognize fake news, but only 16% can do that. (Irene Costera Meijer, n.d.) This indicates that most young Dutch people are at risk for falling prey to online mis- and disinformation.

Still, there are encouraging signs. The Media Literacy Index of 2022 (Lessenski, 2022) ranked the Netherlands eighth out of 41 participating countries and the Rathenau Instituut published a 2018 report lauding the Dutch for their diverse news consumption, which provides resilience against fake news. (Keulen et al., 2018)

The purpose of this research study is to find out what kind of encounters THUAS students have with fake and misleading news and is their current self-perceived media literacy aptitude sufficient for them to feel equipped to navigate the online media landscape.

To be able to do this, the research aims to answer the following research question:

MAIN RESEARCH QUESTION

What kind of fake and misleading news do THUAS students encounter and how can digital media literacy help them to navigate it?

Sub-questions

1. Have students encountered fake and misleading news?

2. Where do students look for news?

3. What kind of media literacy training do students already have?

4. How do students perceive their literacy in digital media?

5. What would help students increase their digital media literacy?"

FINDINGS OF THE RESEARCH

This study on THUAS students' encounters and experiences with fake and misleading news yielded valuable insights into their news consumption habits, ability to identify misinformation, and desire for media literacy education. The survey, conducted between April and October 2024, garnered responses from 77 THUAS students across various programs and years of study. The author of this project is a third-year student in the English-language social sciences programme International Public Policy and Leadership (IPPL). Therefore, access to students in that and other similar programmes informed the internationally diverse sample of survey respondents. THUAS is one of the most internationally represented educational institutions in the Netherlands, with students from more than 140 countries. (The Hague University of Applied Sciences, n.d.) All the students who responded to the survey study at the main campus of the university. The headings in the following sections refer to the questions asked in the survey and the full survey can be found in the annex of this paper.

Demographic Profile

THUAS has a remarkably diverse student population – 25,000 from over 140 countries. (The Hague University of Applied Sciences, n.d.) Our survey sample (n=77) reflects the diverse, international student population of THUAS, with respondents from 25 countries. The gender distribution within those answering the survey (61% female, 35.1% male, 3.9% other/undisclosed) and age range (81.9% between 17-23 years) align with typical undergraduate demographics. The predominance of students from International Public Policy and Leadership (36.4%) and Dutch-language International Public Policy (31.2%) programmes provides a context particularly relevant to understanding future policymakers' media literacy needs.

As previously stated, the author is a student in the English-language IPPL programme, which facilitated access to other students in the social sciences. These study programmes have the explicit goal of preparing future policymakers and advocates for the professional and public policy field. It is unquestionably necessary for these students to have the ability to recognize and understand fake and misleading news. Media literacy must be a prerequisite to crafting or interpreting public policy. Representatives and advocates for the public must be even more well-informed than the average citizen.

News Consumption Habits

Students reported obtaining news from various online sources:

1. Mainstream news websites: 80.5%

    These include legacy newspapers like the New York Times, wire services like Reuters, or internationally respected outlets like the BBC or Al Jazeera. They are vigorously fact checked, relatively well funded, publish retractions and corrections if needed, and have built up a longstanding reputation for accuracy.

2. Instagram: 68.8%

3. TikTok: 41.6%

4. YouTube: 39%

5. X/Twitter: 28.6%

Social media platforms like Instagram, Facebook, Twitter/X, TikTok, and YouTube rely on content created by users. This removes the traditional barriers and protections of journalistic gatekeeping. ("Digital Media and Paradigm Changes in Journalism," 2024) The Arab Spring of the early 2010s and the Black Lives Matter movement that began a few years later are two examples of the positive results of this shift. Average citizens were empowered to report on the conditions in their immediate environment and affect public opinion and policy. (Wolfsfeld et al., 2013) However, that removes journalistic standards for accuracy and sourcing, which can just as easily lead to dissemination of misinformation. While many survey respondents use these social media platforms as a directory of access to the profiles of respected news outlets following those standards, some also obtain information from "citizen journalists" or accounts that purport to have access to newsworthy information.

The majority (66.2%) considered themselves well-informed on current events, with 80.2% spending up to an hour per day consuming news. The high reliance on Instagram and TikTok for news (68.8% and 41.6% respectively) is particularly noteworthy, given these platforms' primary design for social interaction rather than news delivery.

Encounters with Fake and Misleading News

- 94.7% of students reported encountering news they immediately knew was fake or misleading.

- 82.9% had thought a story was real only to find out later it was fake or misleading.

- 98.7% had encountered news or media content that conflicted with their worldview or values.

- 72.7% had encountered content that made them feel excluded, stereotyped, or uncomfortable.

15.6% (12 out of 77 respondents) added comments elaborating on their answer if it was in the affirmative. Most felt that social media algorithms were showing them content that was meant to inflame or further polarize their personal views. They felt there were deliberate attempts to manipulate their opinions on topics relating to global politics, religion and culture.

> **"I have seen a lot of transphobic and misogynistic news and propaganda. While those exist on different spaces on social media, I do see it more on mainstream media news."**
>
> **– Survey Respondent**

> **"[The fake and misleading news I encounter] generally centers around religion. Like praise of the Hindutva party in India."**
>
> **– Survey Respondent**

One student said they had previously looked up information on health and wellness only to have subsequent algorithmic suggestions for extreme right-wing and misogynistic influencers like Andrew Tate. This has been a common experience of social media users that has been written about and studied, particularly during the Covid-19 pandemic. (Adams et al., 2023) Users interested in wellness were led to anti-vaccine conspiratorial content, with both subjects sometimes provided by the same creators.

> **"The media that makes it out of the depths of the algorithms that determine what I get to see always seems to be extremely polarised. For example, I will watch a Reel that seems to promote health and good mental wellbeing for men but will later find it connected to either angelic Christian pages or Andrew Tate-type pages. Everything is polarised."**
>
> **– Survey respondent**

The breakdown of traditional barriers between professional news publishers and individual uncredentialed citizen journalists only exacerbate the confusion respondents face when discerning whether the information they encounter, along with its creator, is trustworthy. ("Digital Media and Paradigm Changes in Journalism," 2024)

Misleading news is content that could be mostly or fully accurate, but the information is presented in a biased or persuasive manner. It can selectively include certain facts that support a particular view while omitting others that would conflict with it. To varying degrees, most news takes an ideological or philosophical stance, but misleading news deliberately obfuscates the full picture. (*Research Guides: "Fake News," Lies and Propaganda: How to Sort Fact From Fiction: What Is "Fake News"?*, n.d.) Therefore, misleading news is a small variation from outright fake news.

Further, students who encountered misleading news felt that bias and slant in the content were minimizing atrocities in warzones, and unfairly influencing negative opinion of Russia and China, according to two of the answers. In their perspective, the content did not necessarily present false information but rather attempted to push a view on its consumers.

> **"A good example of misleading news was western media's coverage of the Israel - Palestine conflict. Despite the overwhelming aggression from the IDF, every western media channel consistently asked in interviews if the politician or spokesperson 'condemned the actions of Hamas.` This is misleading because it completely neglects the context within which this event occurred...and is still occurring. I knew it was misleading because the majority of western media, even in Europe is owned by American entertainment giants, and American corporations are aligned with Israel by default."**
>
> **– Survey Respondent**

Most of the students experienced content that conflicted with their values. One respondent said that they encountered fake news about refugees and that they disliked the sensitivity that has arisen in public discourse concerning the "colonial past" of the west.

> **"I have encountered a lot of fake news about, for example, refugees. I usually tend to find news about colonial past a bit hard to read since the topic had become very sensitive in the past decade, with the formal excuses of governments and the quest to change a lot of street names, demolish sculptures, etc."**
>
> **– Survey Respondent**

All the students who answered said their religious and political views conflicted with the content they encountered. Many said they see anti-LGBTQIA and Islamophobic content. This contributed to them feeling excluded, stereotyped, or uncomfortable.

One student described the content as encompassing "politics, gender identity, sexual orientation, economic, climate change." Another said, "sexuality and religion", and a third responded "religion, gender, women's rights." One or more of these topics were mentioned in 100% of the 66 students who responded to this question.

> **"I have seen a lot of transphobic and misogynistic news and propaganda. While those exist on different spaces on social media, I do see it more on mainstream media news."**
>
> **– Survey Respondent**

Identifying and Verifying Information

When encountering potentially fake news, students reported:

- Using online search engines (87.1%)

A large majority of respondents use Google and other search engines to investigate a claim and see how it has been covered elsewhere. A search engine can be an effective method of verifying online information with knowledge of what types of keywords result in better-quality results. Search Engine Literacy (SEL) is the ability to use internet search engines in this way. Recent research has shown that subjects seeking to verify claims through search engines can be more likely to believe a fake claim. (Aslett et al., 2023) This is due to low aptitude in searching; many subjects of this research simply copied and pasted a fake news headline into a search engine, leading to only similar fake news results. Instead, an understanding of best practices for legitimate results is necessary.

> **"Searched on Google, looked at the comments under the post sharing the news."**
>
> **– Survey Respondent**

> **"[I] often searched on Google."**
>
> **– Survey Respondent**

- Checking trusted online news outlets (48.4%)

The students did not specify which news outlets they trust or why they trust them. 80.5% answered that they trust mainstream news websites in the previous question about news sources. Examples listed in that survey question were the BBC, Al Jazeera, Volkskrant, CNN, New York Times and NOS. We can infer from the answers to this section of the survey that while respondents consider these to be trusted online news outlets, they do harbor some skepticism about the potential for bias or slant in coverage. Further, many students said they check coverage of a topic on one of these (or similar) websites with another, looking to confirm or reject a claim by consensus. While it is true that mainstream news websites have rigorous fact-checking and standards in comparison to other sources, we can conclude that students are trusting these sources due to reputation.

> **"Usually, I double check by looking for sources, sometimes it's through discussion with friends"**
>
> **– Survey Respondent**

> **"I later found out on another news source [the claim] was wrong."**
>
> **– Survey Respondent**

- Asking family members or trusted sources (30.5%)

Respondents who wanted to verify information they suspected to be fake or misleading reported asking family members or trusted sources for their opinion. The students did not specify what is a trusted source in their answers. However, previous questions mentioned friends in addition to family members, allowing us to infer that "other trusted sources" refers to these friendships. It is also possible they would ask a THUAS faculty member for assistance.

A 2021 study published in the Proceedings of the National Academy of Sciences reported that up to 90% of American adults believe they can identify fake news when encountering it online, yet only 22% actually can. (Lyons et al., 2021) That is known as the Dunning-Kruger effect, where individuals may overestimate their competence in this critical area. (*Dunning-Kruger Effect*, 2024)

44.2% of students believed they could correctly identify fake or misleading news 60-80% of the time. We can infer that some of this confidence is the Dunning-Krueger effect. While these responses imply a degree of critical engagement, they also reveal potential vulnerabilities, particularly the high reliance on search engines which can be subject to algorithmic biases and manipulation if not used skillfully. They also reveal that basic search engine skills are foundational to media literacy.

Media Literacy Education

- 65.8% had not received media literacy training before university

- 60.8% felt their education at THUAS had assisted them in identifying fake or misleading news

- 48.7% would enroll in a training presentation by an expert at THUAS

- 64.5% would use a toolkit of digital resources collected by the Student-led Research Group at THUAS

These results indicate both a deficit in pre-university media education and a clear demand for more specialized, university-level training in this area.

RECOMMENDATIONS AND CONCLUSION

The amount of information that people are exposed to in the digital age has exploded in volume in a short time. While it was hypothesized that young people who grew up native to the internet would be savvy in their consumption of news and other content, this is not known to be true. University-age students are just as at-risk for believing that fake news is real as anyone else.

The subjects in this study at THUAS are vulnerable to overestimating their media literacy skills while relying on potentially unreliable sources such as family members and social media to investigate claims they encounter online. These students are the workers, politicians, managers and civil servants of the near future and it is necessary to train them on internationally recognized principles of media literacy the same way they are trained to understand the economy or international politics.

Therefore, the results of this study suggest the following recommendations:

1. THUAS should incorporate media literacy principles into curricula in all programmes. Recognizing the complexity in changing established educational practices and the current curriculum, it is recommended that one session of one course per programme per study year be dedicated to teaching skills that will prepare students for the large volume of conflicting and unreliable information they will encounter online. If possible, an entire first-year class should be dedicated to this subject as a reduced credit course, in the same manner as study skills courses are included in some programmes for ECTs. Lecturers can be given materials from education planners or there could be a guest lecturer or expert to provide the information.
2. An official THUAS podcast episode, teaching media literacy principles in an entertaining, modern and academic manner. It could outline the historical

trajectory of a common conspiracy theory, illustrating how it is a socially constructed story through examining its societal purposes through time. The discussion of the conspiracy would educate the listener on media literacy just by discussing its evolution, and tips and tricks for responsible and conscious online content consumption could be added as well. If the podcast proved to be popular, it could be expanded to further episodes.

3. THUAS can organize guest lectures and similar events on the same topics of media literacy and the evolution of conspiracy theories. It is necessary to appeal to the interests of young students and add an entertaining dimension to attract them to participate. There could be noticeable and immediate benefits even if an event was limited to a short lecture about Search Engine Literacy.

4. All these recommendations would be consistent with the information included in the digital toolkit below, which should evolve as new developments in media literacy emerge (such as the recent proliferation of Generative AI tools), and the toolkit itself should be posted on official THUAS websites and online accounts.

5. All these recommendations should be available on THUAS websites and social media accounts. Dedicated social media accounts across the major platforms promoting media literacy in the student body while highlighting the podcast, guest lectures, digital toolkit and additional tips and tricks could be posted regularly.

6. The following materials should be included in the digital toolkit:
   1. Fake news quiz:
      https://www.theguardian.com/newswise/2021/feb/04/fake-or-real-headlines-quiz-newswise-2021
   2. Article about how fake news functions:
      https://www.nytimes.com/2017/01/18/us/fake-news-hillary-clinton-cameron-harris.html
   3. Article about impacts of fake news:
      https://www.theguardian.com/commentisfree/2016/nov/25/pedlars-fake-news-corroding-democracy-social-networks
   4. Article about the personal impact of fake news:
      https://www.psychologicalscience.org/news/releases/fake-news-can-lead-to-false-memories.html

5. Article about the online trajectory of fake news: https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html
6. Tips on spotting fake news: https://www.cracked.com/pictofacts-1656-how-to-spot-fake-news-from-mile-away/
7. EU action plan on fighting misinformation: https://www.eeas.europa.eu/sites/default/files/disinformation_factsheet_march_2019_0.pdf
8. Article about why conspiracy theories are enjoyable: https://theoutline.com/post/3959/conspiracy-theories-psychology-lizard-people-crisis-actor-birtherism?zd=2&zi=fy3z3ssg
9. Article about how fake news is beneficial to leaders with autocratic characteristics: https://www.politico.com/news/magazine/2023/07/30/the-connection-between-political-lies-and-conspiracy-theories-00108378
10. Media Literacy Now site: https://medialiteracynow.org/
11. Explanation of media literacy and its principles: https://medialiteracynow.org/challenge/what-is-media-literacy/
12. Media bias chart: https://www.allsides.com/media-bias/media-bias-chart
13. Newsguard, a news aggregator that assess bias: https://www.newsguardtech.com/
14. Ground News, a news aggregator that assess bias: https://ground.news/
15. American Sunlight Project, an organization showing one way of fighting misinformation: https://www.americansunlight.org/
16. Video on how to spot bias in news: https://www.youtube.com/watch?v=vOVyK2jq4yU&pp=ygUYaG93IHRvIGZpbmQgYmlhcyBpbiBuZXdz
17. Video on how to spot fake news: https://www.youtube.com/watch?v=AkwWcHekMdo&pp=ygUVaG93IHRvIHNwb3QgZmFrZSBuZXdz
18. Video of a crash course on media literacy: https://www.youtube.com/watch?v=AD7N-1Mj-DU&pp=ygUZbWVkaWEgbGl0ZXJhY3kgcHJpbmNpcGxlcw%3D%3D

19. Video showing how search engines can encourage fake news: https://www.youtube.com/watch?v=cDOJzG188Xw&pp=ygUraG93IHRvIGVmZmVjdGl2ZWx5IHVzZSBnb29nbGUgZm9yIGZha2UgbmV3cw%3D%3D

20. Another video on the same subject: https://www.youtube.com/watch?v=2ghW9YtaGvY&pp=ygUraG93IHRvIGVmZmVjdGl2ZWx5IHVzZSBnb29nbGUgZm9yIGZha2UgbmV3cw%3D%3D

21. Video about how the media spreads fake news: https://www.youtube.com/watch?v=mttpVV70K8g&pp=ygUraG93IHRvIGVmZmVjdGl2ZWx5IHVzZSBnb29nbGUgZm9yIGZha2UgbmV3cw%3D%3D

22. Research paper showing the risks of not using search engines correctly and how to combat that: https://www.nature.com/articles/s41586-023-06883-y

23. Article explaining Search Engine Literacy: https://iste.org/blog/media-literacy-starts-with-searching-the-internet

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ANNEX

Survey with chart answers. For original questionnaire with complete responses please email jglevine@hhs.nl.

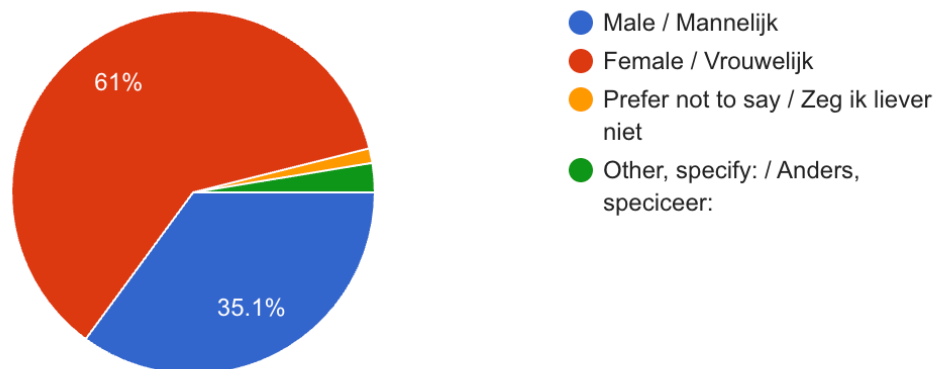# Questionnaire for THUAS Students on Media Literacy and Fake and Misleading News

77 responses

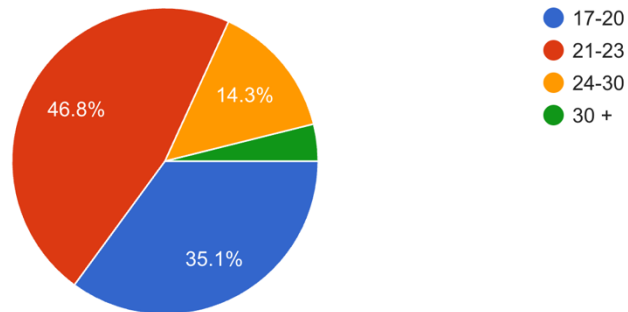**Publish analytics**
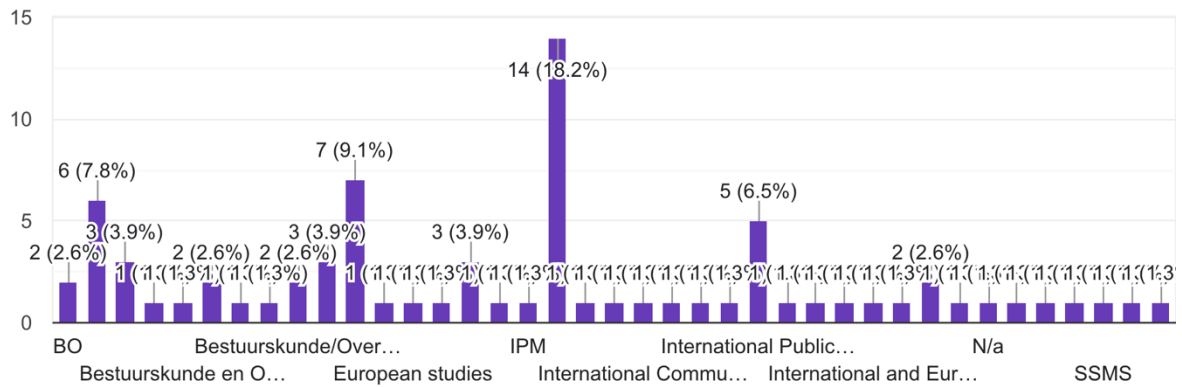
What is your gender? / Wat is je geslacht?

77 responses

- ● Male / Mannelijk
- ● Female / Vrouwelijk
- ● Prefer not to say / Zeg ik liever niet
- ● Other, specify: / Anders, speciceer:

61%

35.1%

What is your age? / Hoe oud ben jij?

77 responses

Legend:
- 17-20
- 21-23
- 24-30
- 30 +

46.8%
35.1%
14.3%

What education programme are you pursuing? / Welk onderwijsprogramma volg je?

77 responses

Bars labeled:
- 2 (2.6%)
- 6 (7.8%)
- 3 (3.9%)
- 7 (9.1%)
- 3 (3.9%)
- 3 (3.9%)
- 14 (18.2%)
- 5 (6.5%)
- 2 (2.6%)

X-axis labels:
- BO
- Bestuurskunde en O…
- Bestuurskunde/Over…
- European studies
- IPM
- International Commu…
- International Public…
- International and Eur…
- N/a
- SSMS

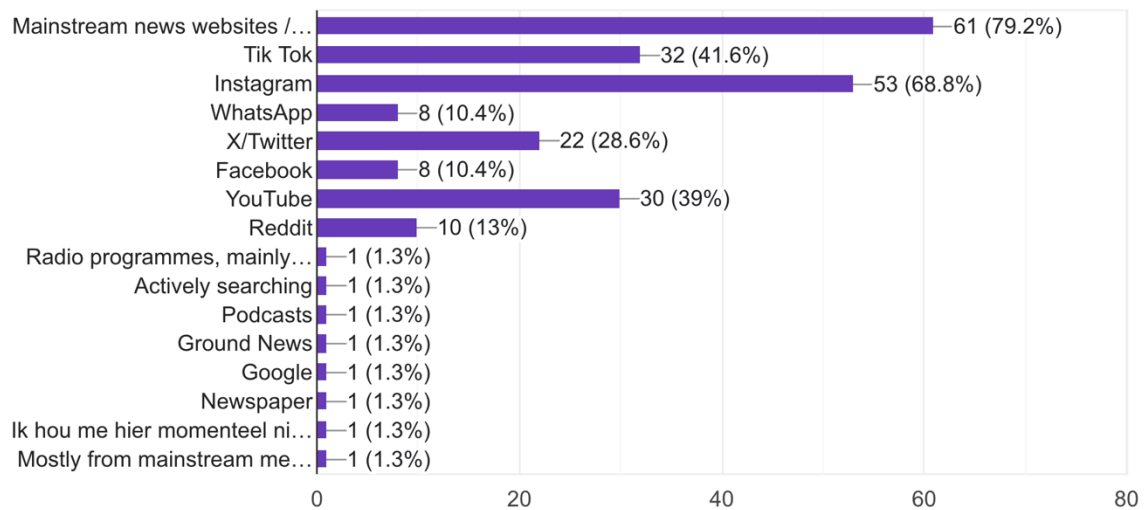What study year are you currently enrolled in for your programme? / In welk studiejaar sta je momenteel ingeschreven voor je opleiding?
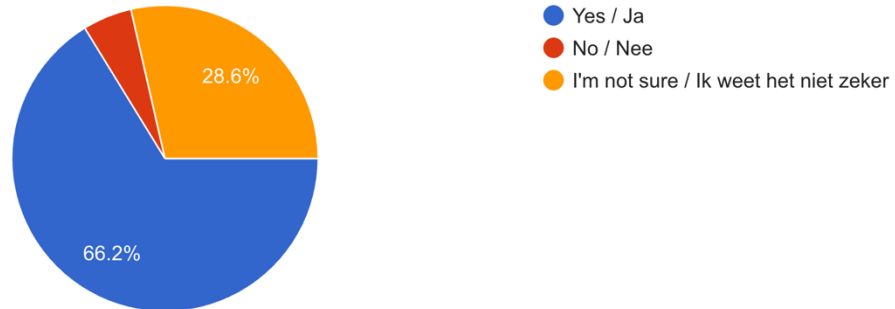
77 responses

- ● Foundation year
- ● Year 1
- ● Year 2
- ● Year 3
- ● Year 4

15.6%
14.3%
54.5%
14.3%
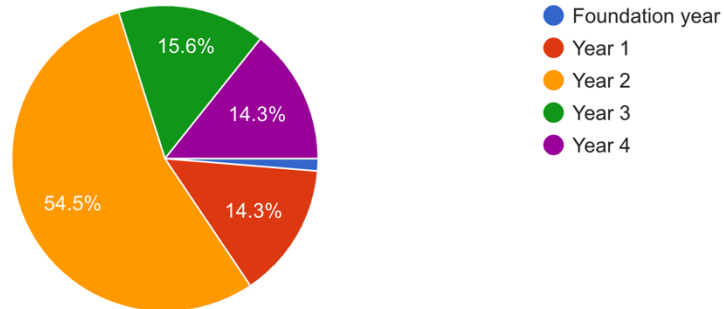
Where do you obtain your news online? (Multiple answers allowed) / Waar haalt u uw nieuws online? (Meerdere antwoorden toegestaan)
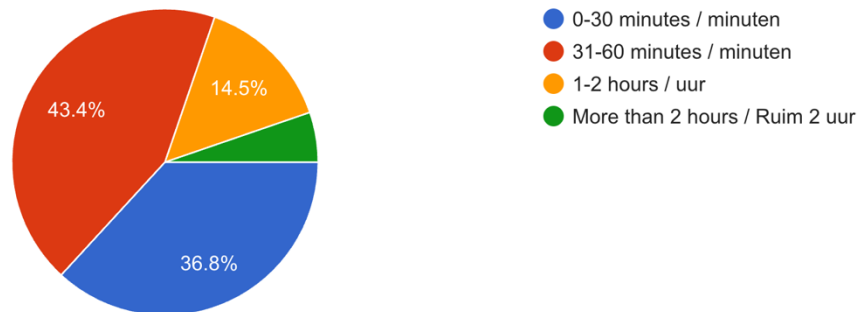
77 responses

Mainstream news websites /…	61 (79.2%)
Tik Tok	32 (41.6%)
Instagram	53 (68.8%)
WhatsApp	8 (10.4%)
X/Twitter	22 (28.6%)
Facebook	8 (10.4%)
YouTube	30 (39%)
Reddit	10 (13%)
Radio programmes, mainly…	1 (1.3%)
Actively searching	1 (1.3%)
Podcasts	1 (1.3%)
Ground News	1 (1.3%)
Google	1 (1.3%)
Newspaper	1 (1.3%)
Ik hou me hier momenteel ni…	1 (1.3%)
Mostly from mainstream me…	1 (1.3%)

Do you consider yourself well-informed on current events? / Vind jij jezelf goed op de hoogte van de actualiteit?

77 responses

- Yes / Ja
- No / Nee
- I'm not sure / Ik weet het niet zeker

28.6%

66.2%

How often do you consume news (separate from entertainment) per day? / Hoe vaak consumeert u nieuws (los van entertainment) per dag?

76 responses

- 0-30 minutes / minuten
- 31-60 minutes / minuten
- 1-2 hours / uur
- More than 2 hours / Ruim 2 uur

43.4%

14.5%

36.8%

Have you ever encountered news or other media content that conflicted with your worldview or values? / Bent u ooit nieuws of andere media-inhou... die in strijd was met uw wereldbeeld of waarden?

77 responses

- Yes / Ja
- No / Nee

98.7%
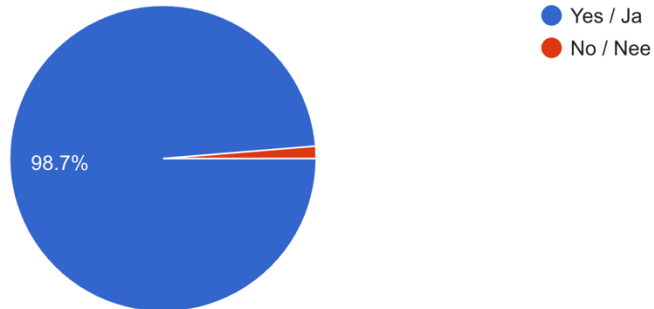
Have you encountered any content that made you feel excluded, stereotyped, or uncomfortable? / Bent u inhoud tegengekomen waardoor u zich buitengesloten, stereotiep of ongemakkelijk voelde?

77 responses

- Yes / Ja
- No / Nee

27.3%

72.7%
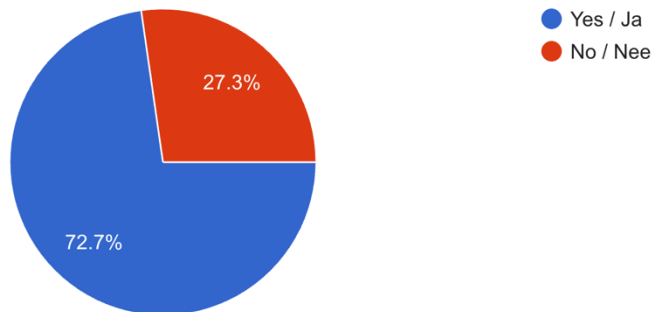
If you answered yes to either or both of the previous two questions, what did it address? (For example: politics, religion, gender, economics, etc.) / Als u op één of beide voorgaande vragen ja heeft geantwoord, waar ging dit dan over? (Bijvoorbeeld: politiek, religie, geslacht, economie, etc.)

65 responses

Politics and economics

Politiek

Geslacht

Politics. I believe in that everyone is equal, but some politicians ridicule that idea, and that gets shown on the news.

Religion, gender, women's rights

Politics and religion

In my case, is when I see news on instagram that are pure misinformation about world wide political conflicts but also about atrocities. This news, contain analizis about religion or political regimes that are certainly not true and with the intention to manipulate people who at the end of the day do not really understand what is going on in the world.
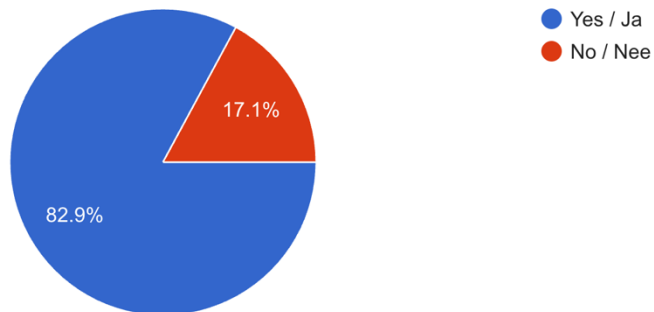
Have you encountered news you immediately knew was fake or misleading? / Ben je nieuws tegengekomen waarvan je meteen wist dat het nep of misleidend was?
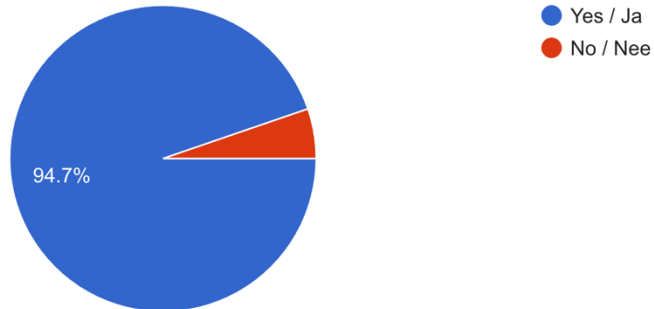
76 responses

Have you ever thought a story was real only to find out later it was fake or misleading? Heeft u ooit gedacht dat een verhaal echt was, om er later achter te komen dat het nep of misleidend was?

76 responses

If you have encountered fake or misleading news, how did you find out it was fake or misleading? (Talked with a friend, searched on Google, etc.) / Als u nep- of misleidend nieuws bent tegengekomen, hoe bent u er dan achter gekomen dat het nep- of misleidend nieuws was? (Sprak met een vriend, zocht op Google, enz.)

70 responses

Google

Google

I read De Speld which is known for satire, so obviously thats fake news.
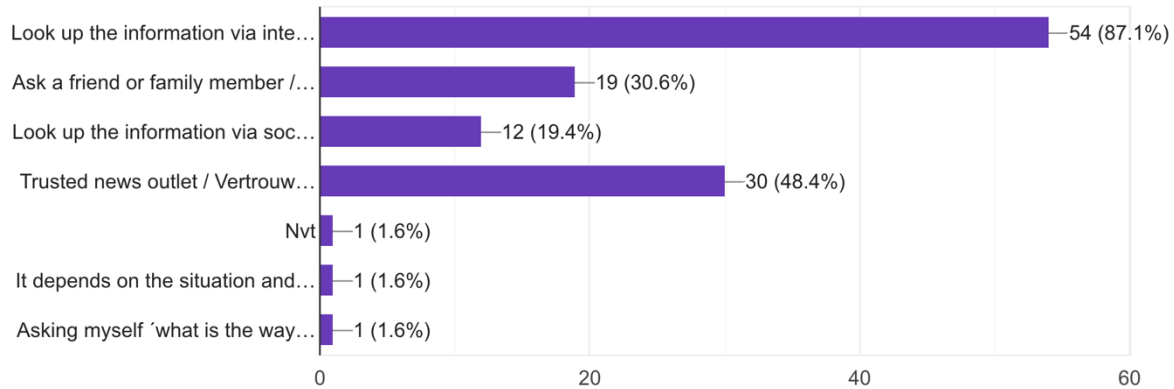
Research, knowledge

Searched on Google and tried to actually check the facts and so on

Proper in-depth research

Usually I doubt of the content when I can see it is intended to be manipulative or when it is not a mere neutral source of information, when I see I am trying to be influence towards an specific point of view I haggle doubt of the full truth o the content. Moreover, poor quality of journalism and propaganda could be relevant aspects to take into consideration.
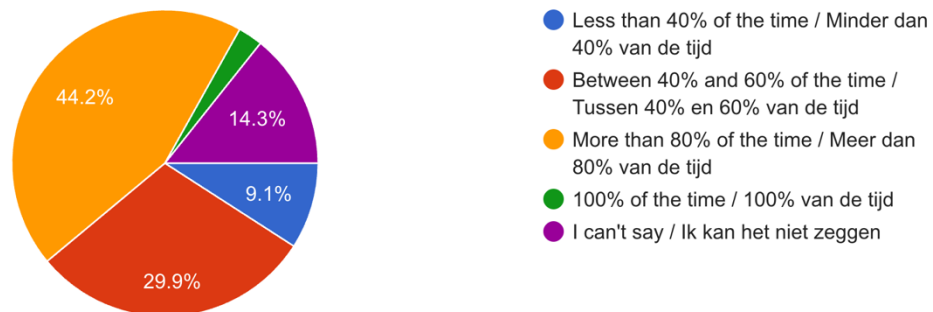
If you have not previously encountered fake or misleading news and you do in the future, how would you investigate its accuracy? Als u nog niet eerder...oen, hoe zou u dan de juistheid ervan onderzoeken?
62 responses

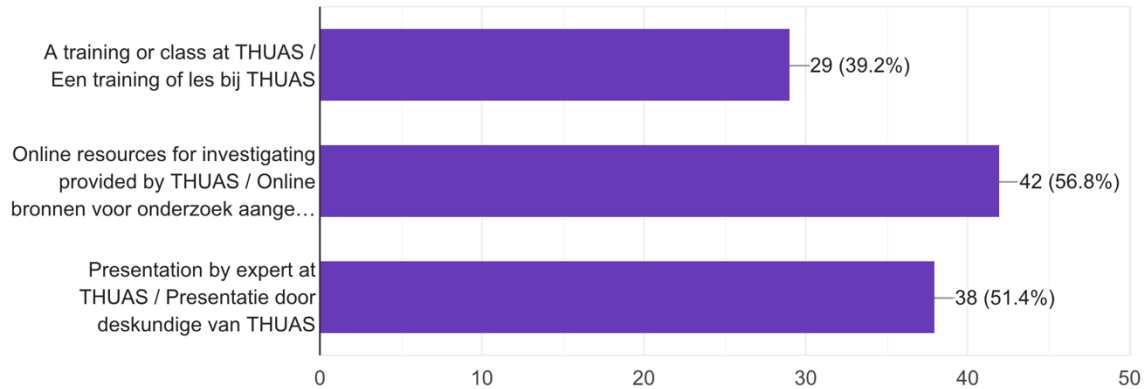|	
Look up the information via inte…	54 (87.1%)
Ask a friend or family member /…	19 (30.6%)
Look up the information via soc…	12 (19.4%)
Trusted news outlet / Vertrouw…	30 (48.4%)
Nvt	1 (1.6%)
It depends on the situation and…	1 (1.6%)
Asking myself ´what is the way…	1 (1.6%)

If you were asked to identify a fake or misleading news story, how often could you do it correctly? / Als u werd gevraagd een nep- of misleidend nieuw...ren, hoe vaak zou u dit dan correct kunnen doen?
77 responses

- Less than 40% of the time / Minder dan 40% van de tijd
- Between 40% and 60% of the time / Tussen 40% en 60% van de tijd
- More than 80% of the time / Meer dan 80% van de tijd
- 100% of the time / 100% van de tijd
- I can't say / Ik kan het niet zeggen

44.2%
14.3%
9.1%
29.9%

What would assist you in learning how to identify fake or misleading content? / Wat zou u kunnen helpen bij het leren herkennen van valse of misleidende inhoud?
74 responses

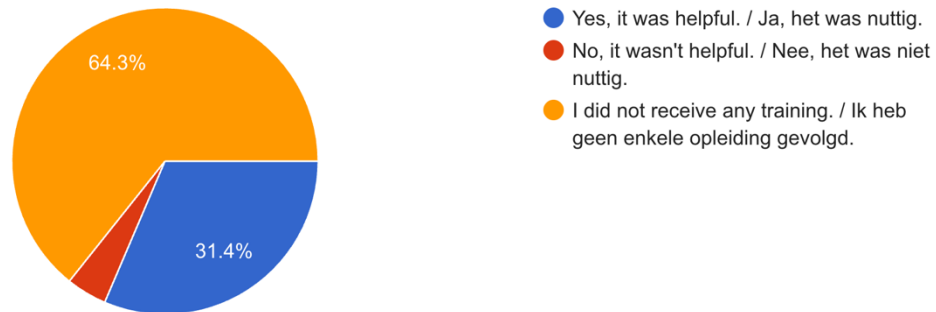|	
A training or class at THUAS / Een training of les bij THUAS	29 (39.2%)
Online resources for investigating provided by THUAS / Online bronnen voor onderzoek aange…	42 (56.8%)
Presentation by expert at THUAS / Presentatie door deskundige van THUAS	38 (51.4%)

Have you taken any media literacy training or courses to help you learn how to identify fake or misleading news in high school or before? / Heeft u...helpen nep- of misleidend nieuws te identificeren?
76 responses

- Yes / Ja
- No / Nee
- I'm not sure / Ik weet het niet zeker

65.8%
30.3%
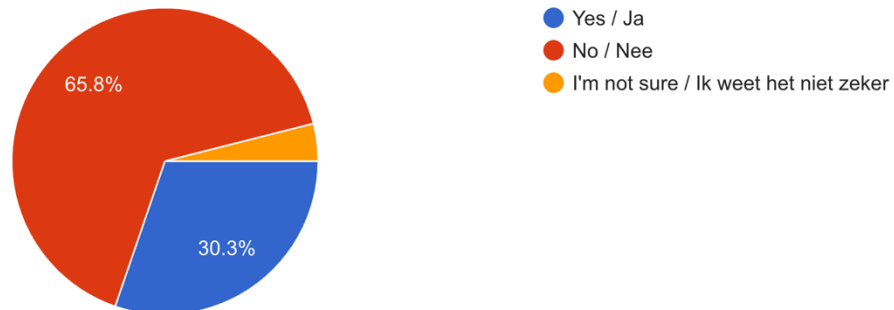
If yes, did you find the training to be helpful? / Zo ja, vond u de training nuttig?
70 responses

● Yes, it was helpful. / Ja, het was nuttig.
● No, it wasn't helpful. / Nee, het was niet nuttig.
● I did not receive any training. / Ik heb geen enkele opleiding gevolgd.

64.3%

31.4%

Please explain what was helpful, or why it was not helpful. / Leg uit wat nuttig was, of waarom het niet nuttig was.

28 responses

It was helpful, because it provided specific characteristics of fake/misleading news and gave tips on what to look out for, as well as, provided tools on how to fact check news.

Ive had research classes which taught me how to spot credible sources. And where you can see if a source is a primary source or a secondary source. They also explained why the differences in reliability is important. So if I have a question about the reliability of a video or article I can quickly look up the sources they credited, or disregard it if there is no primary source available or if there is no other surrounding evidence.

Does not apply

I would have liked it! However when I went to high school the media wasn't so present as it is today

basics covered

Reinforced patterns I would already look for

Do you feel your education at THUAS has assisted you in understanding online content including identifying fake or misleading news? / Heb je het g...ef het identificeren van nep- of misleidend nieuws?
74 responses

- 🔵 Yes / Ja
- 🔴 No / Nee
- 🟠 I am not sure / Dat weet ik niet zeker

16.2%
23%
60.8%
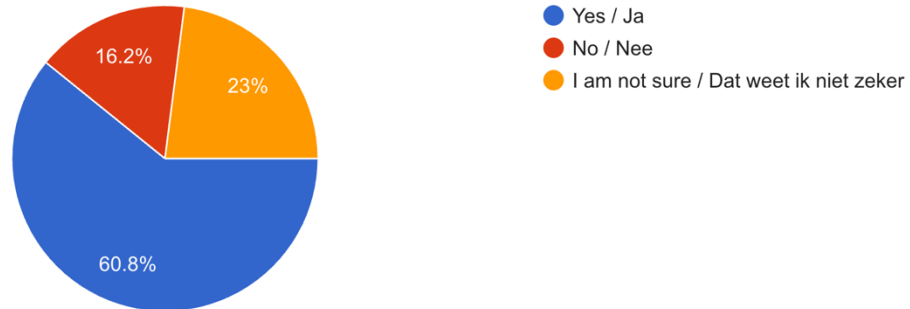
Why or why not? / Waarom of waarom niet?

52 responses

I have not received any recourses to aid me

As I mentioned is part of my training as a lawyer since we look at a lot of online content and its legality. However, I am not sure other courses address this matter.

The course I'm taking requires looking through a lot of news and allows me to practice recognising reliable news from fake/misleading ones.

We krijgen geen uitleg erover

Veel les gekregen over desinformatie, filterbubbel en algoritmes.

Te eenzijdig en politiek getint

I mean kind of, but people still use crappy sources in their projects, and we were never taught about using our schools database or what research databases our school has access to.

Would you enroll in a training presentation by an expert at THUAS for tools to improve media literacy and help identify fake or misleading news online? /...f misleidend nieuws online te helpen identificeren?
76 responses

Yes / Ja
No / Nee
I am not sure / Dat weet ik niet zeker

25% 26.3% 48.7%
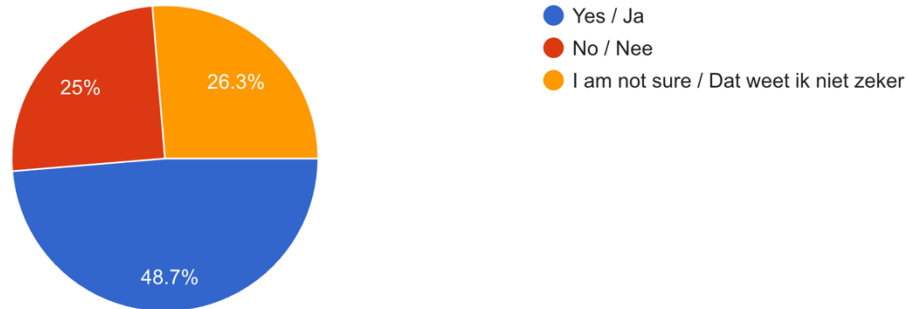
Would you use a toolkit of digital resources collected by the Student-led Research Group at THUAS to improve media literacy and help identify fake an... nep- en misleidend nieuws te helpen identificeren?
76 responses

Yes / Ja
No / Nee
I am not sure / Dat weet ik niet zeker

15.8% 19.7% 64.5%
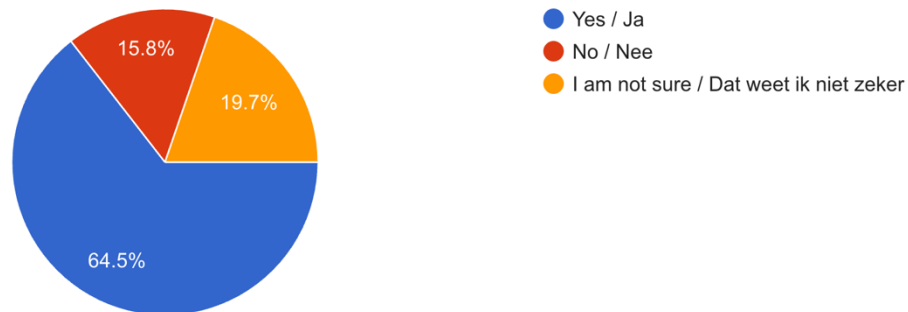
This survey is anonymous. However, we would love to keep you updated on the outcome of this survey and activities related to this topic. If you are interested or open to a conversation about this issue, please leave your email address below. / Deze enquête is anoniem. Wij houden u echter graag op de hoogte van de uitkomsten van dit onderzoek en de activiteiten rondom dit onderwerp. Als u geïnteresseerd bent of openstaat voor een gesprek over dit onderwerp, laat dan hieronder uw e-mailadres achter.

22 responses