

LIFE REPORT



The university project titled "Fake News, Fake World, Fake Identity" brought together students from four universities across Portugal, Belgium, Estonia, and Ireland. The project aimed to delve into the pervasive issue of misinformation and misrepresentation in contemporary society. Through non-fiction audiovisual artistic works, the project sought to stimulate critical thinking, raise awareness, and foster dialogue about the challenges posed by fake news and the construction of false narratives.

In Belgium, the aim and importance of the project were clearly defined. The project aimed to explore forms of non-fiction in cinema and audiovisual arts, following recent developments in the field. The central problem addressed was misinformation and misrepresentation, with participants tasked to create non-fiction audiovisual works that critically engage with this issue. The role of each group, comprised of students from different universities, was instrumental in achieving the project objectives. They conducted research, developed artistic works, and contributed to dialogues and debates surrounding misinformation.

In Ireland, the project "Fake News, Fake World, Fake Identity" emerged as a collaborative effort among international students. The project aimed to raise awareness about the impact of misinformation through short documentary films. Group played a crucial role in ensuring the quality of the documentaries, from filming to post-production. We conducted thorough research, filmed documentaries focusing on the impact of technology and AI on misinformation, and edited the footage to craft compelling narratives. The project aimed to empower individuals to navigate the complexities of the media landscape and stimulate critical thinking.

In Portugal, the aim of the project was to create a documentary addressing the issues of fake news, fake world, and misinformation. The central problem

identified was the spread of misinformation, which misleads and divides consumers. Group conducted research, planned interviews, filmed necessary material, and edited the documentary. They relied on studies touching on dopamine addiction, identity crisis, and the harm of social media addiction to inform our approach.

Across all countries, various activities were implemented to fulfill the project goals. These included research, filming, and editing of documentaries addressing the challenges posed by misinformation. The activities were designed to engage audiences, raise awareness, and foster critical thinking about the implications of fake news and misinformation. Additionally, students actively participated in meetings, feedback sessions, and presentations, showcasing their commitment to the project.

The project impacted various stakeholders, including universities, students, and audiences. Institutions such as Tallinn University, IADT-Dublin, and others played crucial roles in supporting the project. Through partnerships and cooperation, the project was able to access resources, expertise, and support to enhance its impact. The project also studied audience needs and collaborated with international partners to broaden its reach and effectiveness.

The project drew upon theoretical constructs such as media literacy, cognitive psychology, and social influence to inform its approach. Best practices in fact-checking, transparency, and engagement were studied and applied to uphold the integrity and credibility of the project's content. The findings were relevant in developing interventions that addressed the challenges of misinformation and fostered critical thinking among audiences.

In conclusion, the university project brought together students from diverse backgrounds to explore the complex issue of misinformation through non-fiction

audiovisual art. Through collaborative efforts, research, and creative expression, the project aimed to raise awareness, stimulate critical thinking, and foster dialogue about the challenges posed by fake news and misinformation in contemporary society. By leveraging interdisciplinary perspectives and international collaborations, the project succeeded in producing insightful works that contribute to the ongoing discourse on misinformation and media literacy.