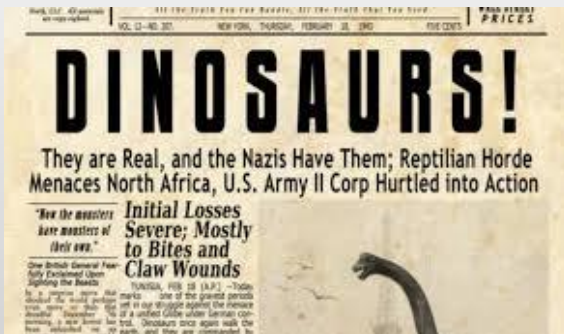




F is for Fake: how students deal critically with post- truth

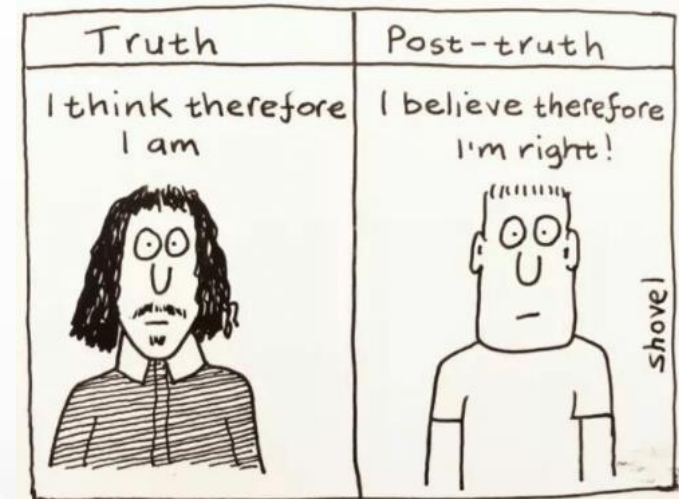


With Linda Ruas and Julietta Schoenmann
IATEFL, Brighton, April 11th, 2018



In this presentation we will...

- explore the online media context
- briefly explain key terms
- consider two possible ways forward
- share examples of practical classroom materials
- provide insights gained from trialling the materials



post-truth

ADJECTIVE

Relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief



How do our students get
their news?

The online media context



Anti-journalism
journalism

Sharing news as
performance

Making a good
impression

Communication as
ritual

Two possible ways forward...

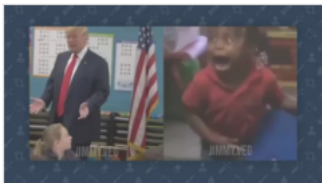
**Everyone is entitled to
their own opinions.**

**They are not entitled
to their own facts.**



How to spot fake news

- Take a closer look
- Look beyond the headline
- Check other sources
- Check the facts
- Check your biases
- Is it a joke?



Fact Check > Fauxtography

Did Donald Trump Scare a Group of Schoolchildren?

4 April 2018 - A video showing terrified reactions of a group of children as the president enters a classroom is actually two different clips that were edited together.

Fact checking sites

Snopes: snopes.com/

PolitiFact: politifact.com

Fact Check: factcheck.org/

BBC Reality Check:

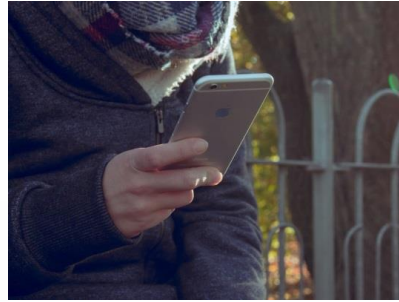
bbc.com/news/reality-check

Channel 4 Fact Check:

channel4.com/news/factcheck

Reverse image search from

Google: google.com/reverse-image-search



Practical classroom activities

Practical classroom tasks :

- 1/ **Quiz** - practice distinguishing between fake and real news
- 2/ **Discussions** - reasons why people (choose to) believe fake news
- 3/ **Ranking** - to raise awareness of why fake news
- 4/ **Translation** - to negotiate meaning: groups make a poster about how to recognise fake news
- 5/ **Skills development:** videos on how to spot and why people share fake news; research to find fake news; write real and fake news and guess
- 6/ **Infographics / graphs** to practice interpreting
- 7/ **Wiki / blog / Moodle** - develop News Literacy, Digital Literacy, Number Literacy, Critical Literacy

Was it true? – what do you think?



Donald J. Trump ✓
@realDonaldTrump



Thank you for all of the nice compliments and reviews on the State of the Union speech. 45.6 million people watched, the highest number in history. [@FoxNews](#) beat every other Network, for the first time ever, with 11.7 million people tuning in. Delivered from the heart!

12:02 PM - Feb 1, 2018

22,931 13,507 64,319



According to Nielsen data, Mr Obama's first official State of the Union speech in 2010 attracted 48 million viewers. Mr Clinton's State of the Union pulled in a record 66.9 million television viewers in 1993. Mr Bush pulled in 62.1 million in 2003, a few weeks before the Iraq War. <http://www.bbc.co.uk/news/world-us-canada-42897622>



Rep. Don Beyer ✓
@RepDonBeyer



Just like Trump's "largest Inauguration crowds ever."

Viewership numbers for the first State of the Union by:

Obama: 48 million

George W. Bush: 51.8 million

Clinton: 45.8 million

A ridiculous thing to lie about. [twitter.com/realdonaldtrum...](https://twitter.com/realdonaldtrum)

12:34 PM - Feb 1, 2018



Fox News Research ✓
@FoxNewsResearch

#SOTU TV Viewers:

2018: 45.6M

2017: 47.7M*

2016: 31.3M

2015: 31.7M

2014: 33.3M

2013: 33.5M

2012: 37.8M

2011: 42.8M

2010: 48.0M

2009: 52.4M*

2008: 37.5M

2007: 45.5M

2006: 41.7M

2005: 38.4M

2004: 43.4M

2003: 62.1M

1993: 66.9M* (largest TV audience)

*Not an official SOTU

12:42 PM - Feb 1, 2018

241 618 880

Real or fake news? – what do you think (and why)?

1/ In August a devastating hurricane hit the Americas - so powerful it broke records - first category-six storm ever!

2/ Hundreds of people died in the Grenfell Tower fire: 42 people found dead in one room; baby rescued from the building 12 days after the fire; baby thrown from 10th floor during the fire survived.

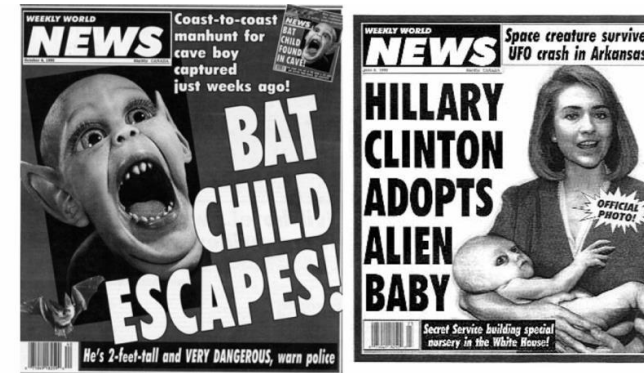
3/ When Storm Harvey displaced thousands in Texas, US, in August, a Canadian Iman closed his mosque's doors to Christian victims.

4/ Last September girl called Frida Sofia trapped in a deadly earthquake in Mexico.

5/ UK Labour leader Jeremy Corbyn had to do his paperwork on the floor of a train as there were no seats.

Answers – but why would people believe the news?

- 1/ **False** – category 6 hurricanes don't exist!
- 2/ **All false** – 71 people died; no records of any babies in the stories or 42 bodies in one room
- 3/ **False** – the Canadian Iman had never even been to Texas!
- 4/ **False** - Frida Sofia never existed!
- 5/ **True** – Virgin boss Richard Branson (Conservative supporter) circulated CCTV footage that showed that there were seats on that train but this was later shown to be false.



Videos / listening tasks:



www.bbc.co.uk/news/world-42487425

Listen to the video and note down:

- 3 reasons why people share fake news
- 3 ways of spotting fake news

Discussion: rank these uses of fake news around the world (most 5 to least 1 dangerous) and agree on why:

- a) **Control** e.g. Despots using fake news as a weapon to quell dissent
- b) **Political propaganda** e.g. Campaigns to meddle with elections in the US, UK, France, Germany and Catalonia
- c) **Religious propaganda** e.g. WhatsApps increasing religious tensions in India & Myanmar
- d) **Ignorance?** e.g. fake news via messaging and Messenger
- e) **(April Fools) Jokes?**

<https://www.axios.com/trump-effect-a-worldwide-fake-news-crisis-1515110917-10ce48c4-f7f2-4b3e-81f5-b47bd6fd9125.html>

Using translation to negotiate meaning: make a poster to help others in college recognise fake news

<https://www.ifla.org/publications/node/11174>

Πως να εντοπίσεις ψευδείς ειδήσεις

ΨΑΞΕ ΤΗΝ ΠΗΓΗ
Εκτός από την ειδηση έλεγξε την ιστοσελίδα, το σκοπό της και τα στοιχεία επικοινωνίας.

ΔΙΑΒΑΣΕ ΟΛΟ ΤΟ ΑΡΘΡΟ
Μερικοί τίτλοι ειδήσεων είναι εξωφρενικοί, με μοναδικό στόχο την προσέλκυση κοινού. Ποια είναι η πραγματική ιστορία;

ΨΑΞΕ ΤΟ ΣΥΓΓΡΑΦΕΑ
Κάνε μια γρήγορη έρευνα στους συγγραφείς. Είναι αξιόπιστοι; Είναι αληθινοί;

ΑΛΛΕΣ ΠΑΡΑΠΟΜΠΕΣ;
Επισκέψου τις επιπλέον πηγές που δίνονται. Βεβαιώσου αν αυτές όντως σχετίζονται με την ειδηση.

ΔΕΣ ΤΗΝ ΗΜΕΡΟΜΗΝΙΑ
Η αναμετάδοση ετεροχρονισμένων ειδήσεων δε σημαίνει απαραίτητα πως σχετίζονται με τρέχοντα γεγονότα.

ΠΡΟΚΕΙΤΑΙ ΓΙΑ ΑΣΤΕΙΟ;
Μια υπερβολική ειδηση μπορεί να είναι απλώς σάτιρα. Ψάξε περισσότερο για να σιγουρευτείς περί τίνος πρόκειται.

ΤΣΕΚΑΡΕ ΤΗΝ ΚΡΙΣΗ ΣΟΥ
Σκέψου αν οι προσωπικές σου πεποιθήσεις επηρεάζουν την κρίση σου.

ΡΩΤΑ ΤΟΝ ΕΙΔΙΚΟ
Ρώτα ένα βιβλιοθηκονόμο ή συμβουλευόσου μία έγκυρη ιστοσελίδα.

Μετάφραση από Βασιλική Μολί και Δέσποινα Γεροσαμίου

FAKE NEWS ERKENNEN

BEACHTE DIE QUELLE!
Sieh Dir die Webseite genau an. Wer steckt dahinter?

LIES WEITER!
Schlagzeilen klingen oft aufregend. Wie lautet die ganze Geschichte?

PRÜFE DEN AUTOR!
Ist die Person glaubwürdig? Gibt es sie wirklich?

BEWERTE DIE QUELLE!
Klicke die Links an, auf die verwiesen wird. Belegen sie die Nachrichten.

ACHTE AUF DAS DATUM!
Ältere Nachrichten können überholt sein, auch wenn sie frisch gepostet sind.

IST ES EIN WITZ?
Was zu unwahrscheinlich klingt, ist Satire sein. Ist die Seite ernst gemeint?

WAS DENKST DU?
Welche Rolle spielen Deine Ansichten bei Deiner Einschätzung der Nachricht?

FRAG EINEN EXPERTEN!
Frage Bibliotheksmitarbeitende. Klicke auf eine Fact-Checking-Webseite.

Übersetzt durch: Benedikt Knoll und
International Federation of Library Associations and Institutions

¿ESTA NOTICIA ES FALSA?

ESTUDIE LA FUENTE
Investigue más allá: el sitio web, el objetivo e información de contacto.

LEA MÁS ALLÁ
Un titular impactante puede querer su atención. ¿Cuál es la historia completa?

¿QUIÉN ES EL AUTOR?
Haga una búsqueda rápida sobre el autor. ¿Es fiable? ¿Es real?

FUENTES ADICIONALES
Haga clic en los enlaces y compruebe los datos que avalen la información.

COMPRUEBE LA FECHA
Publicar viejas noticias no significa que sean relevantes para hechos actuales.

¿ES UNA BROMA?
Si es muy extravagante puede ser sátira. Investigue el sitio web y el autor.

CONSIDERE SU SESGO
Tenga en cuenta que sus creencias podrían alterar su opinión.

PREGUNTE AL EXPERTO
Consulte a un bibliotecario o un experto en verificación.

Traducción:
International Federation of Library Associations and Institutions

HOGYAN ISMERD FEL AZ ÁLHÍREKET

MÉRLEGELD A FORRÁST
A történetről egy kattintásra vizsgálj meg az oldalt, annak küldetését és kapcsolatait.

OLVASS A SOROK KÖZÖTT
A címsorok túlozhatnak, hogy többen kattintsanak rájuk. Mi a teljes történet?

ELLENŐRÍZD A SZERZŐT
Egy gyors keresés a szerzőkre. Hitelesek? Valódiak?

MEGBÍZHATÓ A FORRÁS?
Kattints a hivatkozásokra. Állapítsd meg, hogy alátámasztják-e a történetet.

ELLENŐRÍZD A DÁTUMOT
Ha újraposztolnak egy régi hírt, az nem jelenti azt, hogy jelenleg is aktuális.

EZ EGY VICC?
Ha túl szokatlan, lehet hogy szatíra. Nézz utána az oldalnak és a szerzőnek.

FÉKEZD ELŐÍTÉLETEIDET
Vedd észre, ha saját nézeteid kihatnának az ítéletképeségedre.

KÉRDEZD A SZAKÉRTŐKET
Kérdezz meg egy könyvtárost vagy nézz utána egy tényellenőrző oldalón.

Magyar fordítás: Nagy Ádám
International Federation of Library Associations and Institutions

اكشف الخبر المزيف

اقرأ أكثر
قد تكون العناوين وعناوين الفقرات للنظر، ما هي القصة الكاملة؟

المصدر
انذهب بعيدا عن القصة لمعرفة الموقع الناشر وعلمته وبيانات التواصل معه.

المراجع الإضافية
انقر على الروابط المطبقة، وتأكد من أن المعلومات الموجودة تدعم الخبر.

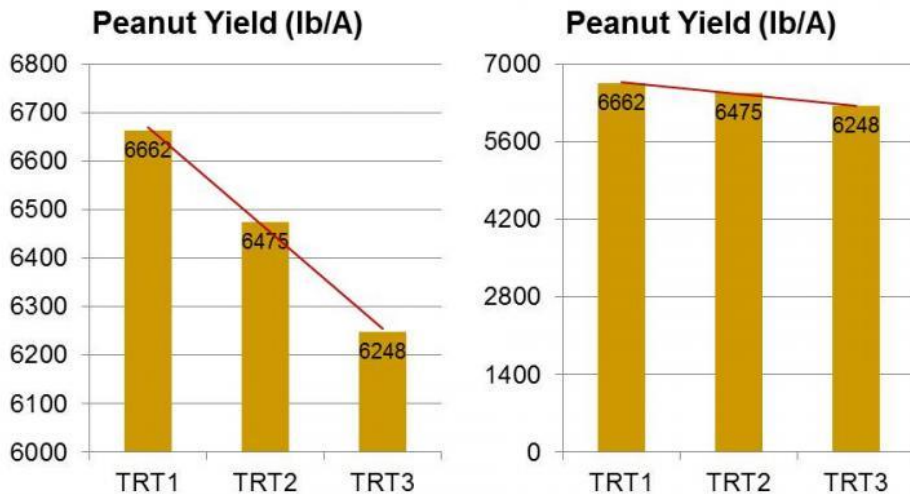
المؤلف
قم بعمل بحث سريع عن المؤلف، هل هو حقيقي ومحل ثقة؟

International Federation of Library Associations and Institutions

Graphs & statistics

Be Careful How/What You Say!

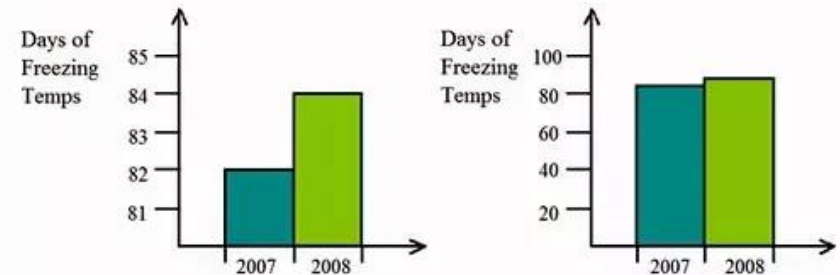
Why statistics is important!



PE-09-12
LSD 0.10 = 465

Misleading Graphs

Compare the two graphs



Both show exactly the same data. However, the graph on the left makes the change appear to be much larger than it really is because the numbers on the vertical axis do not start at 0. Each vertical mark on the left graph represents 1 and each mark on the right represents 20 (the scale changes).

Image Source: <http://www.his.washk12.org/>

Stage-managed photos:



Infographics: how many young black people are in prison in the UK compared to young white people?

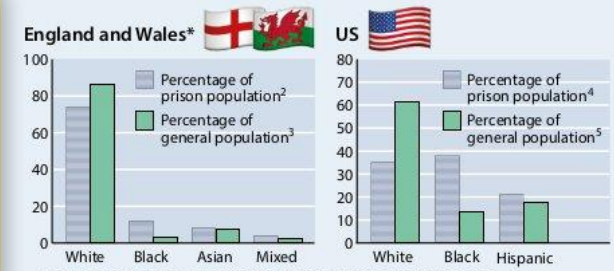
<https://eewiki.newint.org/index.php?title=QUIZZES>

quiz/infographic:
eewiki.newint.org

New Internationalist
The world unspun

Black lives *THE FACTS*

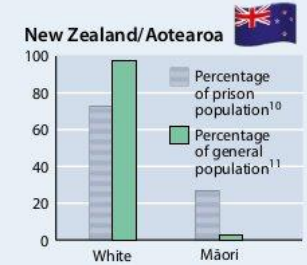
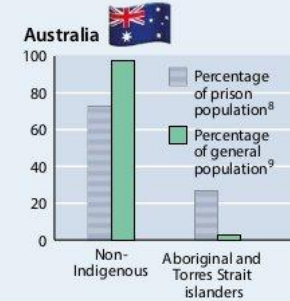
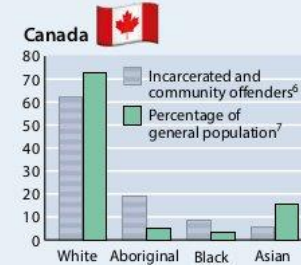
The impacts of racism can be seen in almost all aspects of everyday life. Black and indigenous people are more likely to be jailed or unemployed – that's if they make it past childhood.



* England and Wales collect separate data to the rest of Britain in many subject areas. We have chosen to use data from this region as it is where the majority of the population lives.

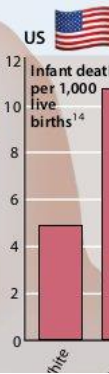
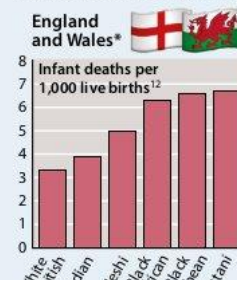
Behind bars

Young black people in England and Wales are **9 times more likely** to be locked up than young white people.¹



The perils of birth

Both infant and maternal mortality are skewed by race.



Work

UK: unemployment rate for black, mixed race and Pakistani people is **more than twice** that of white people and **more than 3 times** for Bangladeshi people.¹⁵

US: unemployment rate of indigenous and black people is **at least twice** that of white people.¹⁶

New Zealand/Aotearoa: unemployment rate for Māori

Developing

Critical Literacy, Digital Literacy, Number Literacy, News Literacy:

‘All information is not created equal’

The News Literacy Project: www.thenewsliteracyproject.org



Benefits for multilingual ESOL groups:

- Adults: understand importance of reading news regularly to contextualise fake news and importance of talking to their children about fake news
- Teens: discuss, rank and understand propaganda and manipulation as part of safeguarding
- Translanguaging: valuing L1 to negotiate meaning in English
- Language and skills development: e.g. new sets of vocabulary; research to find fake news; write real and fake news items and guess which
- LOTS to HOTS (lower order >> higher order thinking skills)
- Critical literacy pedagogy and bringing news/global issues into class

More useful resources:

- <https://www.theguardian.com/commentisfree/2017/nov/10/fake-news-social-media-current-affairs-approval>
- <https://www.theguardian.com/us-news/2016/nov/16/facebook-bias-bubble-us-election-conservative-liberal-news-feed>
- <https://www.youtube.com/watch?v=Yasx9utavPk&feature=youtu.be>
- https://www.youtube.com/watch?v=MVBe6_o4cMI
- Post-truth: The New War on Truth and How to Fight Back (Matthew d'Ancona)
- Fake News in Real Context (Paul Levinson)

Any questions / comments?

contact us (and GISIG): gisig@iatefl.org