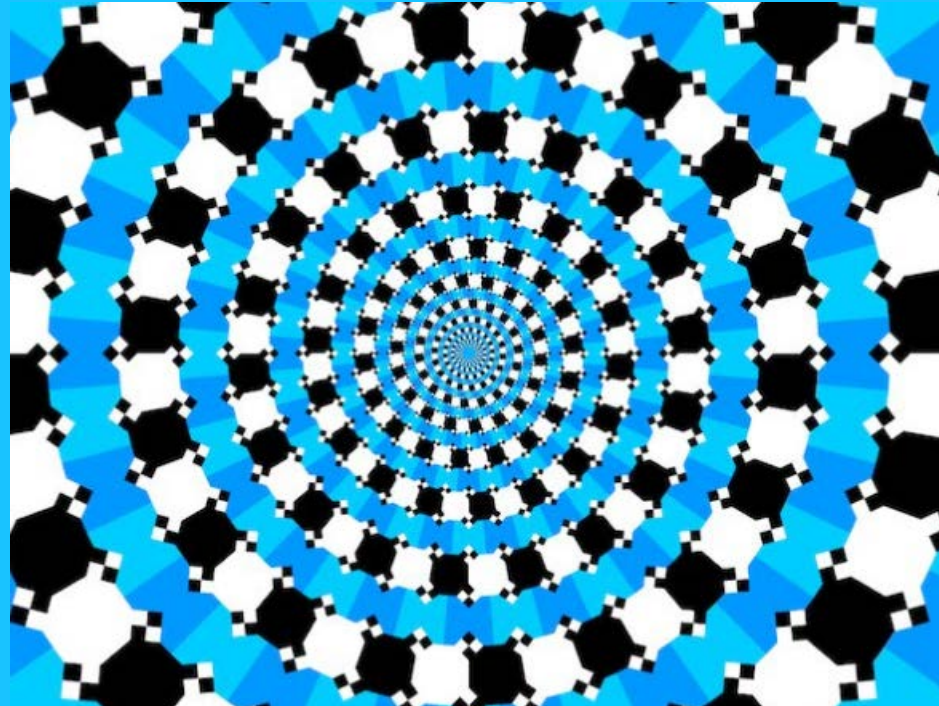


# Native *naïveté* *Faux* v. réalité



# Native *naïveté*

The *paradox*: Contrasting compartments

Digital *native* moments

Fearless approach to tech devices

Rapid hand-eye coordination

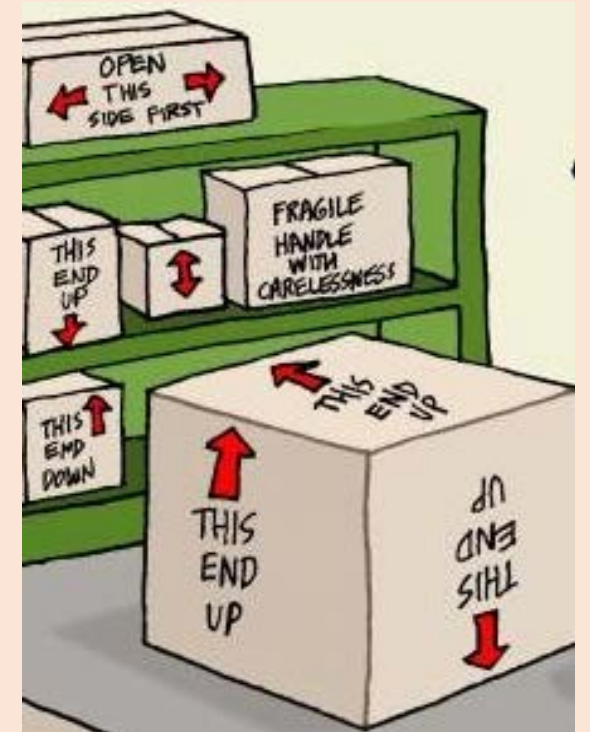
Seemingly competent use

Digital *naïve* moments

Unquestioned acceptance

Rapid scanning, usually without analysis

Incompetent exploitation, application



# Native *naïveté*

*Why* does it occur? Reasons?

*So what?* Consequences?

*What* to do, by whom?

this statement is **false.**

# *Naïvely* accepting... what? Accessed how?

Things presented as *real*:

*Genuine* news...and *genuine* opinion

*Satirical* news...and *mockery*

Daily “*clickbait*” to attract interest > virality

Biased *data*, reliable or not

Outright *invention*

Truth stranger than...



# Native *naïveté* each day: Let's begin to talk

Finding the *faux*!

*Three questions* to begin with, from NY Times:

1. What does the phrase “fake news” mean?
2. When have you or someone you know fallen for or shared fake or inaccurate data?
3. Why does it matter if we can't discern fake v. real?



# *Critical thought and naïveté: So?*

The problem: “TMI” (too much information) unfiltered

The risk: The *faux* becomes *réalité*

*“Fake news, and the proliferation of raw opinion that passes for news, is creating confusion, punching holes in what is true, causing a kind of fun-house effect that leaves the reader doubting everything, including real news.” (NYT)*





# Native naïveté seen *critically*

*Critical* thinking, analysis, and naïveté: The connection?

*Critical* thought applied in 5 steps (NY Times):

1. Formulate a question
2. Gather information from multiple sources
3. Apply information to help in source criticism
4. Consider implications, applications, consequences
5. Explore alternative points of view & discuss



# Native *naïveté* undone: Four activities to do now

Make things *real*, “re-inventing” current events:

What is “timely” & how/why; is this “verifiable”?

Re-explain & re-tell from alternative points of view

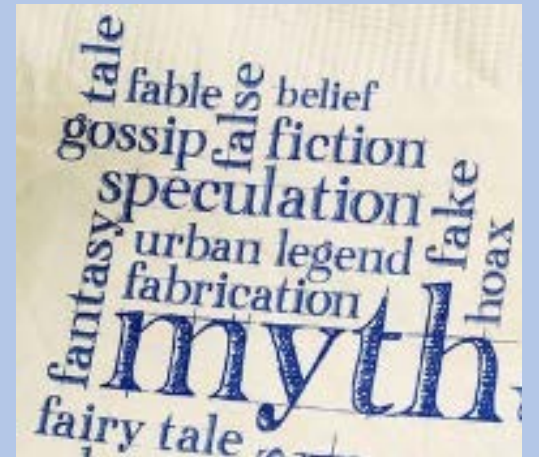
Make things *relevant*:

Check context, sourcing, documentation

Make things *responsive & responsible*

Fact-check, sources-check, bias check

Analyze & think *critically*: Use NYT five steps





# Reification of the *faux*: How

Check out how the *faux* becomes real:

Follow a case study, e.g., that of Eric Tucker, Austin, TX

Note how something piqued Tucker's interest

Note that something else was occurring

Note: Tucker connects the two & posts

Follow a news item/event of your choice

Make a “backtrack journal”: Trace how info moves



# *Critical thought* to analyze the *faux*: From Adams

Context

Quality sourcing

Verification

Word choice

Documentation

Fairness/lack of bias



# Make it a Learning Network experience: *Faux*?

Look for original source

Look for “real” updates

Beware: allow time for real details, follow-ups, edits

Use various/varied sources

Watch for “think”, “likely”, “probably” ...

Ask: Anonymous source v. accountable one

Don't spread falsity yourself!

Look for what others are saying



# *Naïveté*: Test yourself three or more ways

1. Use the [BBC test](#), prefaced by:

**Some fake new stories are completely false, often intentionally so. Others fall into the category of being distorted or misleading but not totally false, usually with the aim of generating likes, shares and ad revenue. Which one of these stories fell into that category?**

2. Use J. Milne's test: [Fake or real?](#)

"WikiLeaks CONFIRMS Hillary Sold Weapons to ISIS." (*Fake*).

Christian News: "BREAKING: Hillary files for divorce in NY court." (*Fake*)

3. Use [Stanford University](#)'s study, findings, and related exercises

# From *naïveté* to *réalité* via *critical thought*

Example lessons/practices, from [Stanford](#):

- 1) *News on Twitter*: Students consider tweets and determine which is the most trustworthy.
- 2) *Article Analysis*: Students read a sponsored post and explain why it might not be reliable.
- 3) *Comment Section*: Students examine a post from a newspaper comment section and explain whether they would use it in a research report.

- 1) *Article Evaluation*: In an open web search, students decide if a website can be trusted.
- 2) *Research a Claim*: Students search online to verify a claim about a controversial topic.
- 3) *Website Reliability*: Students determine whether a partisan site is trustworthy.
- 4) *Social Media Video*: Students watch an online video and identify its strengths and weaknesses.
- 5) ***Claims on Social Media*: Students read a tweet and explain why it might or might not be a useful source of information.**



# Are you naïve? Is this “real”? Image example

Not much more to say, this is what happens when flowers get nuclear birth defects



<http://yournewswire.com/mutant-flowers-spotted-at-fukushima-nuclear-disaster-site/>



# Conclusions/recommendations

Fake news is really out there!

Critical thinking can combat it

Abundant credible resources can help

It's not a mystery, and it can be fun, to find the fake

Make it real!





# #tcc22nd



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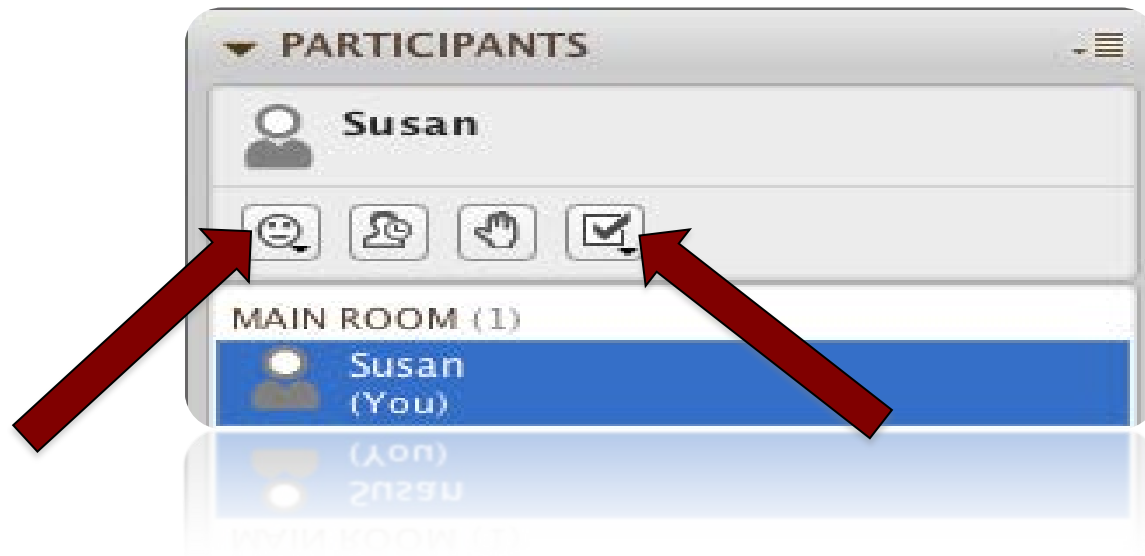
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Private messages can be viewed by Moderators, just so you know.

Type your message here and press Enter to send.

# Polls, smiles and handraising





# You have a voice!

Audio Setup Wizard



Click on the Talk button. We won't be using Video.