

# Sharing on an ERFP Development Project

33 RFP Grant Writing Workshop

# Developing a Disinformation Response Competency Test Instrument

## AIM (IDEATION/PROOF OF CONCEPT)

To develop and validate a prototype test instrument to measure respondents' disinformation response competency.

- How likely to believe disinformation?
  - Argumentation subscale
- How likely to spread disinformation?
  - Motivation subscale

## POPULATION/ PARTICIPANTS

- Number of schools: 6
  - Levels: Secondary 3 to JC2
  - Number of participants: 291
- Number of universities: 1
  - Level: Undergraduate
  - Number of participants: 409
- Total number of participants: 700

# Why a development grant?

Why did I choose a development rather than a research grant?

Why development grant	Why not research grant
Developing, implementing and evaluating the main deliverable	Less relevant to producing new knowledge
The main deliverable is a usable product	Addresses a practical, not theoretical, issue
The product is usable in the local context	

# Factors contributing to grant award

What are the factors that I think contributed to the grant award?

1. Specific alignments with MOE's desired outcomes for education and 21<sup>st</sup> century competencies.
2. Detailed contextualisation in Secondary school Geography curriculum.
3. How the test instrument will be useful for geography curriculum planners and teachers.
4. Detailed contextualisation in Singapore's then-current attention to fake news.
5. Relating of literature review and methodology to the context.

# Choice of MOE collaborator

1. MOE senior specialist in geography
2. Orientating project to fit expertise of collaborator
3. School access
4. Knowledge base for workshops and resources

# Obstacles and challenges

Original start date and end date: 6<sup>th</sup> April 2020 – 5<sup>th</sup> April 2022; end date after 2 extensions: 5<sup>th</sup> April 2023

- Recruitment
  - Unable to recruit from MOE schools due to Covid-19 (2020-2021)
  - Pilot test (MOE schools): 3 schools; 957 parental consents; 3 students did the survey after 3 weeks; final number of participants was 69
  - Field test (MOE schools): 222; aimed for 400
- Argumentation subscale
  - Could not establish reliability even after 7 pilot tests and adjustments
- Consent
  - PIS may have prompted participants to be overly skeptical about the information in the question items

# Takeaways

1. Concrete and detailed relevance to local educational context
2. Contingency planning for recruitment issues
3. Value-add to project
  - Workshops
  - Resources for teachers
  - Commentary articles
4. Fairness to non-participants

# Thank you

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