Honing Your Inner Skeptic: Strategies for Critical Literacy on Social Media

Gwynne Ellen Ash, Ph.D.
gwynne@txstate.edu
gwynneash@inthemuddle.com
Texas State University
In The Muddle® Consulting

The New London Group (1996) envisioned a critical literacy pedagogy that ensured "all students benefit from learning in ways that allow them to participate fully in public, community, and economic life" (p. 60).

Four Reader Roles
Adapted from Freebody & Luke, 1990 and Ash, 2002, 2005

CODE BREAKER: Good Readers decode the words in the text and their meanings
- Understand how print works
- Use many strategies to read unknown words and to find the meanings of unknown words
- Clarify the meaning of difficult words and phrases
- Use varied strategies to make sense of difficult ideas and concepts

MEANING MAKER: Good Readers interact with the text to make meaning
- Use personal and background knowledge to make text connections (to themselves, other texts, and the world)
- Make predictions and revise them as they read
- Read "between the lines" and make inferences
- Ask questions while they read
- Summarize the text and synthesize ideas/info within it with other ideas/information
- Monitor comprehension and repair it when it goes awry

TEXT USER: Good Readers decide how they can use the text and the meaning they made with the text
- Set a clear purpose for reading (to find information, to evaluate arguments, to be entertained, etc.)
- Create or identify a method of expressing what they have learned, interpreted, or constructed while reading
- Understand that different kinds of reading and expression are called for in different reading situations

TEXT ANALYST: Good Readers analyze the text with a "critical eye"
- Identify the author's purpose — Why did he/she write the work?
- Identify the author's point of view toward the story/topic
- Identify other possible points of view toward the story/topic
- Infer if the author expects the reader to hold certain beliefs/viewpoints about the story/topic or the world at large
- Accept or resist the author's implied message or the author's expectations for the reader's beliefs/viewpoints

http://factitious.augamestudio.com/#/

Headline Game

adapted from activities from The Newseum and EAVI: Media Literacy for Citizenship

Why a Canadian Town's Water Supply Turned Pink
The Conversation

Big Hospital Finally Telling the Truth About Cancer
The Liberty Beacon

Slain Gorilla to be Stuffed and Returned to Zoo Enclosure After Massive Public Outcry
The Lapine

London Sewer Overwhelmed by Giant Fatberg
The Huffington Post

Dark Chocolate Accelerates Weight Loss: Research Claims It Lowers Cholesterol and Aids Sleep
Express

UVA to Repay 1921 Pledge from KKK to "Heal the Wounds"
Newsmax

Reports Find That Immigrants Commit Less Crime Than US-born Citizens
The Hill

Malala Addresses Dysfunctional Foreign Legislature Where Only 26% of Representatives Are Women
The Beaverton

Resources Online

https://eavi.eu/beyond-headlines-online-news-verification-game/

https://eavi.eu/beyond-fake-news-10-types-misleading-info/

https://newseumed.org/activity/e-s-c-a-p-e-junk-news/

https://www.nytimes.com/interactive/2017/06/07/world/europe/anatomy-of-fake-news-russian-propaganda.html

http://www.journalism.org/2018/06/18/distinguishing-between-factual-and-opinion-statements-in-the-news/

https://www.nytimes.com/interactive/2018/09/04/technology/facebook-influence-campaigns-quiz.html?smid=fb-nytimes&smtyp=cur

H	**Harbor Skepticism** What claims are made? Are they believable? Who will the claims benefit? If it seems too good to be true or too bad to be possible, then it probably is….
O	**Opt for Validation** Are the claims supported? How are the claims supported? Did you validate the support? Did you seek out original sources?
A	**Authenticate the Author** Who or what is the author? What are the author's credentials and/or affiliations? What might be the author's biases? Why is the author sharing the information?
X	**[e]Xamine Resources** Who else might have examined the claims? What experts could you consult? Did this appear in other publications/on other sites? What fact-checking resources can you consult?

Adapted from Ash & Saunders (2015)

How could bringing materials like this into your classroom (with prompting questions) help you and your students learn together how to evaluate the news (see Saunders, Ash, Salazar, et al., 2017)?

https://www.getbadnews.com/#intro

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