Project 3 - Fake News

The cook & The baker

22.5.22

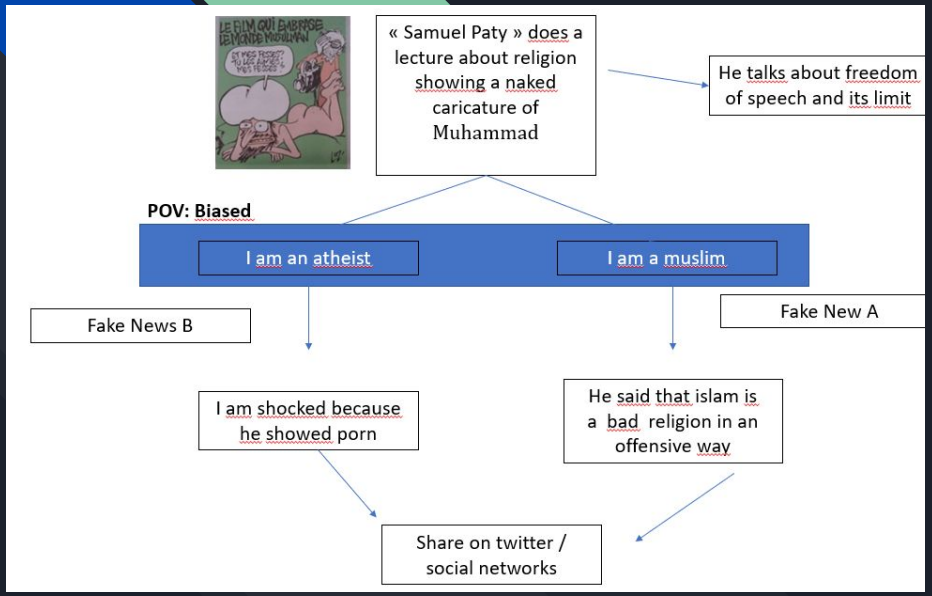
Jérémie Kimenau 76210218
Victor Goudal 76210217
Shani Freiman 316269356
Noam zion 308552249

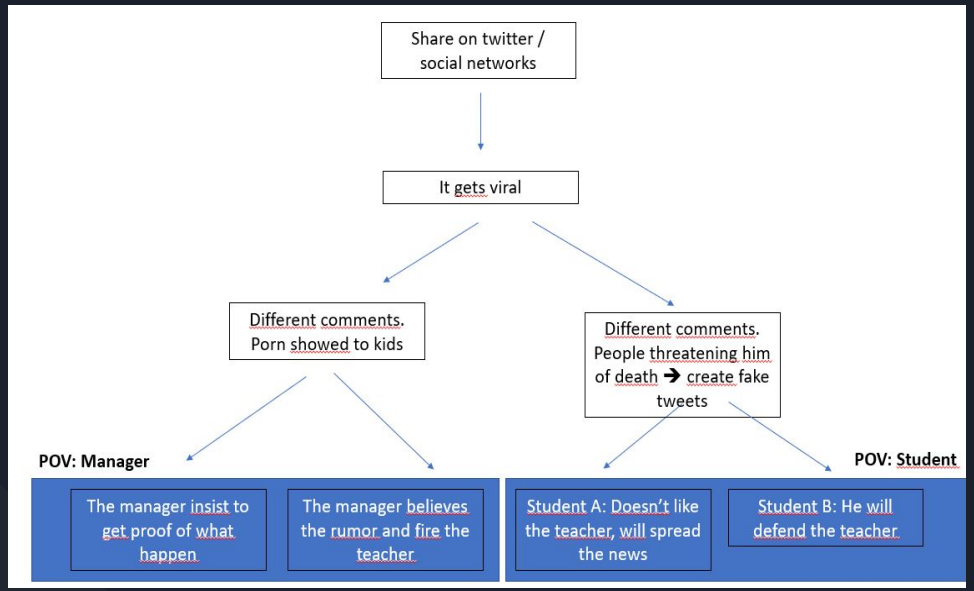
Value Proposition and Story overview

Fake news has a long history, but today, the potential scale of impact actions is crucially affected by new digital platforms with a huge number of users.

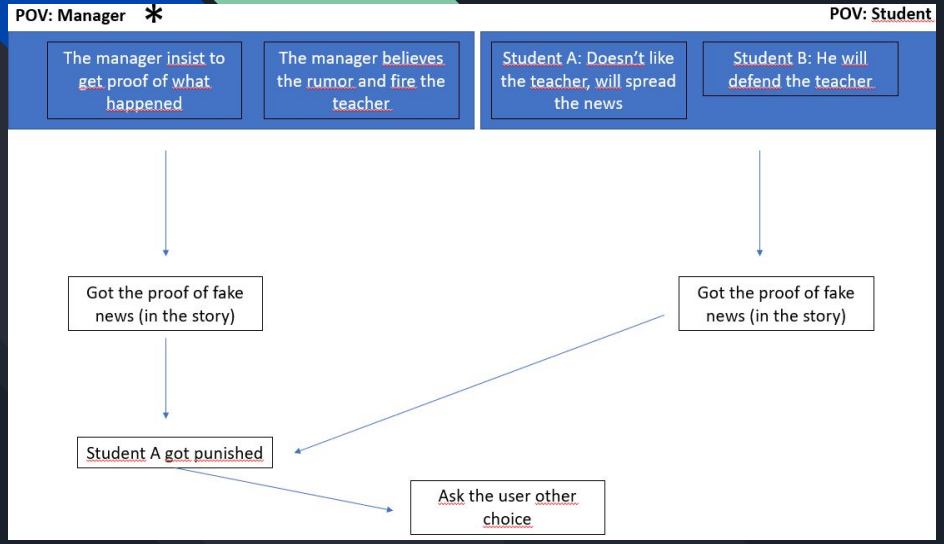
In our story we let the user choose between 3 options which each option leads to the end of a different story. In doing so, we show the user how much the personal choice affects the unfolding of the story and can even lead to an happy or even critical end.

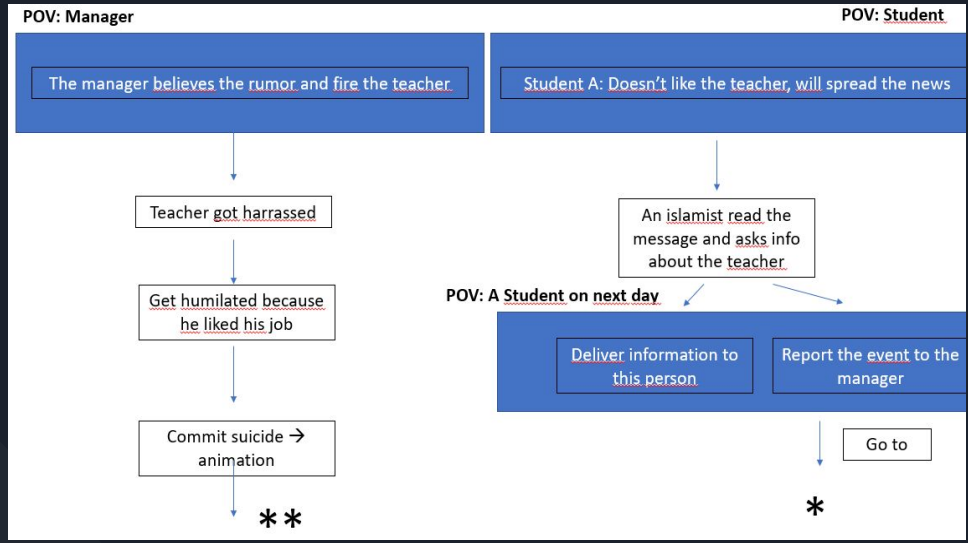
Sketches


« Samuel Paty » does a lecture about religion showing a naked caricature of Muhammad
He talks about freedom of speech and its limit
POV: Biased
I am an atheist
I am a muslim
Fake News B
Fake New A
I am shocked because he showed porn
He said that islam is a bad religion in an offensive way
Share on twitter / social networks

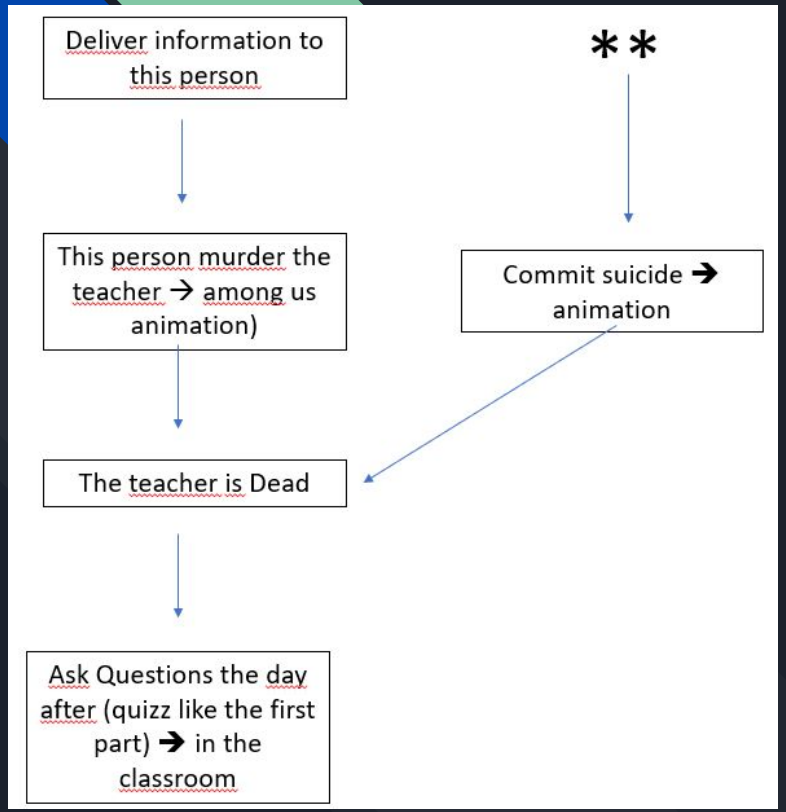

Share on twitter / social networks
It gets viral
Different comments. Porn showed to kids
Different comments. People threatening him of death → create fake tweets
POV: Manager
POV: Student
The manager insist to get proof of what happen
The manager believes the rumor and fire the teacher
Student A: Doesn't like the teacher, will spread the news
Student B: He will defend the teacher

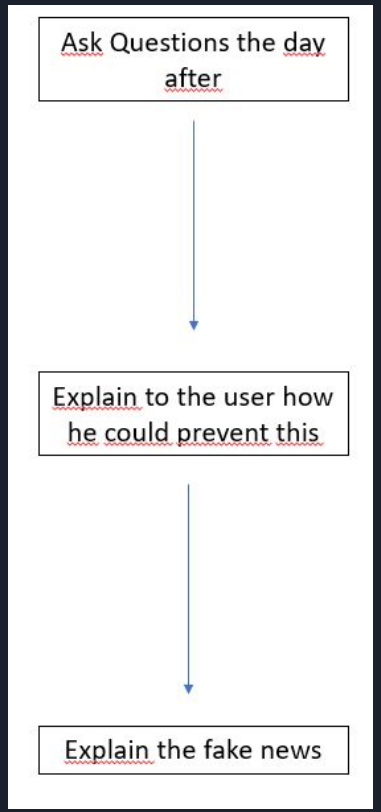
Sketches


POV: Manager *
POV: Student
The manager insist to get proof of what happened
The manager believes the rumor and fire the teacher
Student A: Doesn't like the teacher, will spread the news
Student B: He will defend the teacher
Got the proof of fake news (in the story)
Got the proof of fake news (in the story)
Student A got punished
Ask the user other choice

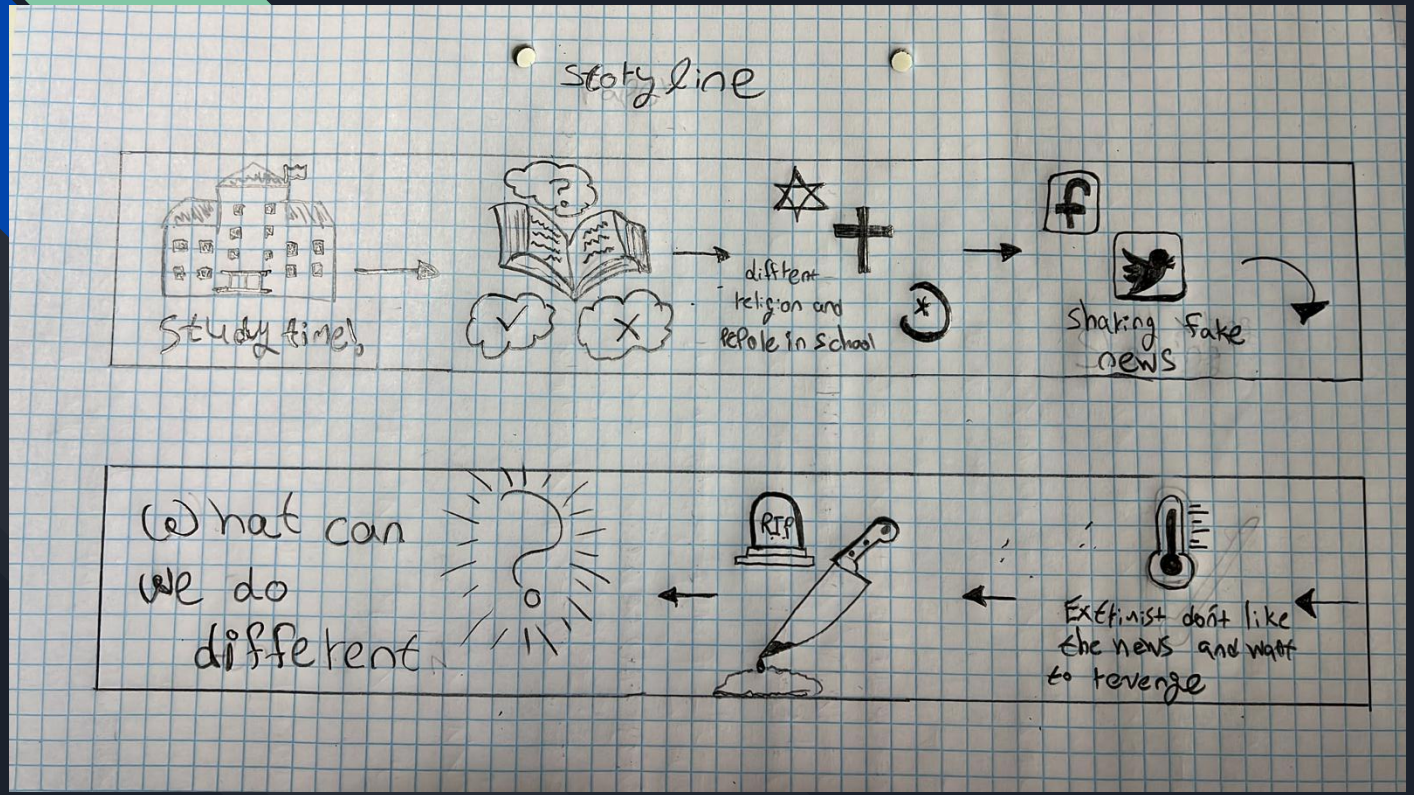

POV: Manager
POV: Student
The manager believes the rumor and fire the teacher
Student A: Doesn't like the teacher, will spread the news
Teacher got harrassed
Get humilated because he liked his job
Commit suicide → animation
**
An islamist read the message and asks info about the teacher
POV: A Student on next day
Deliver information to this person
Report the event to the manager
Go to
*

Sketches


Deliver information to this person
**
This person murder the teacher → among us animation)
Commit suicide → animation
The teacher is Dead
Ask Questions the day after (quizz like the first part) → in the classroom


Ask Questions the day after
Explain to the user how he could prevent this
Explain the fake news

Sketches


storyline
Study time!
different religion and people in school
Sharing fake news
Extremist don't like the news and want to revenge
RIP
What can we do different

Video Link

https://www.youtube.com/watch?v=Nh4HaFVNoW4

Paper Prototype Testing

Game Procedure

- We told to the participants that this application is about preventing fake news.
- We let the participants play because it's a kind of story game.
- We asked what they think about it. Do they like the interface ? The concept ? Do they think they understand what is fake news and how to recognize it ?

Methology

- Target audience: Children and teens aged 11-25.
- Reason: a close-knit social setting that is greatly influenced by social networks and the spread of false rumors and news.

Participants :

- 1. Student, 25 years old
- 2. Student, 19 years old
- 3. Student, 20 years old
- 4. Teenager in high school, 16 years old
- 5. Teenager high school, 17 years old
- 6. Teenager in middle school, 13 years old

Paper Prototype Testing

Feedback

- + Good interfaces and good ideas :
  - the questionnaire is good because we feel that we are part of the story. (students 1, 2)
  - the idea that the story is in the first person, instead of a student or a teacher, is good we feel that we are in the story. (students 1, 2, 3)
  - Animations are good because it makes the story more realistic. (student 2, teenager 5)
  - The explanation in the last screen: why this was fake news ? is interesting. (student 2)
- - Sometimes hard to understand and some details to change :
  - mostly for the teenager, it was hard to understand and follow the story because it requires a minimum of culture. (teenagers 4, 6 student 2)
  - for the dialogue, they would like a skip button. (All)
  - The teacher in the beginning is strange for some and funny for others. (students 1,2 teenagers 5,6)

Paper Prototype Testing

What Did We Learn ?

- Put a button skip (we just increase the speed of the dialog)
- Put more animations for a better understanding
- People liked the idea of playing to a story game to learn something (like preventing fake news)

Mid-fi prototype overview - Limitations

1. Interface Limitation : use buttons instead of swiping right or left to communicate with the game.
2. No animation for 3D models.
3. “Hard coded”- automatic text display, no option to go backwards.
4. “Hard coded”- no embedded data.

Thank you for listening