

May 2020

Covid-19 issue

You'll notice that this Bulletin is a little different to previous updates.

Many of you responded to our recent call for information about your media and information literacy responses to the current crisis, telling us about your various projects, initiatives or campaigns. During this period, as we all know, the ability to find accurate and trustworthy information is more important than ever.

Based on those responses from the Network, we published a compilation of resources that help people [check the truthfulness of Covid-19-related information](#). We're immensely grateful to you for helping us develop this collection – and encourage you again to publicise it among your own networks and on social media.

Due to the huge array of activity, we are also dedicating this MSOM bulletin to the information provided. The range of responses we received reflects the breadth of our Network membership, but also the way in which some projects – particularly those focusing on news literacy – have stepped up to the broader information challenge. That's particularly impressive when many of the projects mentioned in this bulletin are self-funded.

With that in mind, we have provided the Network with points of contact where possible, so that members can reach out and speak to each other, particularly if there is interest in collaboration or pooling of resources.

We encourage you to talk to each other – and of course, to us.

Finally, it's a long bulletin, despite the fact that we've shortened some of the longer entries, and the extent of activity is impressive. We hope you'll find this a useful resource, and a starting point for more discussions in the Network about the critical role that media literacy plays in our information space in the future.

Each summary is included alphabetically under one of the categories below; please click on one of the links if you would like to go directly to this category. Please note that inclusion here does not imply endorsement by Ofcom.

[Ofcom activity](#)

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Ofcom activity

Research

We are carrying out an online [Covid-19 news and information survey](#) of 2,000 UK participants aged 16 and over, each week, and will continue this until at least the end of June. We are monitoring the news and information sources people are using about the pandemic, their levels of trust in them, and their general attitudes, as well as the extent to which people are following government advice. We also ask whether people have come across any misinformation and if so, how frequently and which types. The underlying datasets are also published, so that additional analysis can be undertaken by third parties. We will also be publishing data on how online 12-15s are getting news and information during this time, and their attitudes towards it.

Making Sense of Media advisory panel meeting

Ofcom's [Making Sense of Media Advisory Panel](#) met for the fourth time on Tuesday 25 February. Attendees provided updates on recent work, and we discussed ideas for future research and how to further develop evaluation within media literacy. We are regularly engaging with a range of Panel members during the current crisis and plan to meet virtually in early June.

The panel comprises 12 expert representatives from across industry, academia and the third sector, who meet regularly to debate and help inform the overall direction of Ofcom's online media literacy programme.

Making Sense of Media events

Teens Talk Tech virtual event: Friday 12 June at 10.00-11.15am (via Teams)

The Teens Talk Tech event will include videos that Year 9 children from four UK schools have recorded with their peers to teach us about a range of topics: What they enjoy doing online, what concerns them about participating online, and what they think needs to change and how.

We are pleased to announce that we will be holding this event virtually through Teams broadcast. If you would like to join please contact us makingsenseofmedia@ofcom.org.uk and we will send you the instructions and further information on how to join.

Keep in touch

As a consequence of Covid-19, some of our activities are being rescoped, and as we have done with the Teens Talk Tech Event, we are exploring opportunities to have more virtual events and opportunities to engage. We will keep you updated as our plans develop.

If you would like more information on any of Ofcom's Making Sense of Media work, please email us at makingsenseofmedia@ofcom.org.uk

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Resources: Educational

Association of Citizenship Teaching

Teaching Citizenship

ACT is the subject association for Citizenship, representing teachers and others involved in Citizenship education. Please find [details of online webinars on media literacy](#) here.

The journal 'Teaching Citizenship' (edition 51) focuses on media literacy and citizenship and will be published online as planned in June. The printed copies will be distributed once schools reopen. The edition will contain practical teaching approaches, lesson ideas, academic articles, resource and book reviews, and more.

Teaching ambassadors from the Association of Citizenship Teaching who participated in a study tour to the United States last April have created an [introductory media literacy lesson](#) focused on the reporting of Covid-19. The lesson is aimed at secondary pupils and will help to develop pupils' skills in identifying the types of news they consume, and how to verify the accuracy of news content.

Contact: Liz.moorse@teachingcitizenship.org.uk

Ditch the Label

Ditch the Label is an anti-bullying research and campaigning group. This resource is one of the elements of Ditch the Label's digital literacy lesson on spotting fake news. It comprises a [complete teachers' guide](#) and a [student-facing PowerPoint](#) which can be downloaded from [tes.com](https://www.tes.com).

This lesson allows students to identify what fake news is, explore some of the key indicators of fake news online, and looks into the impact that fake news can have on minority communities. It has a [tie-in video in Tumblr's world-wide-what series](#).

Economist Foundation

The Economist Educational Foundation is an independent charity that leverages the journalistic expertise of The Economist newspaper.

It has created a [home-learning resource to help young people think critically about information they hear about Covid-19](#).

It has also launched a series of home-learning resources to help people think critically about the news and develop critical thinking skills through discussions about news stories. These resources are available in the same place.

Parents and teachers can sign up to receive the resources in a free weekly bulletin.

Contact: emilyevans@economist.com

NewsWise

NewsWise is a free, cross-curricular news literacy project for 9 to 11-year-olds across the UK. It helps teachers empower their Key Stage 2 pupils to navigate the news.

NewsWise has been reversioning its resources to make them appropriate for home schooling, and [for families to work on together](#), so that adults can also develop the skills to identify misinformation, rumour, opinion etc. They are still aimed broadly at 8-12-year-olds.

NewsWise is focusing on wellbeing, fake news, fact/opinion/rumour and is looking for happy news stories to try to realign children's worldview into something a little more balanced:

- [Wellbeing](#)
- [Fake news/rumour/opinion](#)
- [Making your own news](#)
- It is also sharing [PSHE Association's guidance on addressing covid-19 with young people](#)

Sense about Science

Sense about Science is an independent charity that champions the public interest in sound science and ensures that evidence is recognised in public life and policy making. The organisation has created various resources specifically in response to Covid-19.

Understanding the impact of testing

There is likely to be a jump in confirmed cases of Covid-19 as the government rolls out testing. This, for many people, will appear at odds with the tight social control measures, which in turn have a delayed impact. This [graphic explains how confirmed case numbers relate to testing and preventive measures](#).

How to talk about conspiracy theories

There are a lot of conspiracy theories about coronavirus – here are [five pointers for having constructive conversations](#) about them.

#AskforEvidence

Ask for Evidence is a public campaign initiated by Sense about Science, which helps people to ask for the evidence behind health claims, news stories, ads and policies. Working with people around the UK, it has co-created a number of resources including: [Evidence Hunter activity pack](#); [#AskforEvidence animations](#); and [#AskforEvidence lesson plan](#).

Contact: alex@senseaboutscience.org

Welsh Government

The Welsh Government has published bilingual resources on [Hwb](#) which explore the risks around misleading and false information online. There are five versions of this resource available for different audiences: primary learners, secondary learners, parents and carers, education practitioners and governors.

- [Misinformation \(primary\)](#)
- [Misinformation \(secondary\)](#)

- [Misinformation \(parents and carers\)](#)
- [Misinformation \(education practitioners\)](#)
- [Misinformation \(governors\)](#)

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Resources: Information and fact-checking

Business in The Community

Business in the Community was set up in Northern Ireland in 1989 as a business-led coalition focused on corporate responsibility. In response to the current Covid-19 crisis, it has built a hub for businesses, communities, schools, parents and individuals to help provide useful information and links. It's also sharing best practice from many businesses which are taking positive action.

In its '[help for schools and parents' section](#) BITC is asking parents and teachers to provide views on issues affecting their school, and has produced factsheets for early years, primary and post-primary age groups, to help children improve their skills during the Covid-19 crisis. For the wider community, BITC is [providing volunteers](#), and a [factsheet, to help people who are struggling with technology to stay safe online](#) in this difficult time.

DCMS

The Department for Digital, Culture, Media & Sport (DCMS), in close collaboration with other UK government departments, published [online safety guidance](#) on 23 April. The guidance is designed to help all users and provide tips and advice on issues such as security settings, disinformation, understanding terms and conditions and the importance of taking a break from our screens. In addition, there is more detailed guidance for parents and carers.

eSafety Australia

The eSafety Commissioner (eSafety) is Australia's national independent regulator for online safety. It has developed a [Global online safety advice for parents and carers – Covid-19](#) pack, designed for parents and carers around the world to keep their children safe online. The advice is a collation of eSafety's online safety resources. Following requests from organisations around the globe, and to ensure that consistent and evidence-based messaging reaches the widest number of people as possible, eSafety has developed an editable PDF of all its advice, which organisations can disseminate. The document can be localised with relevant in-country contacts and information, with each designated section of the PDF allowing organisations to incorporate details of any relevant hotlines/helplines/support agencies where they want to direct their citizens.

Fact Check NI

Fact Check NI is Northern Ireland's dedicated fact-checking service. It works to foster a culture of critical thinking, and trains young people in school and out-of-school environments.

Fact Check NI investigates claims and publishing articles to encourage critical thinking and reduce the spread of misinformation in the public domain. It is publishing and currently [researching some Covid-19 claims](#). These include official information, unofficial information and health information. Alongside the Community Development and Health Network, it is working to improve people's health literacy about Covid-19 by providing accurate and up-to-date information which will increase knowledge, understanding and confidence.

Contact: editor@factcheckni.org

Full Fact

Full Fact is the UK's independent fact checking charity. It is sharing [regular briefings of its work on coronavirus](#). This references its [Ask Full Fact feature](#), and a piece written on [how to fact check coronavirus content](#).

Full Fact continues to share its work with the media, and recently featured in a set of [videos from BBC Bitesize](#). It is working on a wider variety of formats for its work, and experimenting with reaching audiences on newer formats like WhatsApp and a [Full Fact podcast](#), available on Acast, Apple and Spotify.

Contact: Will Moy: william.moy@fullfact.org

HM Government

The UK Government has launched the sharechecklist.gov.uk (SHARE) website. This gives people five easy steps to follow to identify whether information might be false.

Internet Matters

Internet Matters is a not-for-profit organisation whose purpose is to empower parents and carers to keep children safe in the digital world. It has launched its [#staysafestayhome hub](#) for parents to keep children safe and well during the lockdown period.

This hub acts as a central location for resources for parents and professionals.

Media Literacy Ireland

Media Literacy Ireland (MLI) is an independent association of almost 150 members committed to the promotion of media literacy across Ireland, facilitated by the Broadcasting Authority of Ireland.

The Be Media Smart website has [resources linked to misinformation around Covid-19](#), as does the [Media Literacy Ireland website](#), including a contribution from Mark Little about

[misinformation virus](#). The Media Literacy Ireland Twitter and Be Media Smart Facebook accounts are also sharing messages and tips.

MLI is encouraging its network to find their Covid-19 information from official sources (HSE, WHO, Government) and to share the [Be Media Smart message and tips](#) in relation to all other Covid-19 information (Be Media Smart – Stop, Think, Check). The [Be Media Smart ad](#) is now being broadcast on RTE TV, radio and online.

Contact: medialiteracy@bai.ie

NewsGuard

NewsGuard is reporting and collating [resources on misinformation about Covid-19](#). During the crisis, NewsGuard is providing its resources on covid-19 misinformation for free.

NewsGuard's team is reporting on the many falsehoods about the virus that are gaining traction online, and the sources that are publishing and spreading those myths, through its [Misinformation Tracking Centre](#). It has also made coverage of health and medical misinformation a special focus.

Contact: as.harling@newsguardtech.com

Parentzone

Parent Zone is a social enterprise which provides support and information to parents, children and schools, working globally to help families to navigate the internet safely and confidently.

[Tips for starting the difficult coronavirus conversation with your child](#) gives advice about talking sensibly and sensitively to your child about Coronavirus and includes a section on news (where to get it and how to think critically about it).

[Think critically!](#) is a Parentzone article from 2018 that goes into far greater depth about fake news and online myths.

Contact: marc@parentzone.org.uk

Public Health England

PHE is an executive agency sponsored by the Department of Health and Social Care.

Public Health England Knowledge and Library Services team has produced information to help those working on the Covid-19 outbreak and information for the public, to identify and access emerging evidence as and when it is published. [Finding the evidence: coronavirus](#). Its collection of resources includes online microlearning resources on factual evidence and science behind Covid-19.

UNESCO

UNESCO has collected a range of resources that can be downloaded, circulated, and adapted as needed. These cover media and information literacy (MIL), [information sharing and countering disinformation](#).

- [Visual resources to download and share](#) (disinformation, and relating to media and information literacy)
- [Audio resources to counter disinformation](#)
- [Resource Center of responses to Covid-19](#)
- [Open solutions to facilitate research and information on Covid-19](#)
- [Resources for documentary heritage professionals](#)

UNESCO has launched a MIL parenting series via [MIL CLICKS](#). It invites users to cooperate by asking their networks/communities to re-post these resources on social media using the hashtags #Thinkbeforesharing and #MILCLICKS.

UNESCO Programme Specialist, Saorla McCabe, is co-ordinating a UNESCO campaign called 'FACTS' which launched on World Press Freedom Day (3 May). [The 'FACTS' campaign](#) is designed to help defend press freedom across the world.

<https://drive.google.com/drive/folders/1yKxsznBaT9BCK9BaakSrl4EAILkgulnO>

If you are interested in joining the campaign, please contact Saorla McCabe on s.mccabe@unesco.org

Wikipedia

There are now nearly 5000 articles relating to the pandemic on Wikipedia. They include the following three main articles:

- [The epidemiology of the crisis](#)
- [About the virus](#)
- [The disease the virus causes](#)

These articles are receiving millions of page views, and readership across all the Wikimedia projects is generally up by around 30%. With this rise in users comes the challenge of keeping myths, misinformation and poorly sourced content out of articles about the virus. Wikimedia UK (the national branch of the global Wikimedia open knowledge movement) is therefore working with WikiProject Medicine to mobilise experienced Wikipedia editors in the UK to help address these issues. They are also working with health bodies to ensure that the most accurate and up-to-date information is made available under an open licence and freely accessible on Wikipedia.

Contact: lucy.crompton-reid@wikimedia.org.uk

World Health Organisation

The World Health Organisation (WHO) coined the term 'infodemic' to describe the current situation sparked by the coronavirus outbreak. This prompted it to develop its [EPI-WIN](#) programme to make sure that the facts about COVID 19 are communicated to the public. [WHO Resources provides](#) accurate, and easy-to-understand advice and information from trusted sources on public health events and outbreaks: currently the COVID-19 public health emergency.

The WHO has also developed a [Covid-19 myth-busting page](#).

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Academic/research

Avaaz

Avaaz—meaning ‘voice’ in several European, Middle Eastern and Asian languages, launched in 2007 with a mission to bring people-powered politics to decision-making everywhere.

[Avaaz's latest report on the scale of disinformation on Facebook around coronavirus](#) was released on 16 April. This was a joint release with Facebook, which has agreed to notify users on its platform when they interact with misinformation about Covid-19.

Cardiff School of Journalism, Media and Culture, Cardiff University

The School has developed a [guide to help journalists who might be new to covering health topics](#), and/or those who have redeployed from other specialities. The Welsh NHS Confederation will share the guide with journalists who approach them and would also like the guide to be publicly available to anyone seeking guidance on coverage of the pandemic.

How much does the British public know about the pandemic? Stephen Cushion, Nikki Soo, Maria Kyriakidou and Marina Morani from the University of Cardiff asked 200 participants in an [ongoing diary study](#), and found that while there is widespread rejection of the 5G conspiracy theory, many people do not realise that the UK death rate is far higher than in other countries.

ISD Global

ISD is a research organisation focusing on extremism and its prevention. It has prepared a menu of options for Covid-19 education. This builds on its existing [Be Internet Citizens](#) (BIC) and [Young Digital Leaders](#) (YDL) materials, looking at online harms through the lens of the pandemic. The ideas respond directly to feedback from the sector, enabling students, teachers and parents to protect themselves and act responsibly during the crisis.

<https://www.isdglobal.org/isd-publications/covid-19-disinformation-briefing-no-1/>

<https://www.isdglobal.org/isd-publications/covid-19-disinformation-briefing-no-2/>

London School of Economics

The London School of Economics and Political Science (LSE) is part of the University of London.

As much of Western Europe, the US and Asia remain in various degrees of ‘lockdown’ to slow the spread of the coronavirus that causes Covid-19, LSE Professor Sonia Livingstone discusses [how families can manage the explosion of misinformation](#) online and help children deal with the challenges of social isolation. Sonia spoke on this issue on Radio 4’s *Woman’s Hour* on 25 March.

Nuffield Foundation

The Nuffield Foundation is an independent charitable trust with a mission to advance educational opportunity and social well-being. It funds research that informs social policy, primarily in Education, Welfare and Justice.

New Nuffield-funded research has found that uncertainty around key facts and figures can be communicated in a way that maintains public trust in information and its source, even on contentious issues such as immigration and climate change.

[Uncertainty about facts can be reported without damaging public trust in news](#). This finding is particularly important as the numbers that drive newspaper headlines – those on Covid-19 infections, for example – often contain significant levels of uncertainty: assumptions, limitations and extrapolations.

A team of psychologists and mathematicians conducted five experiments involving a total of 5,780 participants, including a unique field experiment hosted by BBC News online, which displayed the uncertainty around a headline figure in different ways. The team worked with the BBC to conduct a field experiment in October 2019, when figures were released about the UK labour market.

The findings have been published in the journal Proceedings of the National Academy of Sciences.

Oxford Internet Institute

The Oxford Internet Institute is a multidisciplinary research and teaching department of the University of Oxford, dedicated to the social science of the internet.

It has a [dedicated webpage for all its COVID-related research](#). This covers a range of issues such as the effects of the pandemic on business confidence and online labour, and the ethical principles that should underpin virus tracking apps. The site includes weekly briefings on Covid-19 misinformation, analysing the scale of distributional networks, the changing narrative themes, and its spread relative to trustworthy outlets.

Reuters Institute

The Reuters Institute for the Study of Journalism is dedicated to exploring the future of journalism worldwide through debate, engagement and research.

Its UK COVID-19 news and information project analyses how the British public navigates information and misinformation about coronavirus and about how the government and other institutions are responding to the pandemic. The research began in April 2020 and will initially run for eight months. A first [factsheet on findings](#) of the first wave of the survey has been published.

The report [Navigating the 'infodemic': how people in six countries access and rate news and information about coronavirus](#) documents how people in six countries (Argentina, Germany, South Korea, Spain, the UK, and the US) accessed news and information about COVID-19 in the early stages of the global pandemic, how they rate the trustworthiness of the different sources and platforms they rely on, how much misinformation they say they encounter, and their knowledge of and responses to the coronavirus crisis.

The factsheet [Types, sources, and claims of COVID-19 misinformation](#) identifies some of the main types, sources, and claims of COVID-19 misinformation seen so far.

The Student View

The Student View trains teenagers as local news reporters and delivers news literacy workshops in schools across the UK. To ensure young people and the wider public are kept informed during the infodemic, it is debunking Covid-19-related misinformation with a daily Twitter thread, focusing on actionable, broadly applicable lessons from its curriculum.

Every Friday, it celebrates its #HeroOfTheWeek: either an individual or organisation dedicated to ensuring the public receives high-quality information during this pandemic. Its first hero of the week was John Burn-Murdoch, a data journalist from the Financial Times. Here is an example of [The Student View's daily Twitter thread](#).

Contact: info@studentview.org

University College London

[Covid-19: a living systematic map of the evidence](#), developed by University College London is an online interactive diagrammatic map, divided into broad domains, linking to current evidence and studies that are regularly updated and compiled by the EPPI-Centre at UCL. As part of its work collating evidence UCL included a list of online resources relating to Covid-19.

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Industry responses and initiatives

BBC

The BBC has created various resources for different areas of interest.

[BBC Young Reporter](#) has a range of online media literacy resources to help 11-18s. The [BBC iReporter games](#) puts the player in the role of a journalist, making them use their skills to get the facts straight. [BBC Bitesize's new 'fact or fake' campaign](#), aimed at 11-16 year-olds, explores how fake news spreads. It includes video tips and a [Coronavirus-related jargon buster](#) article.

[BBC Newsround](#) includes Coronavirus-related explainers, advice and daily news updates and stories relevant for 7-12 year-olds about the current situation, and [Newsround's fake news explainer](#) gives clarity on what fake news is and how to spot it.

For adults, BBC Academy has launched a [Beyond Fake News site](#) which brings together all the BBC's work on disinformation and media literacy. Recent stories on Covid-19 include a [behind-the-scenes look](#) at how a BBC Trending story, about [how bad information goes viral](#), was researched and produced, and a [round-up](#) of how the BBC is covering the coronavirus pandemic and debunking falsehoods. On the BBC News website, journalism about disinformation is collated on the [Fake News](#)

[topic page](#). [How you can stop bad information from going viral](#) encourages readers to think before sharing potentially incorrect Covid-19 related information and to think about checking the source.

The 'Trusted News Initiative' is extending its efforts to identifying false and potentially harmful Coronavirus information by putting in place a [shared alert system](#). And [BBC Reality Check](#), along with media and language experts in [BBC Monitoring](#), is [debunking bogus health advice](#) that has gone viral.

Contact: josie.verghese@bbc.co.uk

BT

BT has joined up with ITV to create *Top Tips on Tech* - a series of videos and guides to help people learn about different technologies and how to get the most out of them. These are broadcast on ITV and feature celebrities such as Clare Balding, Fearne Cotton, David Walliams and Rylan Clark-Neal hosting a series of short skills films as ad-break takeovers during mid-morning and early evening. These films will provide simple tech tips on video calling, home schooling, staying safe online and making the most of the internet to stay fit and well.

Go to www.bt.com/tech-tips for a range of easy-to-follow videos and downloadable 'how to' guides to share with family and friends.

Channel 4

[Channel 4 News' FactCheck](#) is a service that addresses key coronavirus questions for the British public. The Covid-19 [FactCheck Explainer videos](#) have had more than three million views on YouTube. Channel 4 News is also posting daily Fact Check social media threads (on [Facebook](#) and [Twitter](#)) countering misinformation.

CNN

CNN's Reliable Sources has produced a guide on how to [debunk misinformation from family and friends](#). The aim of the guide is to encourage readers to stop and think about the information their family are sharing, especially surrounding rumours and conspiracy theories of Covid-19.

Facebook

There are several ways that Facebook in the UK is responding to the Covid-19 pandemic.

Connecting people to government and NHS information

- Facebook has launched its dedicated [Coronavirus Information Centre](#), bringing together Government advice, the latest figures and news stories, relevant posts from key Government departments, and resources and tips about how to stay healthy. It has also launched a [WhatsApp information hub](#) with tips on how healthcare workers, teachers and local businesses can stay connected using WhatsApp.

- Since mid-February, Facebook has been ensuring that NHS and Government advice appears first in search results when people search for Covid-related information on Facebook and via Instagram hashtags. Facebook has launched a dedicated place to share NHS advice with Facebook Groups set up to share information and offer support to their local communities on Covid-19.
- Facebook has provided [Public Health England \(PHE\)](#) with free advertising credits to enable them to supplement their other campaigns by reaching out to Facebook users in the UK with crucial coronavirus messages.

Preventing the spread of misinformation

Under their existing misinformation policies, Facebook and Instagram are removing misinformation about Covid-19 where this could cause physical harm, if flagged by leading global health organizations and local health authorities. It is also blocking or restricting hashtags used to spread misinformation on Instagram, and is conducting proactive sweeps to find and remove as possible of this content.

Third-party fact-checkers are continuing their work reviewing Facebook content and debunking false claims related to the coronavirus. In the UK Facebook works with Full Fact, Fact Check NI and Reuters. Globally, Facebook is partnering with The International Fact-Checking Network (IFCN) to launch a \$1m grant programme to help its fact checkers scale up their work.

If users notice apparent misinformation, they can use Facebook's reporting mechanism to flag the content to the fact checkers by clicking "Find Support or Report Post", "False News".

Google

Google has created www.google.com/covid19, a one-stop shop for authoritative information and resources. To combat misinformation, the [Fact Check Markup tool](#) makes it easy for reporters to put structured data markup into their fact checking content using the open standard [Claim Review](#). The [Fact Check Explorer](#) helps journalists find fact checking articles for various topics through a simple search function. Google has a regularly updated 'Breaking News Shelf' on the YouTube homepage, that shows videos from mainstream news publishers, and a site help better understand [coronavirus search trends](#).

In partnership with the NHS, Google has launched Knowledge Panels and SOS alerts on Google Search, and its Information Panels on YouTube that link to NHS information on Covid-19. The Government campaign [Stay At Home. Protect the NHS. Save Lives](#) appears regularly on the Google homepage.

Google has provided a [\\$250m advertising grant](#) to help WHO and more than 100 government agencies globally provide critical information on how to prevent the spread of Covid-19.

Google will enforce [updated policies](#) prohibiting videos that promote medically unsubstantiated cures or treatments, including those that claim to prevent the coronavirus in place of seeking medical treatment or that involve using harmful substances. It will remove flagged videos that violate these policies. It will also remove content that claims coronavirus doesn't exist or that explicitly disputes the efficacy of the NHS recommended guidance.

ITV

ITV is putting out a lot of news, information and analysis about Covid-19. It is covering key stories, providing links to key resources, and answering questions (many of which are related to online misinformation). Highlights include:

- [itv.com/news](https://www.itv.com/news): an extensive source of up-to-date information on coronavirus and coverage of all the latest developments.
- A dedicated one-stop-shop advice guide: [Coronavirus advice: All the information you need in one place.](#)
- A Coronavirus podcast: [online](#), on [Spotify](#) and on [Apple](#).
- *The Rundown*: a youth-oriented news service [online](#) as well as on [Instagram](#), Facebook Stories and Snapchat.
- A dedicated [YouTube page](#) on all things coronavirus, as well as the [ITV News Youtube page](#).
- ITV News is on Twitter [here](#).
- A [Facebook ITV News page](#).
- Every Monday at 8pm on ITV and [itv.com/news](https://www.itv.com/news) ITV answers audience questions in a special programme: [Coronavirus: Q&A](#).
- A range of programming on ITV Hub, including coronavirus specials from [Tonight](#), [The Martin Lewis Money Show](#), and [Peston](#), as well as the [Coronavirus Q&A](#)

Focusing specifically on misinformation, [this piece discusses](#) whether 5G causes coronavirus (spoiler alert: it doesn't), while [this piece](#) and [this piece](#) explore whether pets can catch the virus (more complex than you might think), and [this piece](#) is on a cure con.

TikTok

Efforts to tackle misinformation on TikTok:

TikTok uses a combination of human and machine moderators to review its content, and partners with global organisations like WHO as well as NGOs like the British Red Cross to provide factual information.

TikTok's approach to countering misinformation: sharing factual information

- TikTok is hosting livestreams for partners such as the WHO and the IFRC and will run a livestream for the British Red Cross on 5 May to allow its user community to gain direct access to factual information.
- In the UK, as in other countries, TikTok has created a Covid-19 Hub on its Discover page which includes a 'myth-busters' section on the causes of and cures for Covid-19.
- In France and the UK, in cooperation with government, TikTok has run a Stay Home 'TopView' ad

Using technology to tackle misinformation

TikTok is using a combination of technology and human moderation to detect and review content. This includes:

- Using AI to identify and review every video related to Covid-19 and tagging them with a link to a trusted source.

- Removing false medical advice about coronavirus that could cause imminent harm to a user's health or discourage people from seeking helpful medical treatment.
- Removing misinformation likely to cause societal panic and real-world harm (for example 5G conspiracy theories).
- Removing content which suggests that a certain race, ethnicity, gender or any member of a protected group is more susceptible to have and/or spread coronavirus (hate speech).

[TikTok Safety Center](#).

Twitter

Twitter has a Covid-19 search prompt in 64 countries in 20 languages — partnering with the DHSC and NHS in the UK, and similar institutions in other countries — which works by prioritising credible and authoritative content at the top of results for searches about Covid-19. It has also prioritised an Event Page (including the UK) at the top of users' Home timeline and in the 'For You' section of the Explore tab in more than 22 countries, which features trustworthy information and updates about Covid-19.

Twitter's [media literacy guide](#), launched last October, was developed in partnership with UNESCO (further info [here](#)).

This is the advice Twitter is giving on its blog:

"Looking for advice on how best to use Twitter in a time like this? Follow @WHO and your local health ministry — seek out the authoritative health information and ignore the noise. See something suspicious or abusive, report it to us immediately. Most importantly, think before you Tweet. Through Twitter Moments, we have curated longer-form content that helps tell the full story of what's happening around Covid-19 globally. For educators and parents, consult our media literacy guide, which was built in partnership with @UNESCO, here."

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