

## Workshop 2: Detecting AI-Generated Misinformation

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**Title:** Outsmarting AI-Driven Political Misinformation

**Time:** 60-75 minutes

**Objective:** Students will learn how to detect AI-generated images, videos, and online content using visual, contextual, and metadata cues.

### 1. Agenda

Time	Activity	Description
0–10 min	<i>Guess the Fake</i>	Show slides 4–5 (Obama & Pope images). Ask: “Which image is real? What makes you suspicious?” Discuss hands, ears, and lighting.
10–20 min	<i>Direct Instruction</i>	Go through slide 3 (types of implausibilities). Teach how to look for visual and cultural inconsistencies.
20–35 min	<i>Image Analysis Station</i>	Students rotate between stations with different AI-generated vs. real image sets (slides 6–8). They document their detection strategy on a worksheet.
35–45 min	<i>Video Verification Challenge</i>	Use slide 9 (video source/date/location) and break into groups. Show a short clip and ask students to identify how to verify its authenticity.
45–55 min	<i>Tool Demo</i>	Introduce browser tools and fact-checking websites: TinEye, InVID, Snopes, Piyaoba (slides 10–11). Let students test one on their phones/laptops.
55–60 min	<i>Reflection</i>	Group discussion: “Which tool or skill was most useful? How might you use this outside of class?”

\* Lesson plan developed as part of a fellowship project with generous support from [the UC National Center for Free Speech and Civic Engagement](#). Licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).

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