



Escape from



**NEXT Library
Festival
Aarhus, Denmark
14-16 May, 2023**



Misinformation!



Sit in groups of 4 -5, one group per table

Do NOT open the packet!



For years a supplement called “Euphorigen” has been used by the very wealthy to boost brain activity and productivity. Now the Government wants to make the benefits of Euphorigen available to everyone by introducing it into the public water supply. The company that makes Euphorigen claims to have completed successful trials, and an announcement of the deal is expected shortly. But your investigator friend has suspicions, and has heard that a prominent scientist has recorded a statement on whether or not the company’s claims are to be believed. She’s asked you to help find and share that information with the public. You have only 45 minutes to track down whatever information you can on Euphorigen to uncover the truth, and spread the word!

Post - Game



MISINFORMATION ESCAPE ROOM COMPONENTS

GAMEPLAY



DEBRIEF DISCUSSION



RESOURCE KIT

Loki's Loop
Misinformation Escape Room
Resource Kit - Version 1.0 - June 2022

Misleading Charts
Cumulative Graphs

Cumulative iPhone sales

Cumulative iPhone sales

TASCIA CIP
GAMER GAME RESEARCH GROUP

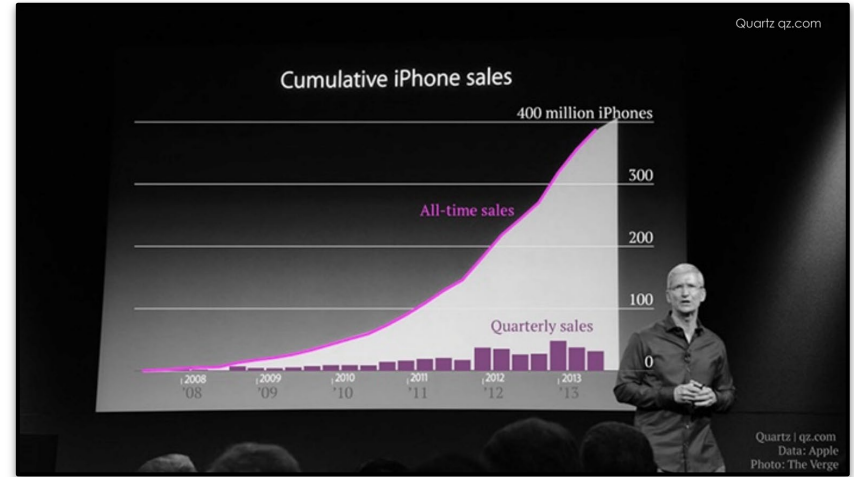
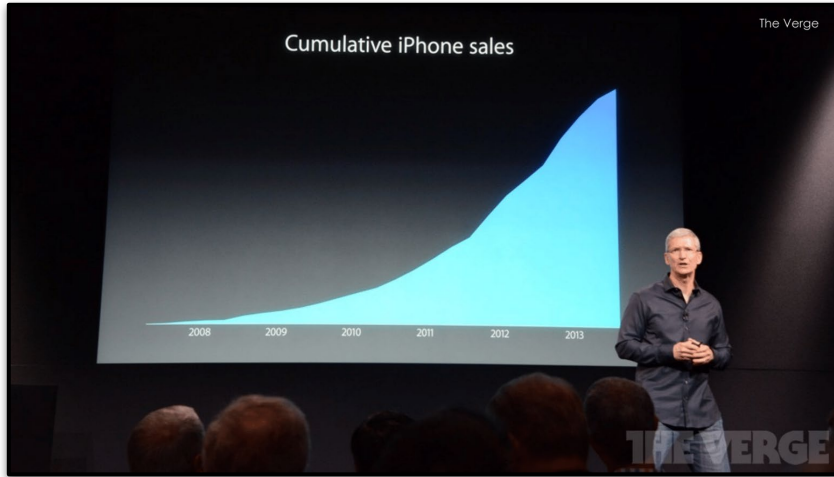
Cumulative graphs are often used to exaggerate progress and mask actual changes over time. With a cumulative graph, each period shows an increase even when iPhone sales fell. The red-shaded graph shows the actual quarterly sales, providing a more realistic view of the sales data.

6

Post-Game Discussion Questions

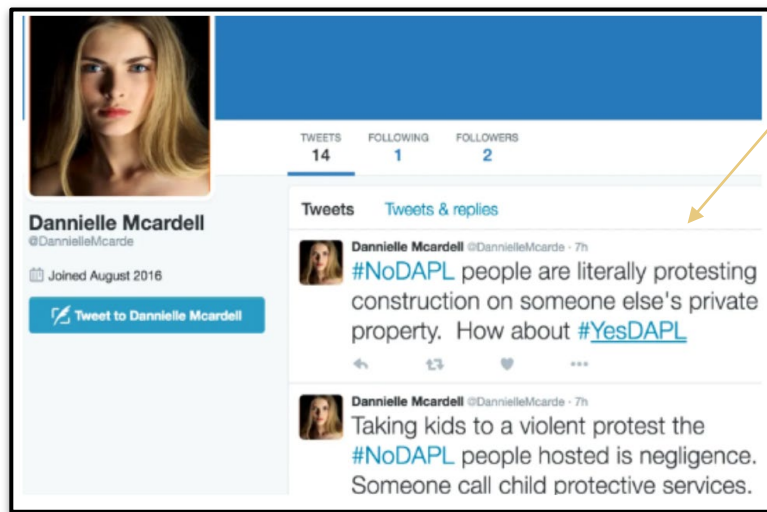
- This game involved misleading headlines, manipulated charts, social media bots, deepfake images, and deepfake videos. Was there anything new or surprising to you about these tactics?
- The faces puzzle required close examinations to determine which ones were real or fake. In real life do you put in this level of effort? How easily would it be for a bad actor to create believable bots using this technology?
- Did you initially trust that Euphorigen was safe and effective? Why or why not?
- When you learned that the video was a deepfake, how did you feel?
- In this game you didn't have the option to not share the video. How does this compare to real life where social media platforms are designed to encourage sharing?
- In the game's final puzzle you were able to contact everyone who spread the deepfake video. How do you think this would have played out in real life?
- Can you avoid misinformation that travels on social media in today's information environment? How about for people who don't use social media themselves?

Misleading Charts: Cumulative Graphs



Cumulative graphs are **often used to exaggerate progress and mask actual changes over time.** With a cumulative graph, each period shows an increase even when iPhone sales fell. The redrawn graph (right) shows the actual quarterly sales, providing a more realistic view of the sales data.

Deepfake Images and Social Media Bots



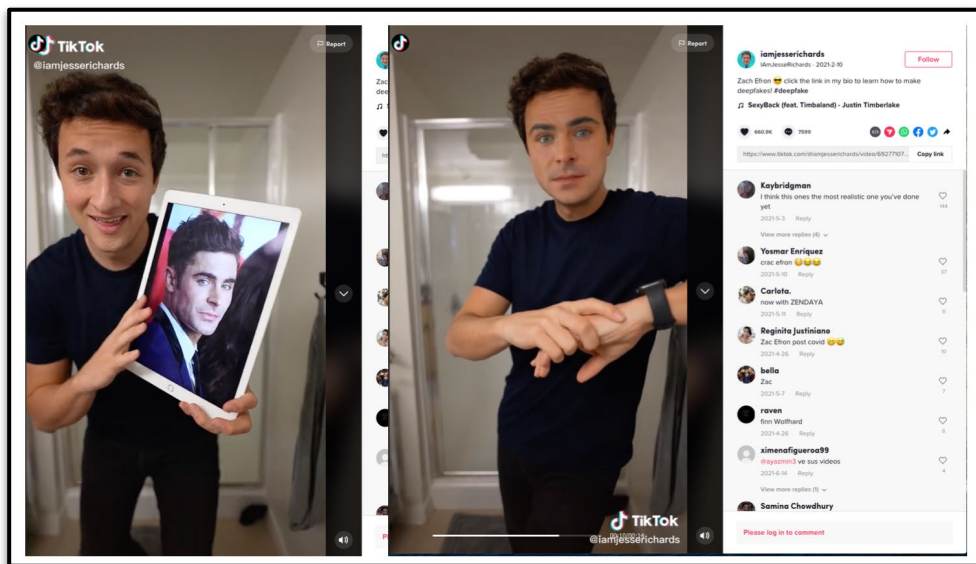
In 2016, the climate change antimisinformation organization *DeSmog* found evidence that bots were being used on Twitter to tweet in support of the proposed Dakota Access Pipeline (DAPL), using the popular hashtag #NODAPL.

Many of these accounts **shared similarities** :

- Their profiles were all images of women, often using the same photo or a celebrity's photo, or with reverse image searches linking the original photos to ads from other websites
- They all also followed the Twitter account for a specific social media company and not other accounts.

Many of these accounts were deleted after coming under suspicion.

Deepfake Videos



Using the same method used as the Tom Cruise deepfakes, content creator *Jesse Richard* shared a video of himself before and after transposing actor *Zac Efron*'s face onto his own on the video-sharing platform, TikTok.

Why was this game created?

- We are all human, therefore we are all vulnerable
- We are vulnerable because...
 - We have biases
 - We have emotions
 - Bad actors can use sophisticated and easy-to-use technologies (like deepfakes) to exploit our biases and emotions
- We want players to...
 - Experience what it's like to be fooled
 - Reflect on consequences of unintentionally spreading misinformation
 - Encourage more careful and critical behaviors on social media

The problem is not ^{only} a skills deficit
^

Psychology of misinformation

Cognitive biases

Confirmation bias, motivated reasoning, third person effect...

Emotions

Fear, anger, anxiety...
Negative > Positive emotions



Social nature of information

Who do we trust and why?
What pressures are we under?

Identity

What information bolsters our sense of self?

WHY GAMES?



IMMERSIVE &
INTERACTIVE
EXPERIENCE



IT IS OKAY TO FAIL &
YOU ARE EXPECTED
TO FAIL

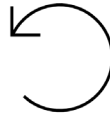


OPPORTUNITIES TO
DISCUSS & LEARN
FROM EACH OTHER

WHY GAMES?



IMMERSIVE &
INTERACTIVE
EXPERIENCE



IT IS OKAY TO FAIL &
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OPPORTUNITIES TO
DISCUSS & LEARN
FROM EACH OTHER

MOST IMPORTANTLY... IT'S FUN!



What are the learning goals for Euphorigen?

- Raise **awareness** of misinformation technologies and techniques
 - Misleading charts
 - Deepfake images and videos
 - Social media bots
- Encourage **reflection** on the role of cognitive biases and emotion
 - Vulnerability
 - Confirmation bias
 - Consequences of unwittingly sharing misinformation
- Change people's **attitudes** towards misinformation and potential social media behaviors
 - Seriousness of misinformation in society
 - More cautious

INITIAL FINDINGS: AWARENESS

I **wasn't aware that [deepfake images] were being used** for fake profiles. – K0302

I was aware of misinformation, especially misinformation from bot accounts and misleading representations of data. This exercise helped **give me more knowledge to combat this misinformation, allowing me to identify it.** – P2

I kind of **always double check, because you never know who's really writing about it.** And it's usually people trying to say it's fake or they have like numbers and they have, like statistics, people manipulate them so easily. And take it out of context that they can make it mean whatever they want. – K0216

INITIAL FINDINGS: REFLECTION

My tendency is to think that people who are susceptible to misinformation are either not very intelligent or educated, but I think that feeling comes from people believing in some of the more outlandish ideas out there. – P10

It definitely made me **feel a bit more vulnerable, and reminded me of how dangerous misinformation can be** in society. – P11

It made me **think a lot about confirmation bias and the ways that sharing misinformation on social media is really capitalizing on trusted relationships.** I think a lot of people form opinions and take actions based on feelings and what is shared by those they are close to (or those they want to feel close to) rather than on the information itself being shared. – P47

INITIAL FINDINGS: ATTITUDE

"I will make sure to double check the information I share if I have to share anything because **I now understand how big of a deal sharing misinformation can be.**" – P3

"I will be **much more cautious of whether or not misinformation** and hence apprehensive about forwarding that to others if I am unsure of its validity." – P 21

"I own a small business selling crystals, minerals, and fossils... I have always been very careful what I share about my products; however, **I haven't been as careful about what I consume on social media.** I always assume that other shops have worked as hard as I do. I have caught misinformation from time to time, but **the escape room really encouraged me to be even more careful and look closer at the details and descriptions of things.**" – P32



Loki's Loop Escape Room

EXPLORE THE DEPTHS OF MISINFORMATION
WITH FUN AND COLLABORATIVE GAMES



DON'T HAVE AN ACCOUNT?

GAME HOST LOGIN

BECOME A GAME HOST



Co-Design



Localizations

Localizations of existing games

Baltic Countries

Latvia, Estonia, Lithuania, Russia
--IREX Baltic Media Literacy Program

Finland

--Factabaari and University of Helsinki

Let us know if you're interested!



Deepfake video in Latvian

Co-design framework based on Euphorigen

New narrative, puzzle elements, and design based on Euphorigen

- 10 hours; 4-6 people
- Structured co-design curriculum

Examples

Galaxy -- Is a K-Pop company secretly exploiting one of the Planet5 band members?

Bo\$\$BabyKoin -- Should you invest your savings in a new digital currency?



Galaxy: Co-designed by ARMYs (BTS fandom community)

New escape room development

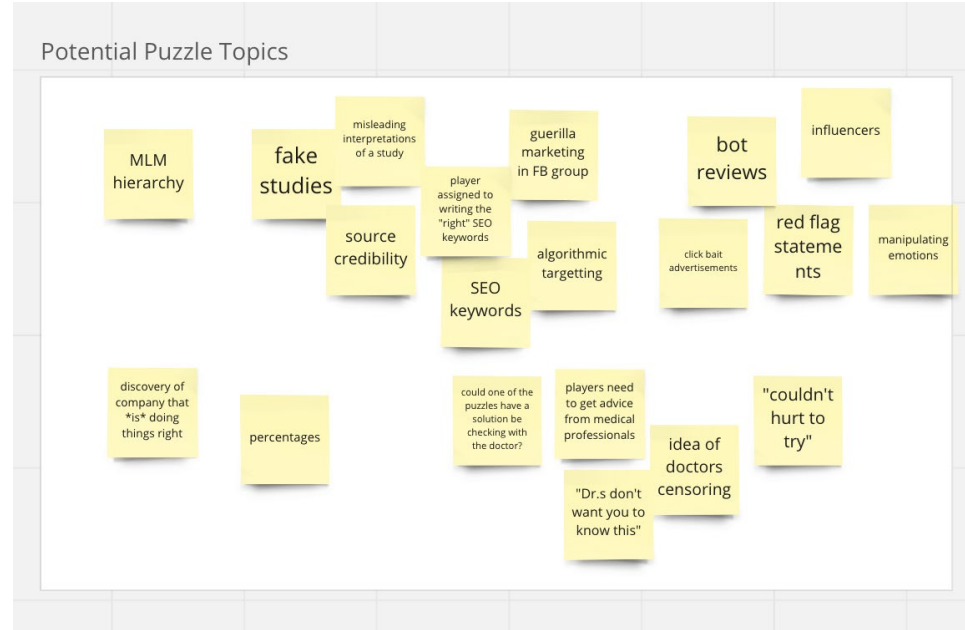
Entirely new game, puzzles, design

- 6+ months
- Intensive collaboration

Example

Cancer nutrition misinformation

--New game under development with the Fred Hutch Cancer Center



Children & Misinformation

Co-designing play-based activities for children ages 7-11

- Co-design with children, teens, and librarians

3 games under development:

The Truth-bo(u)t AI and Misinformation

Understanding how AI works and relates to misinformation

Becoming a (Mis)influencer

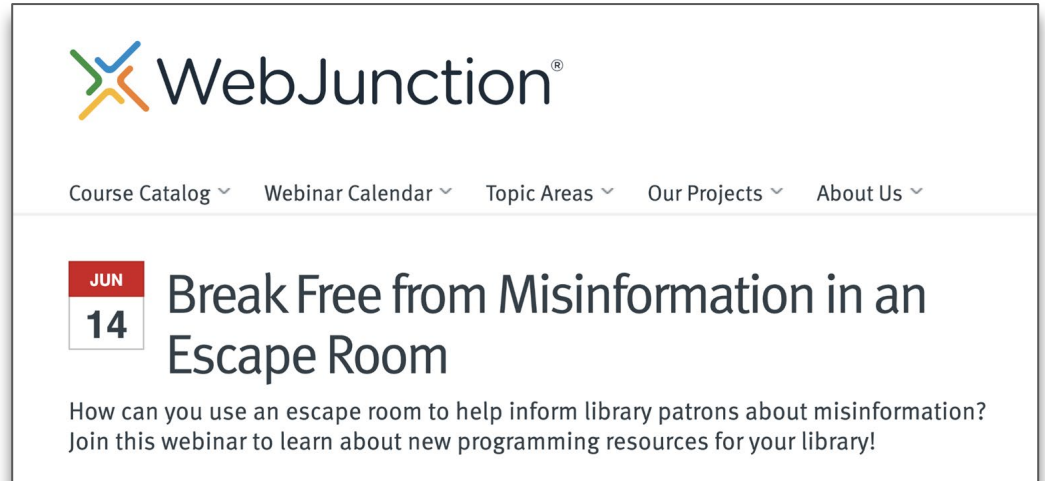
Making a misinformation video

Lost in a Blocky Wonderland

A Minecraft game; falling down the rabbit hole

How to get started in your library

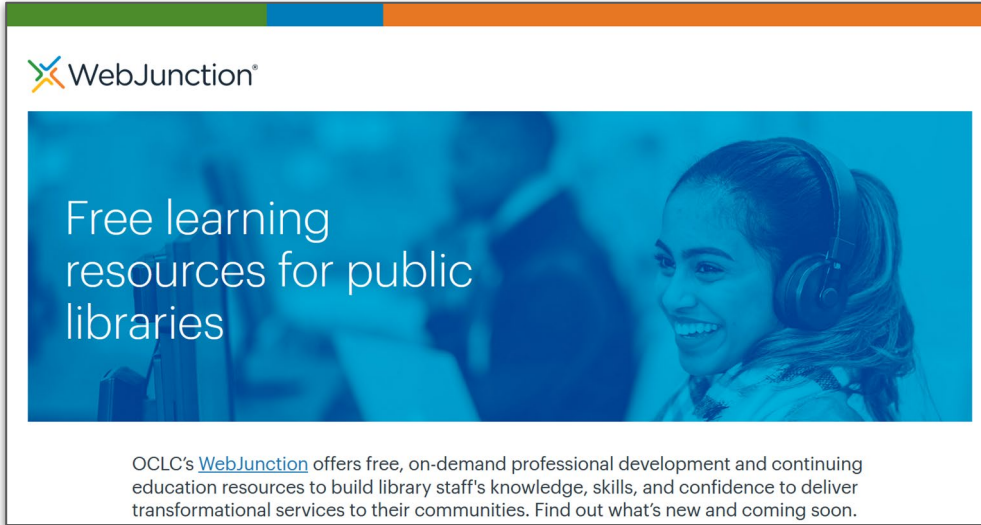
- Webinar recording on WebJunction
- Slides
- Backgrounder
- 4-minute video



The screenshot shows the WebJunction website header with the logo and navigation menu. Below the menu, there is a calendar icon for June 14th and a webinar announcement titled "Break Free from Misinformation in an Escape Room". The announcement text reads: "How can you use an escape room to help inform library patrons about misinformation? Join this webinar to learn about new programming resources for your library!"

www.webjunction.org/events/webjunction/misinformation-escape-room

Further resources on WebJunction

A banner for WebJunction with a blue background. On the right, a woman is smiling and wearing large headphones. On the left, the text reads "Free learning resources for public libraries".

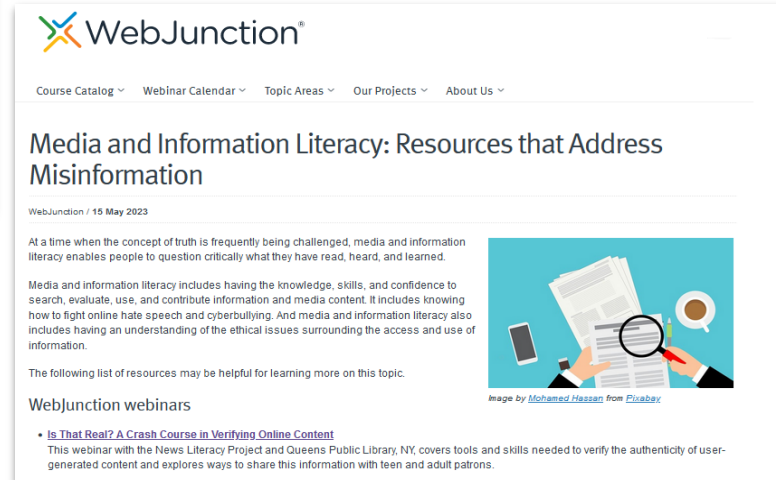
WebJunction®

Free learning resources for public libraries

OCLC's [WebJunction](#) offers free, on-demand professional development and continuing education resources to build library staff's knowledge, skills, and confidence to deliver transformational services to their communities. Find out what's new and coming soon.

- Webinars
- Stories from libraries with programs on teach media and information literacy
- Resource list highlighting other free online tools and guides

<https://oc.lc/media-info-literacy>

A screenshot of a WebJunction article page. The title is "Media and Information Literacy: Resources that Address Misinformation". The date is "15 May 2023". The article text discusses the importance of media and information literacy in a world where truth is often challenged. It includes a list of resources and a section for "WebJunction webinars" with a link to "Is That Real? A Crash Course in Verifying Online Content".

WebJunction®

Course Catalog ▾ Webinar Calendar ▾ Topic Areas ▾ Our Projects ▾ About Us ▾

Media and Information Literacy: Resources that Address Misinformation

WebJunction / 15 May 2023

At a time when the concept of truth is frequently being challenged, media and information literacy enables people to question critically what they have read, heard, and learned.

Media and information literacy includes having the knowledge, skills, and confidence to search, evaluate, use, and contribute information and media content. It includes knowing how to fight online hate speech and cyberbullying. And media and information literacy also includes having an understanding of the ethical issues surrounding the access and use of information.

The following list of resources may be helpful for learning more on this topic.

WebJunction webinars

- [Is That Real? A Crash Course in Verifying Online Content](#)
This webinar with the News Literacy Project and Queens Public Library, NY, covers tools and skills needed to verify the authenticity of user-generated content and explores ways to share this information with teen and adult patrons.




Image by Mohamed Hassan from Pixabay

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Thank You!!

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