



# INTEGRITY



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## Data Transmission Module

*Philosophical perspectives of research integrity for  
high school students*

# Data Transmission Module

The Data Transmission module is designed for a personal and group experience of information transmission.

"Chinese Whispers" is a simple and popular game that we can use to illustrate the importance of tracking down the source.

By systematically playing the game and reflecting on its results, we will highlight the importance of responsibility in research.



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# Data Transmission Module

## What do we need?

- ✓ 2 separate rooms
- ✓ Prepared story
- ✓ Pens and zine booklets
- ✓ Internet access



# Data Transmission Module

- ✓ Teacher (facilitator)
- ✓ 5 groups of students
- ✓ Student reader
- ✓ Groups are formed, each group designates the first (observer) and the last (writer) in the group



# Data Transmission Module

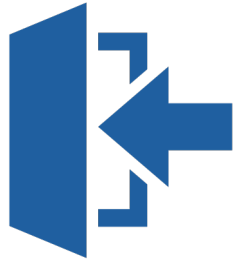
## Before we start



- ✓ Let's split into 5 groups
- ✓ The teacher assigns a student-reader
- ✓ Groups determine the order in the group - each group designates the first (observer) and the last (writer) in the group
- ✓ A student-reader and the observers of each groups go to another room



# Data Transmission Module



**Let's get started!**



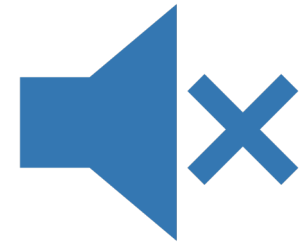
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# Data Transmission Module

## Activity 1: Chinese Whispers

- A student-reader tells the story to all 5 observers
- Observers listen in silence
- Observers return to class in silence
- Each observers whispers the story to the second in line
- Second to third, and so on to the last person in the group
- The last one (writer) writes down what he/she has heard



# Data Transmission Module

## Activity 1: Chinese Whispers

- We wait until each writer has finished writing
- The teacher holds all 5 reports for the moment
- A student-reader reads the story in front of the class
- The group representatives read their group's reports





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## Activity 1: Chinese Whispers



What happened to the original story?

Let's have some fun discussing this!



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## ACTIVITY 2: Team work

- ✓ Students continue to work in groups
- ✓ A student-reader may now join one of the groups
- ✓ Each group follows one of the five learning objectives
- ✓ Questions for each learning outcome
- ✓ Students can search for the internet information
- ✓ Each group prepares a short report to present to the class (3 minutes per group)



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## Activity 2: Learning Outcomes & team discussion

### 1) Tracing the source

- How does the latest version fit with the original story?
- What happened to the information?
- What information can be traced in the first and last versions?
- Is the story true?
- Is it credible?
- Can you trace back to the source?

### 2) Basic questions

- What is the basic framework for understanding the story?
- Break down the story using the "Five Ws" model (what, who, when, where and why).
- Can you answer all the questions?

### 3) Understanding the context

- What are the key factors in finding meaning; why are some things easier to remember, some harder?
- How important is it to follow the source?
- How do we prioritise when filtering messages?

### 4) Different interpretations

- What did I remember?
- Is it possible to avoid biasing information? And how?
- How is it that some information was conveyed and some was not?
- On what basis do we generally filter the news?

### 5) Recognizing the difference between trust and science.

- How do we check the facts?
- What is considered valuable?
- Is truth important? Is truth a value?
- Do we trust the news in the media?
- Do we trust a person we know or a person with a high level of education?
- Do we trust social "influencers" or do we trust scientists?
- Are we more likely to trust government officials or more likely to trust scientific organisations?
- Why do we trust these people? Think of arguments and examples.



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## Activity 2: Class discussion

- **Each group present its findings**  
(allow 3 minutes per group)
- **Class discussion**



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## Activity 3: Recap

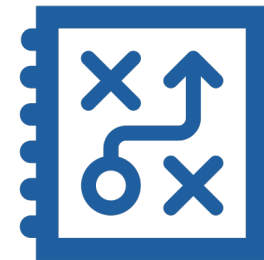
- Is it important to cite sources?
- Is it important to be aware of different interpretations of reality?
- Is our memory selective?
- What role does trust play in understanding reality?



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## Activity 3: Recap

- How did you enjoy this module?
- Do you find it useful?
- Why?



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*Thank you for your participation*



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