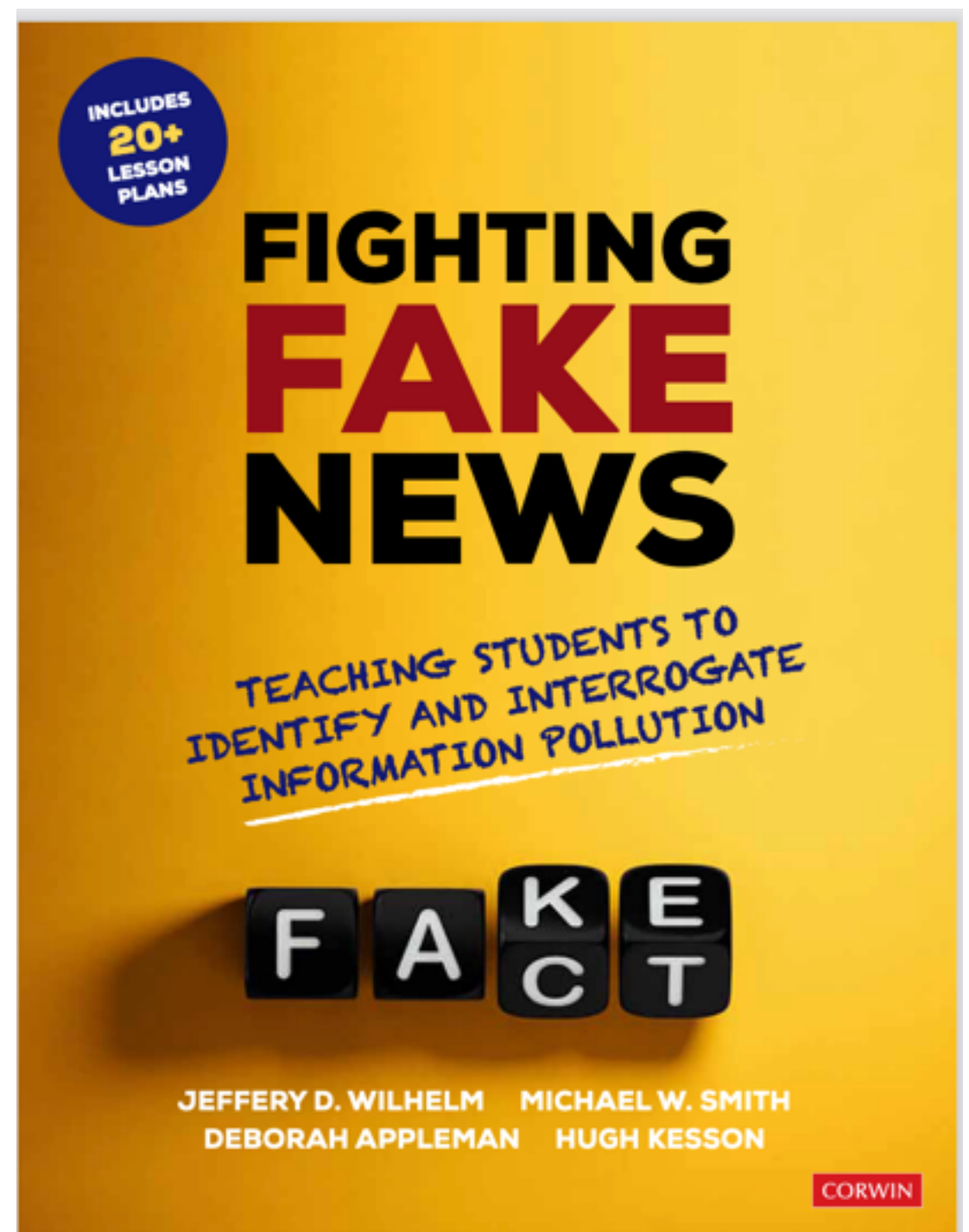


# We are All Screenagers: Our Susceptibility to Information Pollution and What We Can Do About It

Jeffrey D. Wilhelm  
Boise State University  
@ReadDRjwilhelm



# Essential Question:

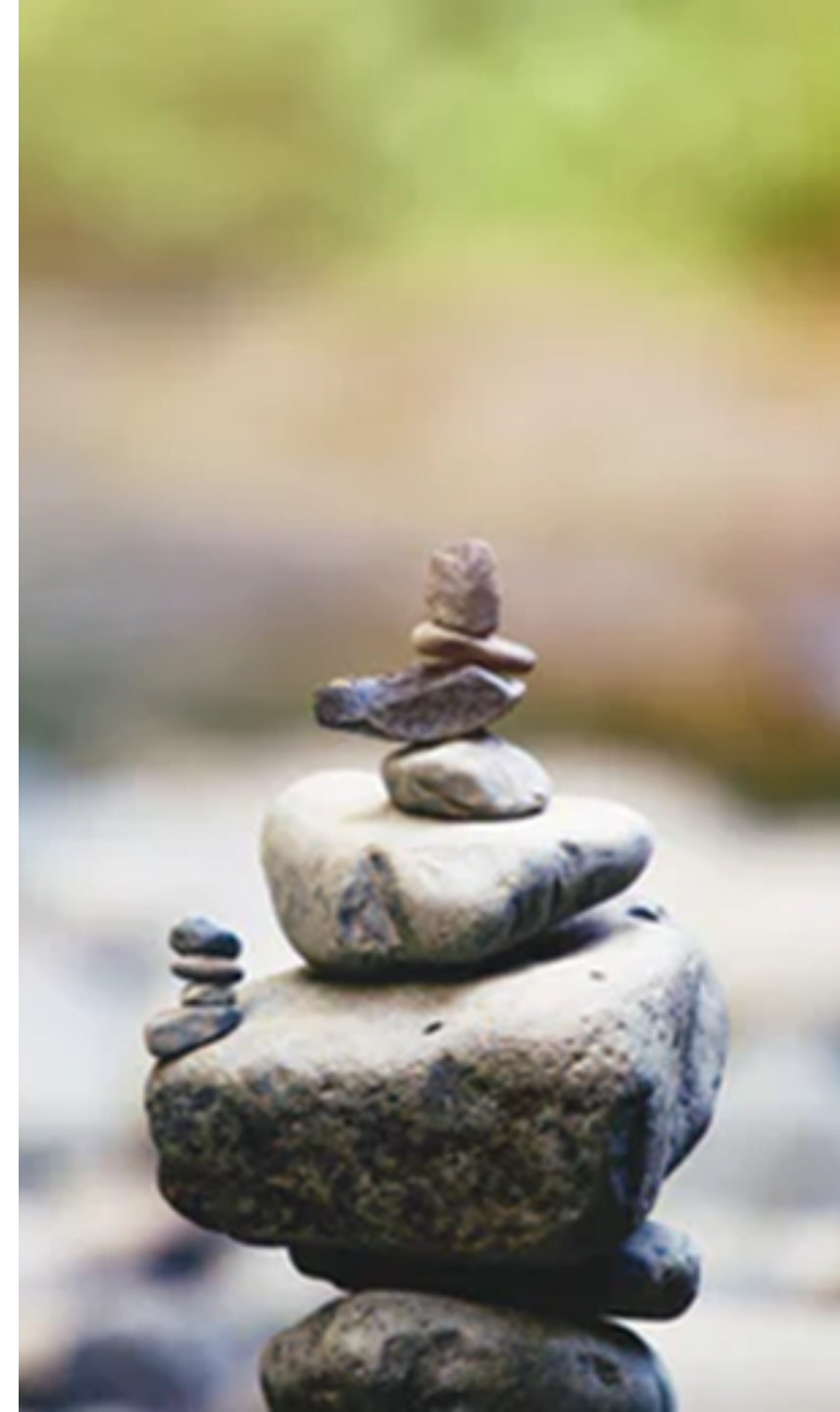
How are kids (and the rest of us) **susceptible to and affected by** information pollution, especially on social media – and what can we do about it?



# Learning Targets for today:

## Participants will...

1. Understand why all of us are so susceptible to information pollution
2. Understand how information pollution and social media use in general affects mental health
3. Develop ideas about how to be aware of and control for the cognitive biases that make us most susceptible to information pollution.



An important starting point:  
**Know your own mind  
or be manipulated!**

When I was growing up in rural  
Ohio there was a county highway  
near my home with a series of  
Burma Shave signs

**Don't lose**

**Your head**

**To gain a minute**

**You need your head**

**Your brains are in it**



# Misinformation Wars: We all know it's a problem. The Case of Lucrative Lying vs. The Court of Law



## *Worries Grow That TikTok Is New Home for Manipulated Video and Photos*

Misleading edits, fake news stories and deepfake images of politicians are starting to warp reality on the popular video platform.



# We need to fight fake news! (From the News Literacy Project)

- Americans [share widespread concerns](#) about the spread of misinformation, with 91% of adults saying it's a problem, according to a [new poll](#). Across the political spectrum, Democrats (80%) and Republicans (70%) also agree that misinformation increases political extremism.
- **Resources:**
  - [“Misinformation”](#) (NLP's Checkology® virtual classroom).
  - Infographic: [“Is it legit? Five steps for vetting a news source”](#) (NLP's Resource Library).
  - [“Fact-check it!”](#) (NLP's Resource Library).

# What is at stake?

“If people don’t have the facts,  
democracy doesn’t work.”

-Federal Judge Amy Berman  
Jackson

“When we give up trying to  
establish and verify facts,  
tyranny will certainly follow.”

-Historian Timothy Snyder





# Studies on youth and SMU

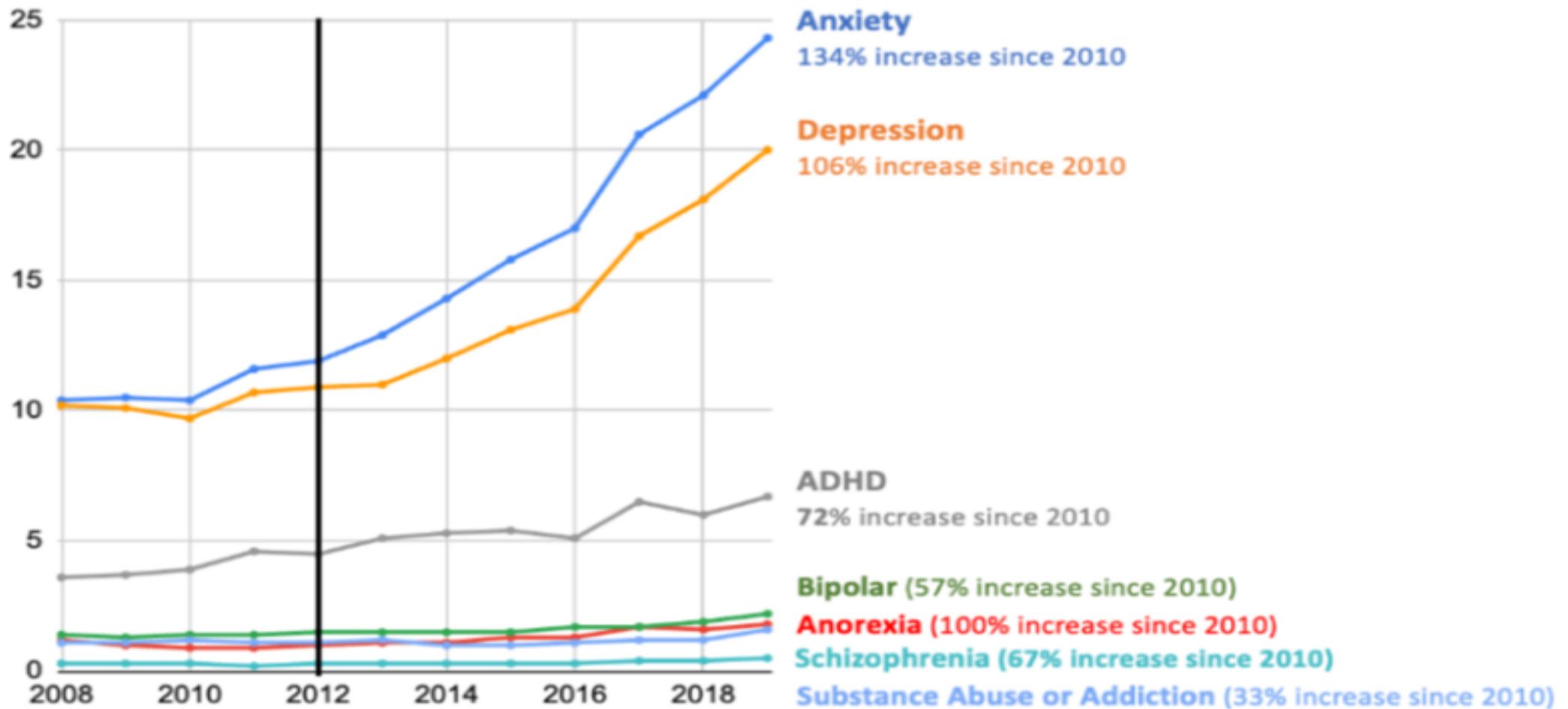
*2023 CDC Youth Risk Behavior Study: 60% of HS girls suffer persistent sadness and hopelessness; nearly 25% have made suicide plans; girls more at risk than boys; teens with a liberal point of view are more at risk (Politics of Depression, 2023) The less kids trusted the news, the more anxious they were (Cornell, 2023)*

Covid had a minimal effect



# Another part of the problem: Teen Mental Health

## % of U.S. Undergraduates Diagnosed with a Mental Illness



SOURCE: American College Health Association  
(ACHA-NCHA II)

# What's the primary cause of the problem? SMU and info pollution

- Jonathan Haidt, *Kids in Space*; Jean Twenge *iGen*
- *55 studies vs. 11 find a significant correlation between SMU and anxiety, depression and poor mental health*
- 2012 mental health starts going south
- 2012 Facebook buys Instagram
- 2012 selfie enters common parlance
- From 2009-14: just over 50% of 8<sup>th</sup> graders report nearly daily SMU to over 80%

## More on teenage mental health



Opinion | Ross Douthat  
**American Teens Are Really Miserable. Why?**  
Feb. 18, 2023



Opinion | Jamieson Webster  
**Teenagers Are Telling Us That Something Is Wrong With America**  
Oct. 11, 2022



Opinion  
**Can You Punish a Child's Mental Health Problems Away?**

# Social Media (SMU) as a source of information pollution, designed to propagate info pollution

- Neil Postman's *Amusing Ourselves to Death* (1985): we have begun a “vast descent into triviality” and “we will lose the distinction that informs all others - of fact versus fiction.”
- Sherry Turkle's *Second Self* (1984): online environments allow us to create alternate selves and “alternate fact-based” realities



# Social Media (SMU) as a source of information pollution, designed to propagagate info pollution

- Megan Garber in the March 2023 issue of *The Atlantic*: “Instagram users . . . post their own touched up, filtered story for others to consume . . . Even the less photogenic Twitter invites users to enter an alternate realm.”
- Basically: Online, everyone is lying, or at least mis-representing and manipulating - it's information pollution, people!



What's the way forward?

“A fact-based worldview is more useful for navigating life, just like an accurate GPS is more useful for finding your way in the city.”

- Hans Rosling,  
*Factfulness*, p. 255

But HOW?



“Today, are you going to get better or are you going to get worse?”

– Coach “One Arm” Willie Stewart

We CAN get better, and we CAN help young people get better at critical reading and controlling for fake news; we can help them have a more accurate world view and achieve better mental health *but only if we pay mindful attention over time . . .*



# SUCCESS



**WHAT PEOPLE THINK  
IT LOOKS LIKE**

# SUCCESS



**WHAT IT REALLY  
LOOKS LIKE**



# A problem of current approaches . . .

Not fully recognizing:

- How the reader is implicated in acceptance of fake news
- How much else we as teachers already have to do



# More of the problem

How many deeply ingrained instructional and assessment practices conflict with preparing students to identify and interrogate information pollution

And

How it might feel unsafe to directly address information pollution in such politically charged times



**Politico headline: Why the Culture Wars in Schools Are Worse Than Ever Before**

# Types of Information Pollution: Naming and Knowing

## Reader Errors

- Motivated misunderstanding
- Fake skepticism
- Reader misunderstands due to lack of knowledge (e.g., insufficient background or insufficient reading strategies or genre knowledge; a satire, parody, irony misconstrued)
- Cognitive bias misleads us

<please equalize spacing between edge of boxes and bullets across all three boxes> x 3

## Misinformation

- Inaccurate, misleading, incorrect, false information that is accepted, disseminated, or forwarded regardless of intent to deceive (e.g., many ads, testimonials, infotainment, soft news)

## Deliberatively Manipulative Content and Action

- Malinformation: genuine ~~info~~ with intent to cause harm (e.g., false connections, misleading context, misleading framing, false context)
- Exaggeration, commentary/opinion masquerading as news, manipulative/poor reasoning from data, imposter content, manipulated content, fabricated content, disinformation, propaganda

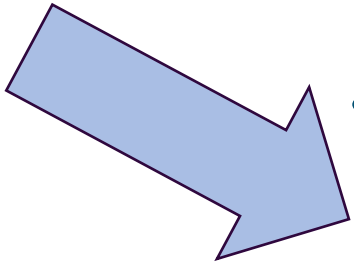
Factful Information,  
Credible/Authoritative,  
No Desire to Deceive

Entirely Made Up,  
Manipulative,  
Consciously Designed,  
and Used to Deceive

# News literacy in practice

The News Literacy Project uses five primary standards to define the core competencies students need to be news-literate.

- **Standard 1:** Students distinguish news from other types of information and can recognize both traditional and nontraditional ads.
- **Standard 2:** Students acknowledge the importance of the First Amendment in American democracy and a free press to an informed public.
- **Standard 3:** Students understand the standards of quality journalism and can use them to identify credible information and sources.
- **Standard 4:** Students demonstrate increased critical habits of mind, including effective verification skills and the ability to detect misinformation and faulty evidence.
- **Standard 5:** Students express a sense of responsibility for the information they share and feel more empowered to be civically engaged.



# We need News Literacy, including ways to identify and control for information pollution

S5: Students express a sense of responsibility for believing, producing, confirming, justifying and sharing credible information.

...and use these skills to participate effectively in various communities and democratic life.

Develop notions of community-building. Be responsible with information in age-appropriate ways, such as avoiding repeating things that aren't true, helpful, necessary or kind. Exercise caution in what is repeated/shared because of its effect on others.

Be active, critical consumers and sharers of information. Reinforce what makes a good community and consider what goes into building a reputation in relation to information sharing. Begin to explore the information environment and solutions to information pollution.

Seek out quality information. Don't share information you know is untrue, that will hurt people.

- Your information reputation is your credibility. Don't be an Information pollutor. Start to think about solutions for cleaning it up.

Express what it means to be responsible in the digital age. Exercise "click restraint" but don't share, or share with context. Use news literacy skills to justify positions and see the value of others' positions. Recognize the value of engaging with well-reasoned opinions based on sound evidence, including those with whom you disagree. Look across data sources and base decisions on a pattern of credible evidence.

Actively put together a healthy media diet composed of multiple credible sources.


Demonstrate understanding of the pros and cons to citizen watchdogs/reporting. Identify ways to publish and amplify individual compositions. Demonstrate the ability to responsibly share information: Share, and provide alternative sources; and Share, with links to resistance sources.

Actively de-echo chamber oneself. Extend one's media diet to include multiple platforms.

Throughlines: Participants in any community or community of practice, and of a democracy, have a responsibility to seek, confirm and share credible information; to control for information pollution; to consider the good of others and the whole; being informed is a prerequisite to engaging in productive civic discourse.

## Choose One Prompt ...

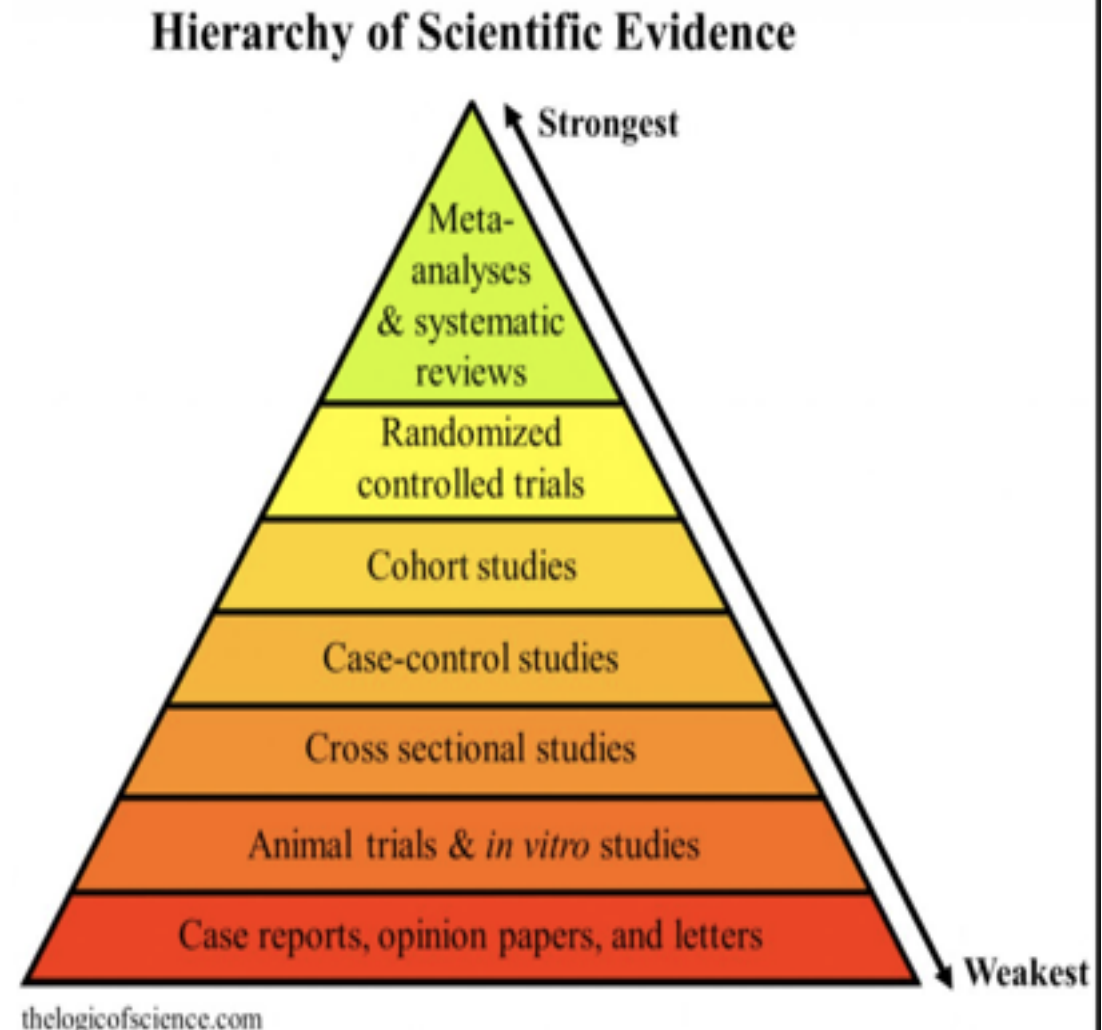
1. What was your biggest surprise from this section?
2. I used to think \_\_\_\_\_, but now I think \_\_\_\_\_.
3. How would you share a central TAKEAWAY or INSIGHT with others?
4. I am now committed to rethink \_\_\_\_\_  
(e.g. beliefs, actions, materials, methods, contexts...)



Type  
"takeaways"  
into chat box

# Challenges for citizens, teachers AND learners

- 1) Recognizing and controlling our own cognitive biases - and understanding that EVERYONE IS SUSCEPTIBLE to confirmation bias, availability bias, over-dramatization bias, binary bias, affiliation/identity biases, and much more
- 2) Misconstrual of how knowledge is constituted, what evidence needs to be, how it is constituted, and no practice with how to create and evaluate and use evidence



# SYSTEM 1

95%

Intuition & Instinct

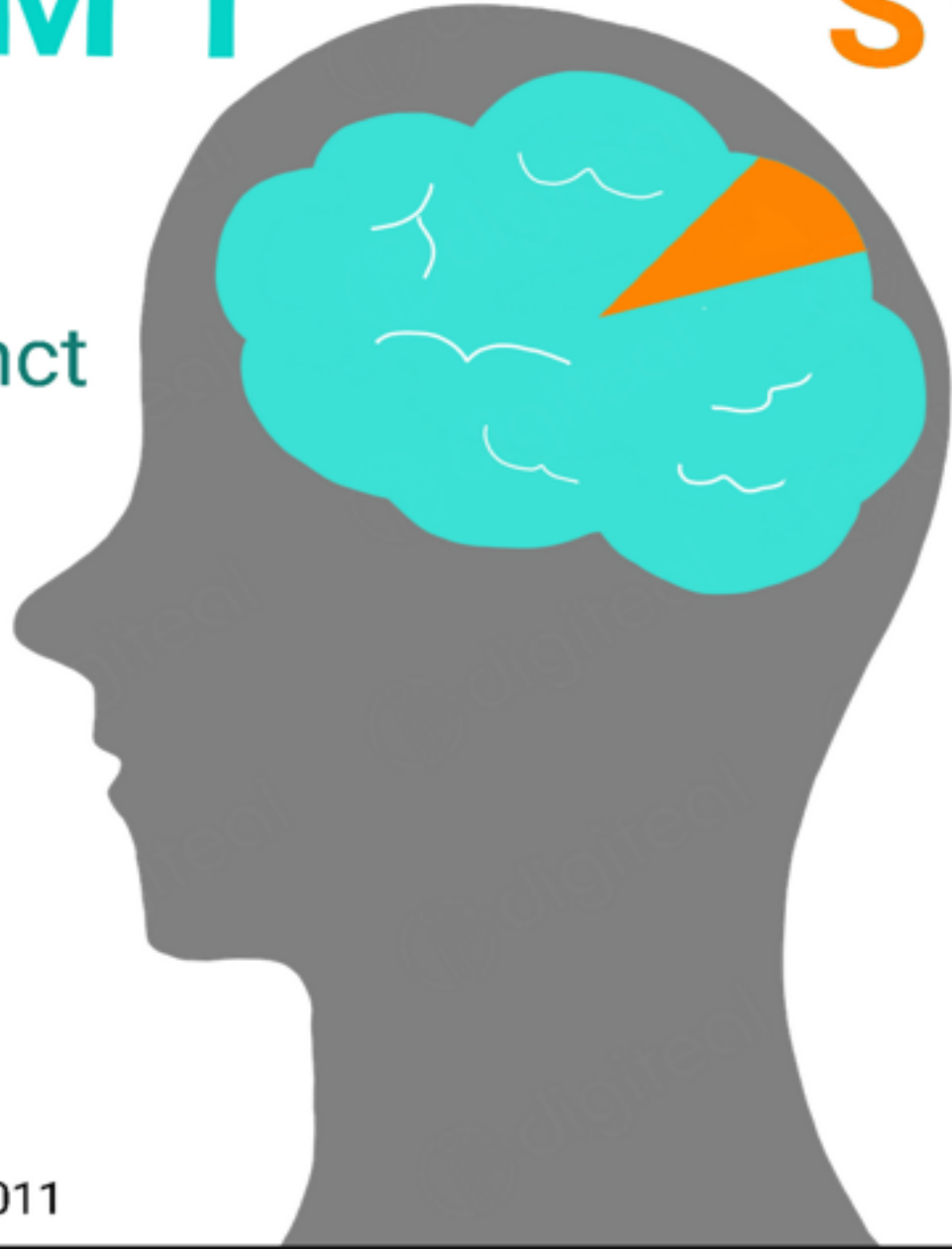
Fast

Automatic

Associative

Unconscious

Error prone



# SYSTEM 2

5%

Rational thinking

Slow

Effortful

Logical

Conscious

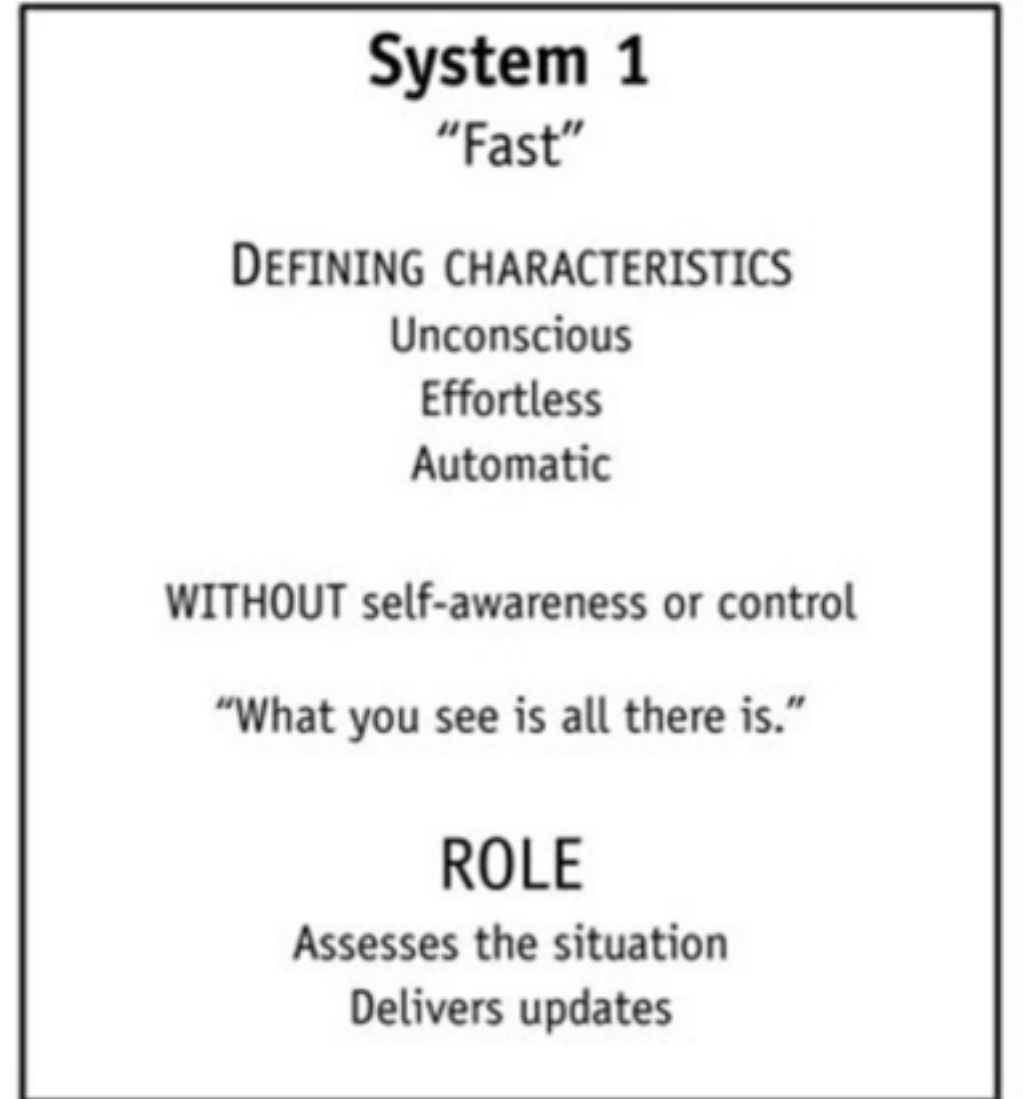
Reliable



# Why do we ALL believe and spread information pollution?

- cognitive and memory limitations, including deeply embedded cognitive biases
- pre-existing commitments, beliefs and identities
- directed motivations to defend or support our identity and group affiliations
- messages from other people, usually close to us and exercising influence on us, and the views of prominent influencers and political elites
- Anxiety + high-stakes information that matters to us

(Nyhan & Reifler, 2010)





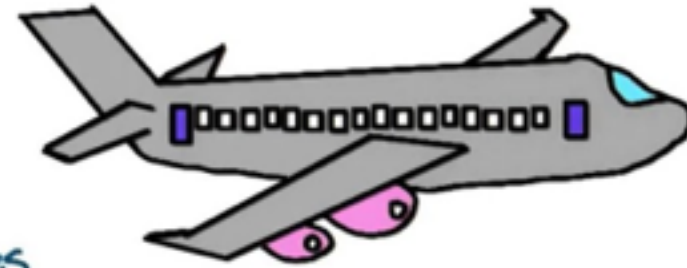
# The Power of Untruthful Information Pollution – and Repetition of it . . .

We are programmed to believe everything we see and hear . . . We have a primordial brain in a modern world . . .



# Availability bias activity

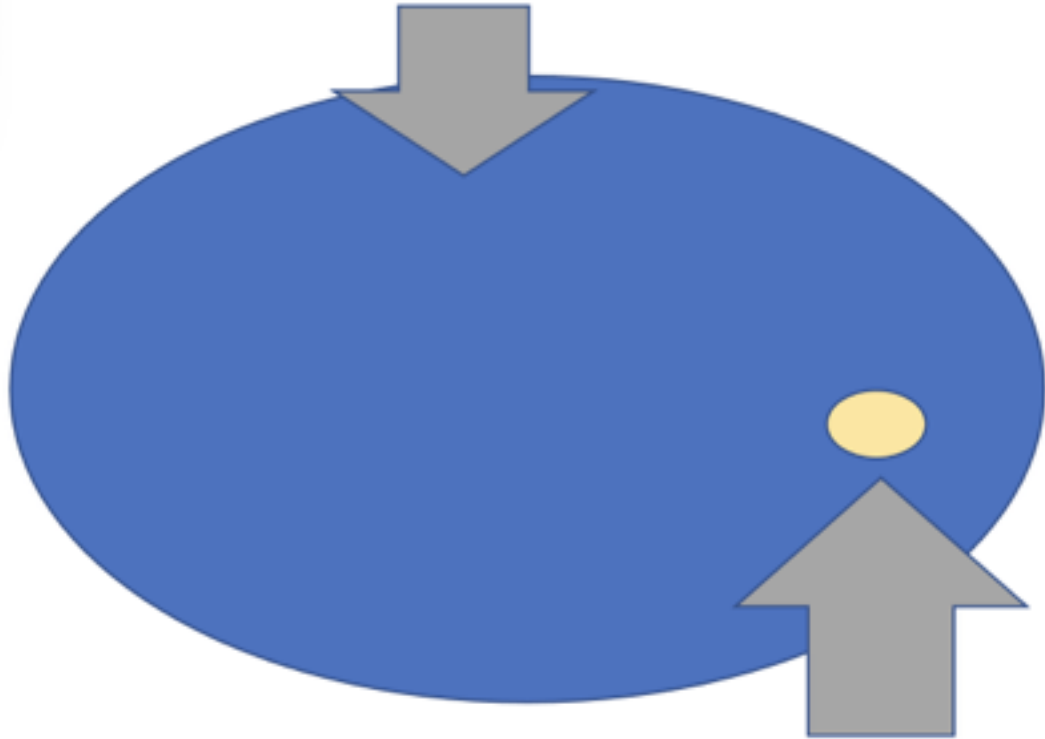
How many people die each  
year in commercial airplane crashes  
in the U.S.?



How many people die each year  
in automobile crashes each year in  
the U.S.?

# Learning about cognitive bias

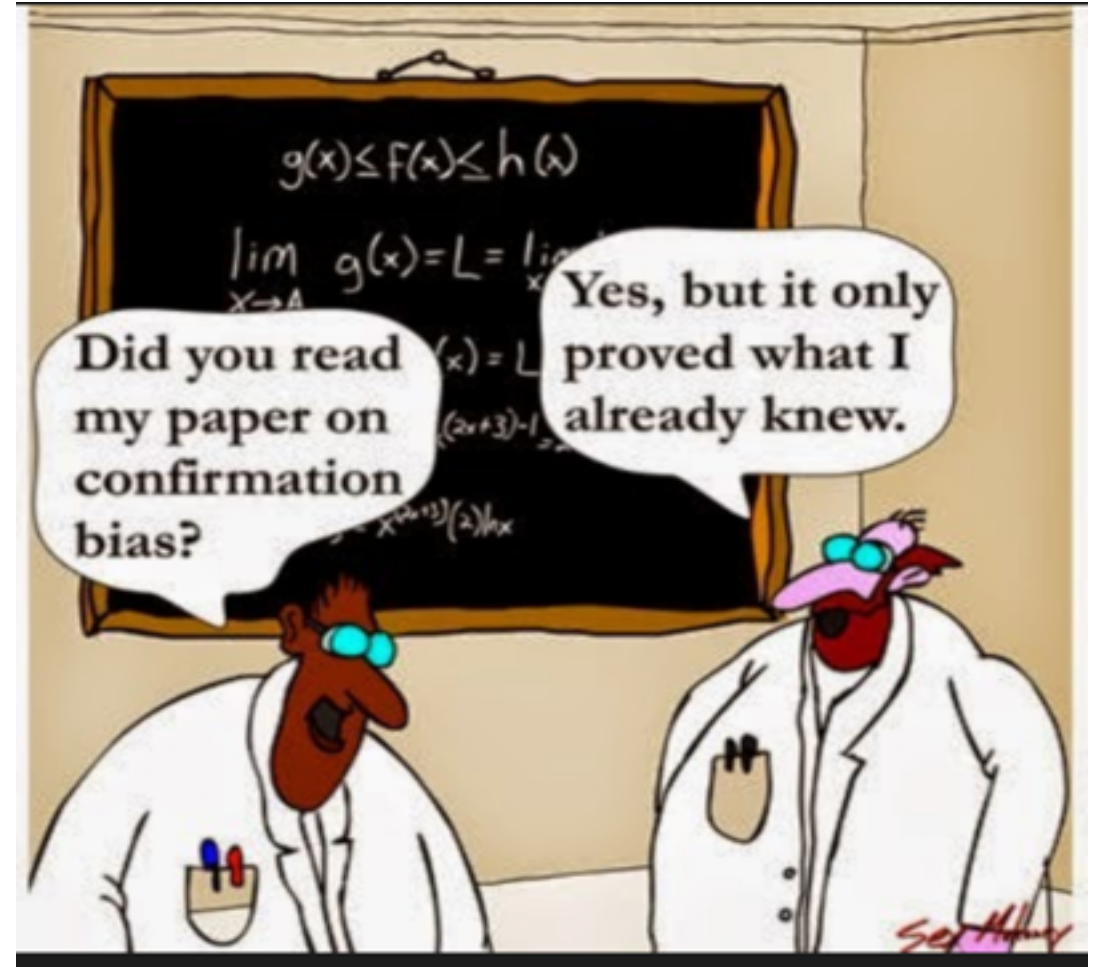
What's Available:



What We Use: Recent, Frequent, Personal



# Confirmation bias





**Adam Grant** ✓

@AdamMGrant

Confirmation bias is twisting the facts to fit your beliefs. Critical thinking is bending your beliefs to fit the facts.

Seeking the truth is not about validating the story in your head. It's about rigorously vetting and accepting the story that matches the reality in the world.

Confirmation Bias: Think of an example of confirmation bias you've experienced or observed

## Examples of Confirmation Bias



Not seeking out objective facts



Interpreting information to support your existing belief



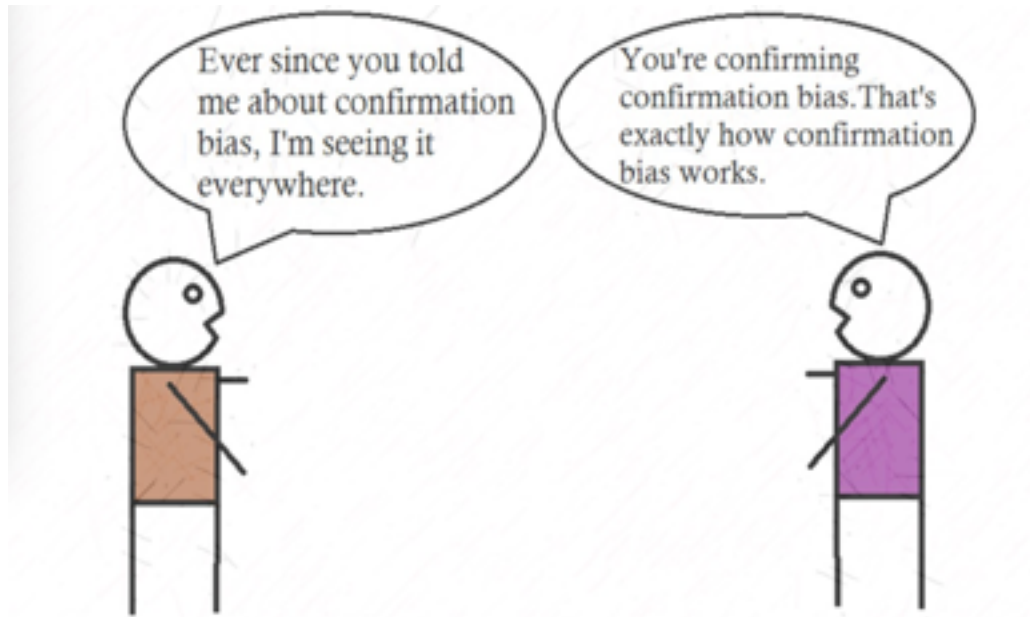
Only remembering details that uphold your belief



Ignoring information that challenges your belief



# Student generated images about bias



**Confirmation bias** is our tendency to favor information that already confirms our existing beliefs.

# Activity: True or false?

- Tigers eat people.
- Mosquitoes transmit the West Nile Virus.



# YES, but . . .

- Tigers eat people.
- Mosquitoes transmit the West Nile Virus.



# Overdramatization biases: The Gap Instinct/Binary Bias: Reality exists on a continuum, not on extremes.

- Tigers eat people.

It is the very rare and only a very weak tiger who might eat a human.  
(*Maneaters of Kumaon*, Corbett)

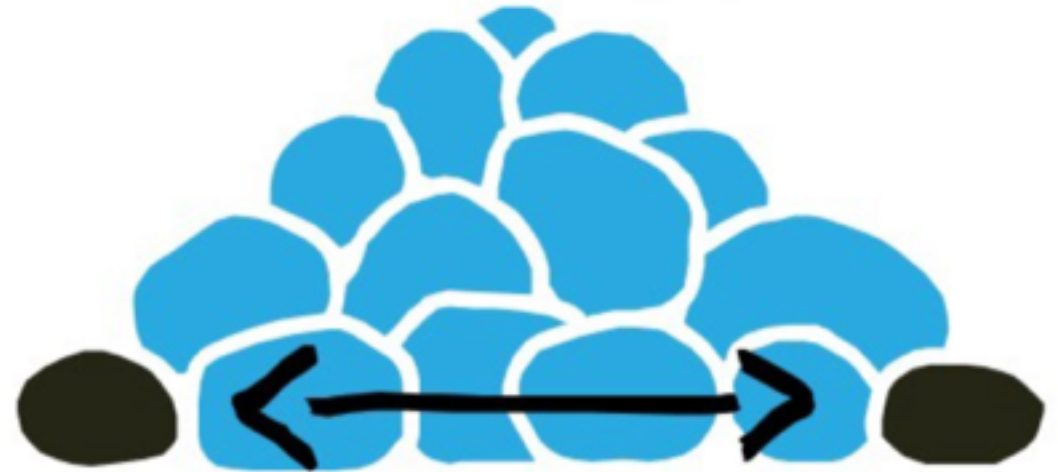
- Mosquitoes transmit the West Nile Virus.

Only 2-20% of mosquitoes are carriers in areas where there is West Nile. Only .0002% of people bitten by a carrier have the disease transmitted to them.

(NIH)

## 1. Locate the majority

Look at the gap!



What gap?

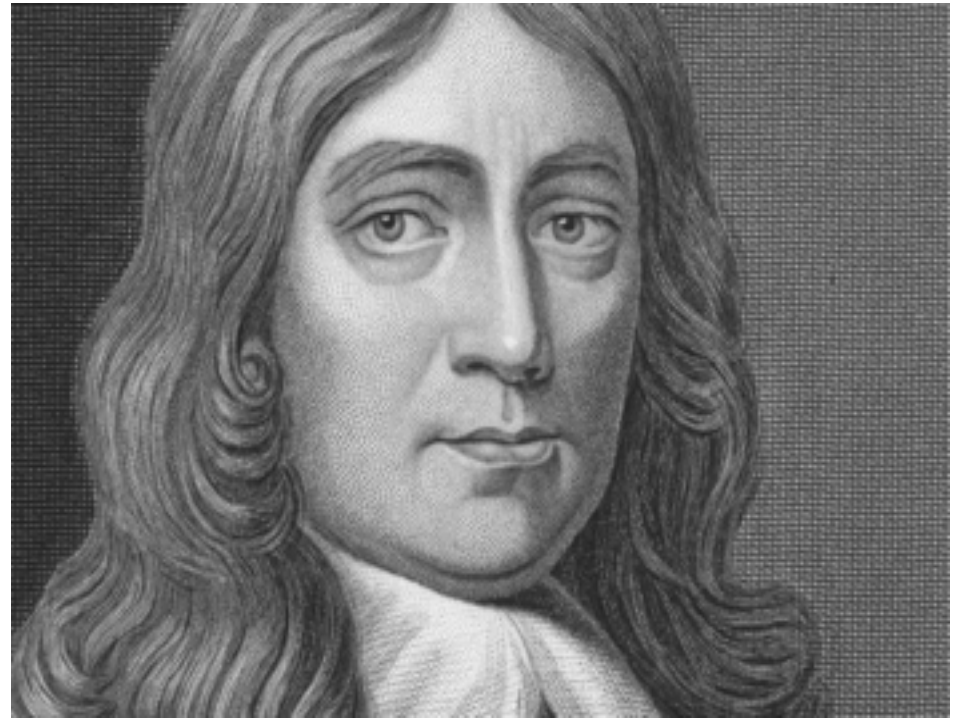
A Critical Context: Use Guided inquiry which looks at all perspectives and interrogates our own biased perspectives

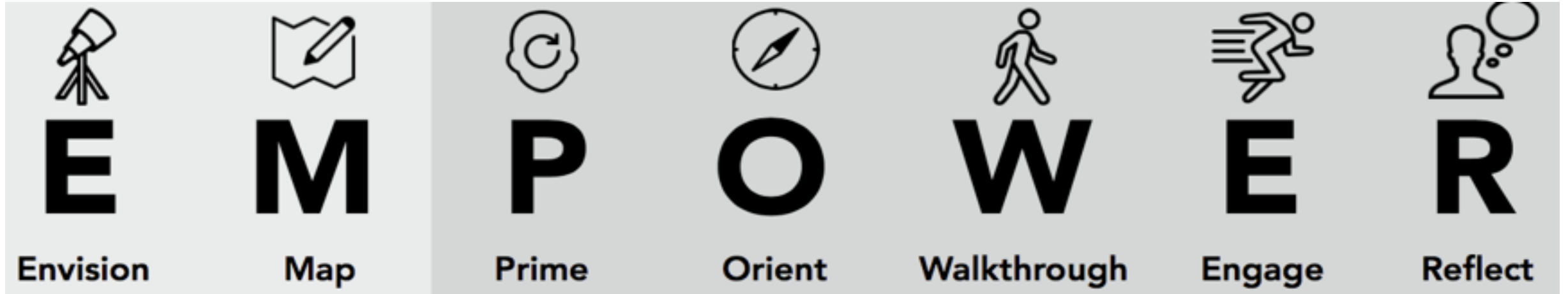
“When we must decide between believing the facts or belonging, belonging always wins.”



“Truth was never bested by a bad argument, unless all the arguments were not made.”

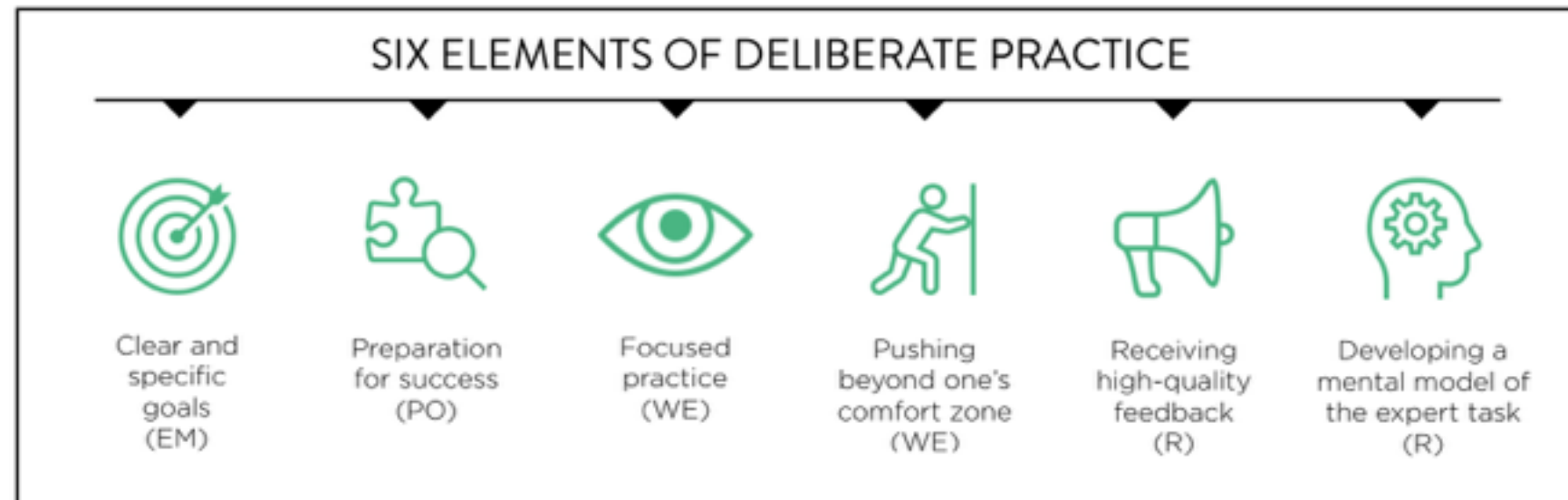
-John Milton





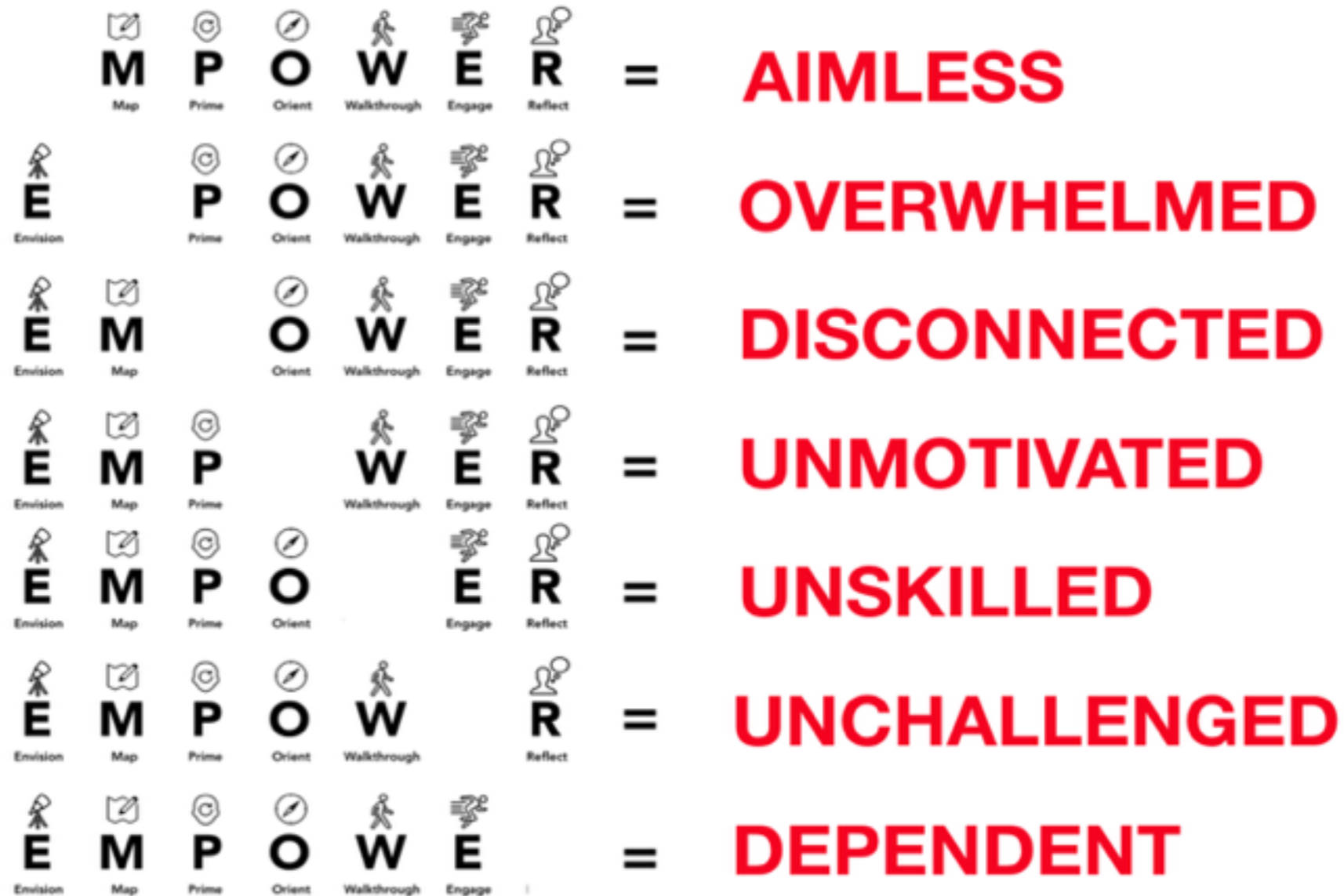
- Through guided inquiry addressing important or required topics and strategies
- Embed instruction in media/news literacy, evidence and reasoning, positioning and point of view, cognitive bias and control, rules of notice, critical lenses in such units

LOTS OF DELIBERATE PRACTICE!! TWO-FERS PEOPLE! MAKE THE CONNECTIONS!

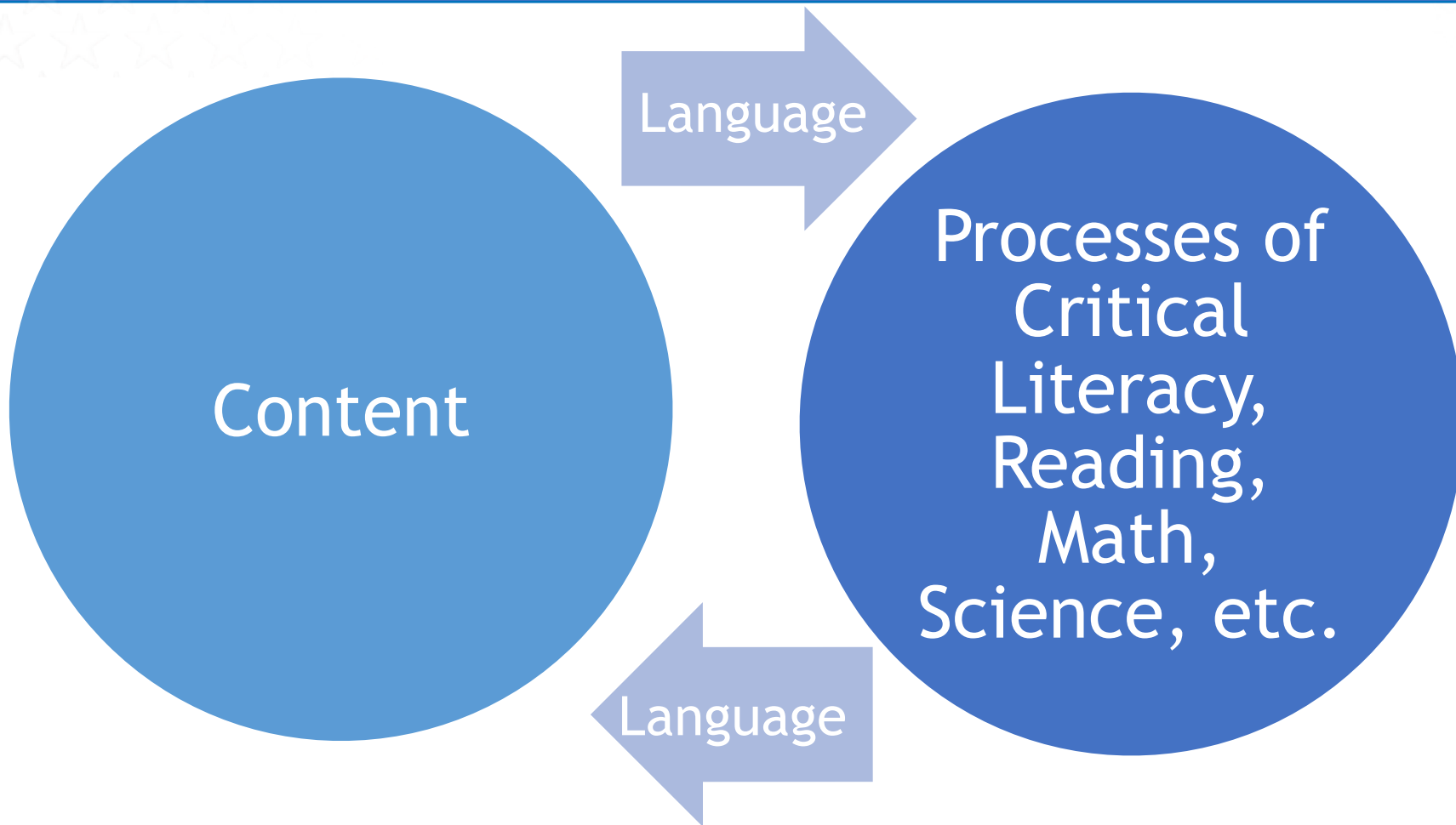


# EVERY STEP IS ESSENTIAL!

When an educator does not \_\_\_\_\_, then it usually causes learners to feel or be \_\_\_\_\_.



# Building Expertise Through Disciplinary Literacies in a context of use: situated, integrated cognition





# Ericsson on how to achieve expertise

1. **a mental model:** a highly conscious and articulated representation of a task and how to complete it
2. **deliberate practice:** mindful focused practice aligned with “correspondence concept”



# Practice makes Perfect . . .

## NOT!- Practice makes PERMANENT

So, you better be darn careful what you practice and how you practice . . .

We must deliberately practice in ways that lead us towards expertise, that use the mental models of experts, that move us down the **correspondence concept** continuum.

Consider this . . .

What is one thing you could do to help yourself and help young people recognize and control for availability, confirmation or overdramatization biases?

So What Can We DO? Ways to identify and Control for Information Pollution – that support mental health and more accurate worldview

The answer is instruction. All solutions to all problems require instruction and deliberate practice!

Including

1) instruction and practice to support *self-study* of our minds and biases

2) Instruction and practice to develop student's capacity for *identifying and interrogating* information pollution and developing thoughtful and defensible claims



Building Bridges: TEACH CRITICAL READING of both linear and digital texts

Q. But I already teach critical reading in the context of literature and other linear texts. Won't that suffice?

**A. HARD NO. Readers, texts, and contexts are all profoundly different in the digital domain**

# Teach the Differences of Linear vs. Digital Texts (and the roles of POV, positioning, narrator reliability in each)

Conventional Linear Texts - read in school

Meant to be understood as a single entity

Typically we know whose reliability we are to assess

Commercial dimension typically unimportant

Provides both mirrors AND windows into new ways of thinking, knowing, doing, experiencing

Within-text information sufficient to determine reliability

Digital Texts

Always meant to influence and often meant to deceive; sends the reader to related and often more extreme texts

The source of information is typically obscured

Commercial dimension is critical

Typically only mirrors what AI has found to be our pre-existing positions (confirmation/availability bias)

Determining reliability requires reading across texts through lateral reading and source evaluation

# RULES OF NOTICE: The Things that Authors Count on Readers' Doing to Determine what to Attend to

**Calls to attention**

**Attention grabbers**

Titles, Typeface and More

1.  
**Ruptures**

**Twists**

Departures from the Norm, Surprises

**Direct statements**  
**Statements and demands**

Explicitly Stated Generalization

**Reader response**

**The Vibe**

Loaded Language, Shocking Visuals

# Rules of Notice Alerting Us to Possible Info Pollution

## **CALLS TO ATTENTION/ATTENTION GRABBERS**

**Publication date is old**

- **Anonymous author**
- **Publication lacks expected elements (title, sources, etc.)**
- **The news source is partisan**
- **There's math involved (check it!)**
- **Inference leaps unjustified by evidence and acceptable reasoning**

## **RUPTURES/TWISTS**

**Too many ads**

- **The language is loaded, overly emotional, extreme, or inflammatory**
- **Too many BOLDS or EXCLAMATION POINTS!!!!!!!!!!**

**(Overdramatization bias)**

- **Includes Known errors: grammar, spelling, factual**

## **DIRECT STATEMENTS AND DEMANDS**

**The author uses absolutes and superlatives**

- **The message argues that it is NOT false**

## **READER RESPONSE/THE VIBE**

**You are deeply triggered or emotional in agreement or disagreement**

**(confirmation and availability bias is at play)**





PORTER  
IS **NOT A**  
**BULLY**



Left in an alley with broken legs and a smashed jaw.  
**Abused. Abandoned. Alone.**  
Porter loves his new family. And they love him.

WHAT DO YOU NOTICE? WE MUST  
NOTICE BEFORE WE CAN INTERPRET.

DIRECT STATEMENTS?  
RUPTURES?  
CALLS TO  
ATTENTION?  
READER RESPONSE?



How are you being positioned? And how do you feel about that?

PORTER IS **NOT A BULLY**



Left in an alley with broken legs and a smashed jaw.  
**Abused. Abandoned. Alone.**  
Porter loves his new family. And they love him.

The creator of this text expects an audience who will:



Want to identify themselves with it

Who needs to be won over the product and message

WHAT MAKES YOU SAY SO? SO WHAT?





- DIRECT STATEMENTS?
- RUPTURES?
- CALLS TO ATTENTION?
- READER RESPONSE?

The audience for this advertisement is expected to



Feel reassured about who they are

Feel insecure about who they are

Are you part of the audience? How are you being positioned? And how do you feel about that?

## RULES OF NOTICE:

The Things that Authors Count on Readers' Doing to Determine  
what to Attend to

### **Calls to Attention/Attention grabbers**

**1.  
Ruptures/Twists**

**Direct Statements/ Statements and Demands**

**Reader Response/ The Vibe**

# The COR (Civic Online Reasoning) Questions, Sam Wineburg and SHEG

Who is behind this information?  
(and how reliable and credible are they?)

What's the provided evidence?  
(and how strong and authoritative is it?)

What do other sources say? (is the position supported by lateral reading?)



### Step 1

Use the sequence of lessons provided by SHEG to introduce students to each of these COR questions.

1. Who is behind this information?
2. What's the evidence?
3. What do other sources say?

You can dig deeper into Question 1 by asking:

- Is the source(s) authoritative?

And into Questions 2 and 3 by asking:

- Is the evidence credible and safe?
- Is the evidence from an authoritative source?
- Is the evidence repeated across sources? (employ lateral reading!)
- Is the evidence relevant (i.e., on point for our current questions or inquiry)?

### Step 2

Model how to use the COR protocol with a text from the unit at hand: You do it *for* the students. Invite students to join in and help out: doing the work *with* you. After some run-throughs students should be able to use the protocol on their own, *by* themselves, or with a peer, and if not, you can do more work with them. (This is the *for-with-by protocol* for gradual release of responsibility.)

DELIBERATELY PRACTICE THE MENTAL MODELS!  
Elvis is the greatest singer of all time! (claim)

He has sold more records  
than any other performer!

His movies are still shown  
on TLC!

He had a unique  
combination of charisma  
and talent.

(assess the evidence)



# One big insight about arguments:

They have to build on a solid foundation of “safe” and “checkable” evidence:

You should retire to Boise:

It’s a great place to live

vs.

It’s high desert

## Semantic Scales: Analyzing Evidence

|   |                                     |
|---|-------------------------------------|
| <b>SAFETY OF EVIDENCE/ACCEPTABILITY AND VERIFIABILITY</b>   |                                     |
| Is Safe, can be agreed upon   | <u>Unsafe, illogical and Untrue</u> |
| <b>AUTHORITY OF SOURCE/s</b>  |                                     |
| Positive  | Negative                            |
| <b>REPLICABILITY OF EVIDENCE – established through lateral reading</b>                                  |                                     |
| Repeated/Replicable   | Not repeated/Not replicable         |
| <b>Relevance of Evidence – ON-POINTNESS for our topic, inquiry or my claim about a topic of inquiry</b> |                                     |
| Clearly Relates to Topic  | Does not relate to topic            |
| <b>Validity of Evidence – COLLECTION OF DATA IS SOUND</b>   |                                     |
| Sound collection of data  | suspect collection/methodology      |
| <b>Sufficiency of Evidence – patterns of evidence across credible <u>source</u></b>                     |                                     |



# One worry about and one benefit of text-based arguments:

Evidence isn't under dispute.

You must reason from the evidence.

2. Claim: I need to have an increase in my allowance.

**Audience:** Your parents or caregivers.

\_\_\_A. All the kids in my class get more allowance than I do.

\_\_\_B. The prices of the things I buy with my allowance have gone up quite a lot due to inflation.

\_\_\_C. As reported in *US News and World Report*, parenting experts agree that allowances in return for chores teaches a strong work ethic, financial literacy, fiscal responsibility, a sense of what it takes to run a household and a sense of familial belonging.

\_\_\_D. A recent poll of 2,505 teens showed that the average amount of allowance for 13-15 year-olds was over \$13 and I only get \$5.

\_\_\_E. According to Kaitlyn Laurie, a child and adult psychotherapist in Madison WI, if kids' allowances aren't enough, it gives kids "the impression things come too hard".

**I SAW IT ON THE INTERNET**



**IT MUST BE TRUE**

# THE CONSPIRACY CHART

DETACHED  
FROM REALITY



Credit to **ABBIE RICHARDS**

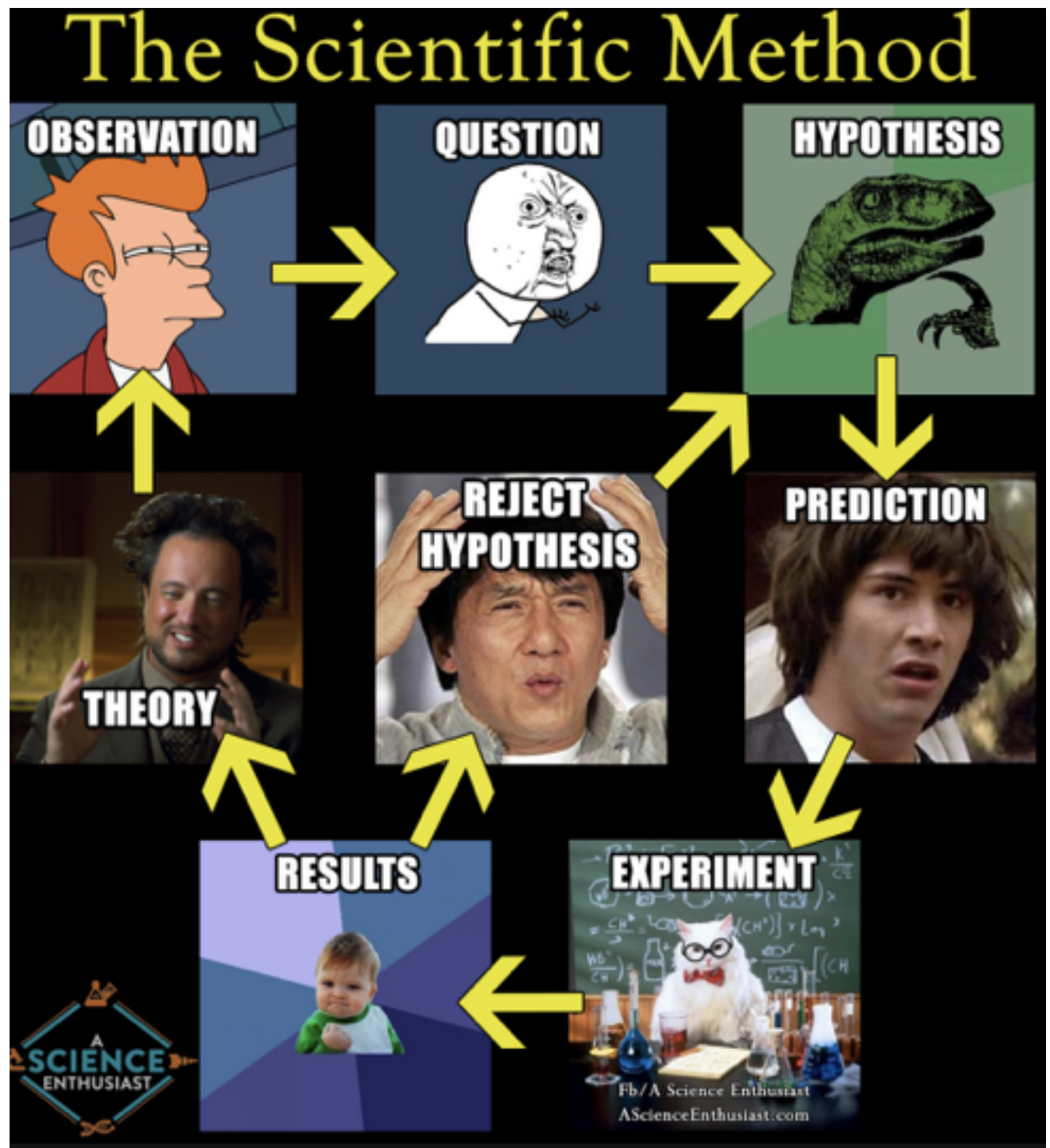
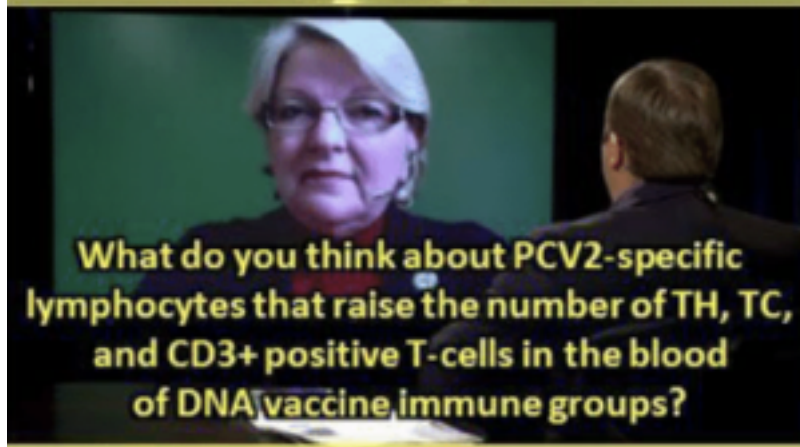
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[@abbiesr](#)

For licensing & creative questions: [tofology@gmail.com](mailto:tofology@gmail.com)

Design [@anti\\_conspiracy\\_memes](#)





Scan here to watch Dr. Kat lead you through this chart!

**META-ANALYSIS**  
Statistical method that combines the results of multiple scientific studies.  
**Example:** Connection between intelligence test scores and education.

**SYSTEMATIC REVIEW**  
Synthesis of all data summarized in a meta-analysis. Offers interpretation and context.  
**Example:** Cochrane systematic review on Ivermectin for COVID-19.

**RANDOMIZED TRIAL**  
The gold standard for testing health claims. (The top layer does not include experiments but summarizes them.) Researchers randomly assign participants to groups to make fair comparisons and test treatments in ways that minimize bias.  
**Example:** Pfizer COVID-19 vaccine trials.

**COHORT STUDY**  
Often a large, long-term study that looks at what causes diseases in different groups (cohorts). It is not randomized.  
**Example:** Framingham Heart Study

**CASE-CONTROL STUDY**  
A study that compares a group of individuals with a specific condition to a group of people without that condition to find out what may have caused it.  
**Example:** A study used to determine a link between smoking and lung cancer.  
**Don't forget!** Correlation does NOT equal causation.

**CROSS-SECTIONAL STUDY**  
A study that measures the health of a particular group of people at a particular point in time.  
**Example:** National Health and Nutrition Examination Survey.

**CASE-CONTROL STUDY**  
**CROSS-SECTIONAL STUDY**  
**CASE REPORT / CASE SERIES**

**CASE REPORT / CASE SERIES**  
A study on one person (report) or one group (series) of people with similar clinical characteristics. Because these studies don't make comparisons, they aren't as strong as the evidence in higher levels of the pyramid.  
**Example:** Interesting cases reported with no control group.

**EXPERT OPINION**  
An educated opinion presented without data. More prone to bias. Can be useful before we have reliable data on a topic. (That said, expert opinion should shift to be evidence-based!)  
**Example:** Nutrition opinion piece.

**EXPERT OPINION**  
**ANECDOTE**  
A person's story about a personal experience. It appeals to emotion and is notoriously unreliable.  
**Example:** Individual experiences shared through articles or on social media.

↑  
↓  
QUALITY OF EVIDENCE



This infographic was developed by the News Literacy Project and Dr. Katrine Wallace, an epidemiologist and assistant professor at the University of Illinois at Chicago. Follow Dr. Kat on TikTok @epidemiologistkat.  
newslit.org A future founded on facts

**TIP** Scientific evidence in the news  
News reports and opinion pieces about scientific topics might cite a mix of different kinds of evidence. Be sure to examine what type is being presented: Is it quoting an expert? Is it a "study"? What kind of study? Refer back to the pyramid to evaluate the quality of evidence included. (And don't forget to check the date! If the study or date of the news report is old, the data might have changed.)



All facts are not created equal- 5 questions for evaluating research and “research” based evidence

**Who is doing the study?** (authoritative source? Conflicts of interest?)

**Who are the participants?** (underrepresentation of women, elderly, BIPOC, different education levels?)

**What causes what?** (correlation is not causation)

**What instruments were used and are they biased or credible?**

(Republican pre-election survey: “Who do you trust more to protect America from foreign and domestic threats?” and offers choices of (a) President Trump or (b) a corrupt Democrat.”)

**Can I reason from a single story?** (only if done deliberately, and after considering the limits of implication, and if there might be different stories and perspectives that are being ignored - if you have exercised your sociological imagination)

# 5 Key Questions: Evaluating Research and evidence from “research

Question 1: Who’s doing the study?

SOURCE

Question 2: Who are the participants?

COLLECTION OF EVIDENCE/METHOD

Question 3: What causes what?

ANALYSIS OF EVIDENCE

Question 4: What instruments are used?

COLLECTION OF EVIDENCE

Question 5: Can I reason from a single story?  
THE LIMITS OF EVIDENCE







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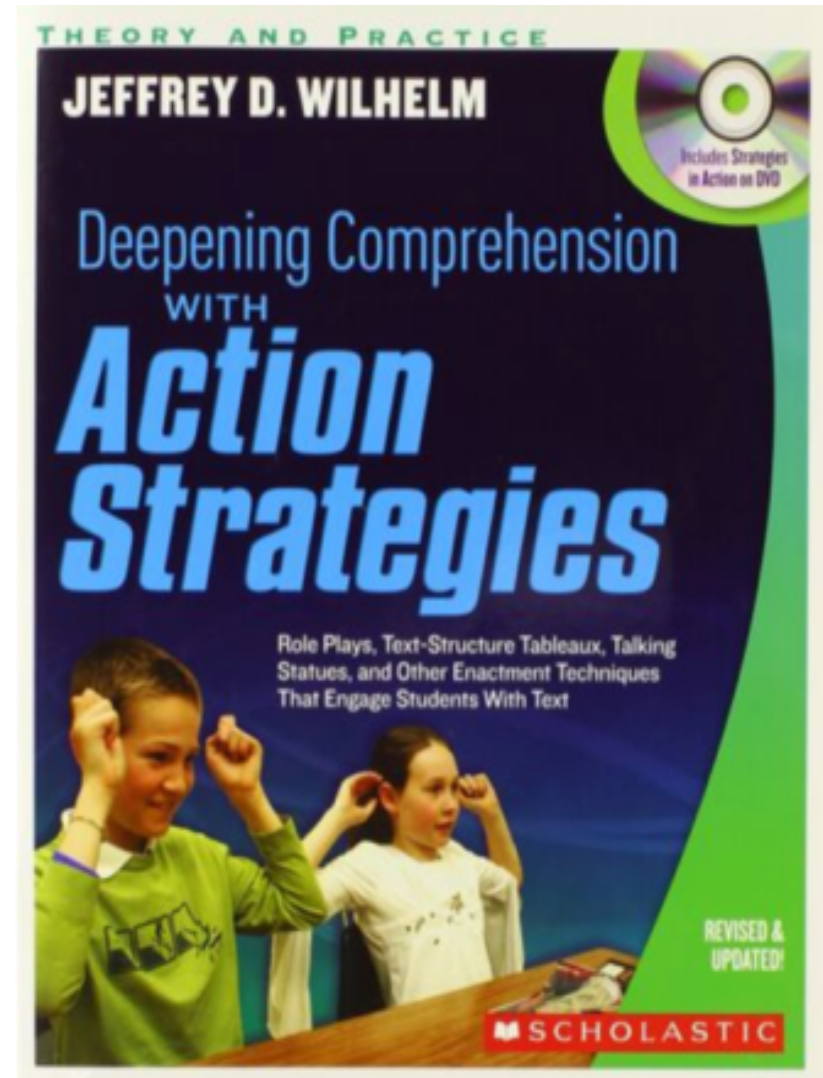


1



# Illeism to gain perspective and context

- Igor Grossman: Wise reasoning is made of reflective “metacognitive components” - including intellectual humility, acknowledgement of others’ viewpoints and the limitations of one’s own, categorical tentativeness, a search for compromise . . .
- By switching to the third person, our descriptions of a situation will start to sound as if we are talking about someone else rather than ourselves. This sense of detachment allows us to see the bigger picture, rather than getting caught up in our own feelings.



# What if? An exercise in social imagination

- You lived in the 19th Century?
- Were African American (or another race)?
- Had grown up in different, e.g. more impoverished circumstances?
- Had grown up without access to school?
- Had a loved one denied life-necessary medical care?

## The Sociological Imagination

The Sociological Imagination is stimulated by a willingness to **view the social world from the perspective of others.**

It involves moving away from thinking in terms of the individual and their problems, **focusing rather on the social circumstances that produce social problems.**

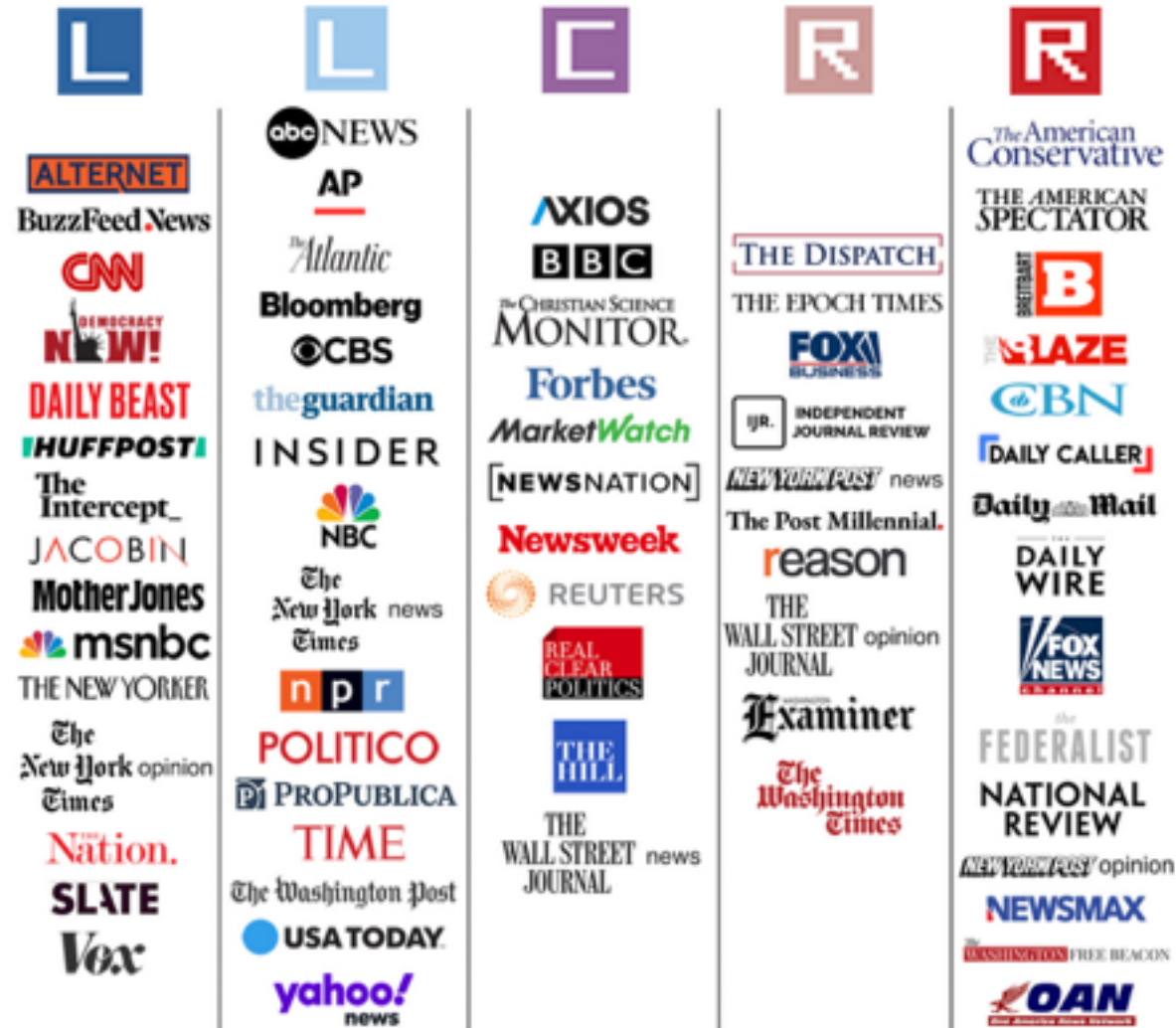


# Use ALLSIDES

Read across sources and across perspectives before deciding where to stand-put texts and perspectives in conversation with each other.

## AllSides™ Media Bias Chart™

Ratings based on online, U.S. political content only — not TV, print, or radio. Ratings do not reflect accuracy or credibility; they reflect perspective only.



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 L LEAN LEFT  
 C CENTER  
 R LEAN RIGHT  
 R RIGHT

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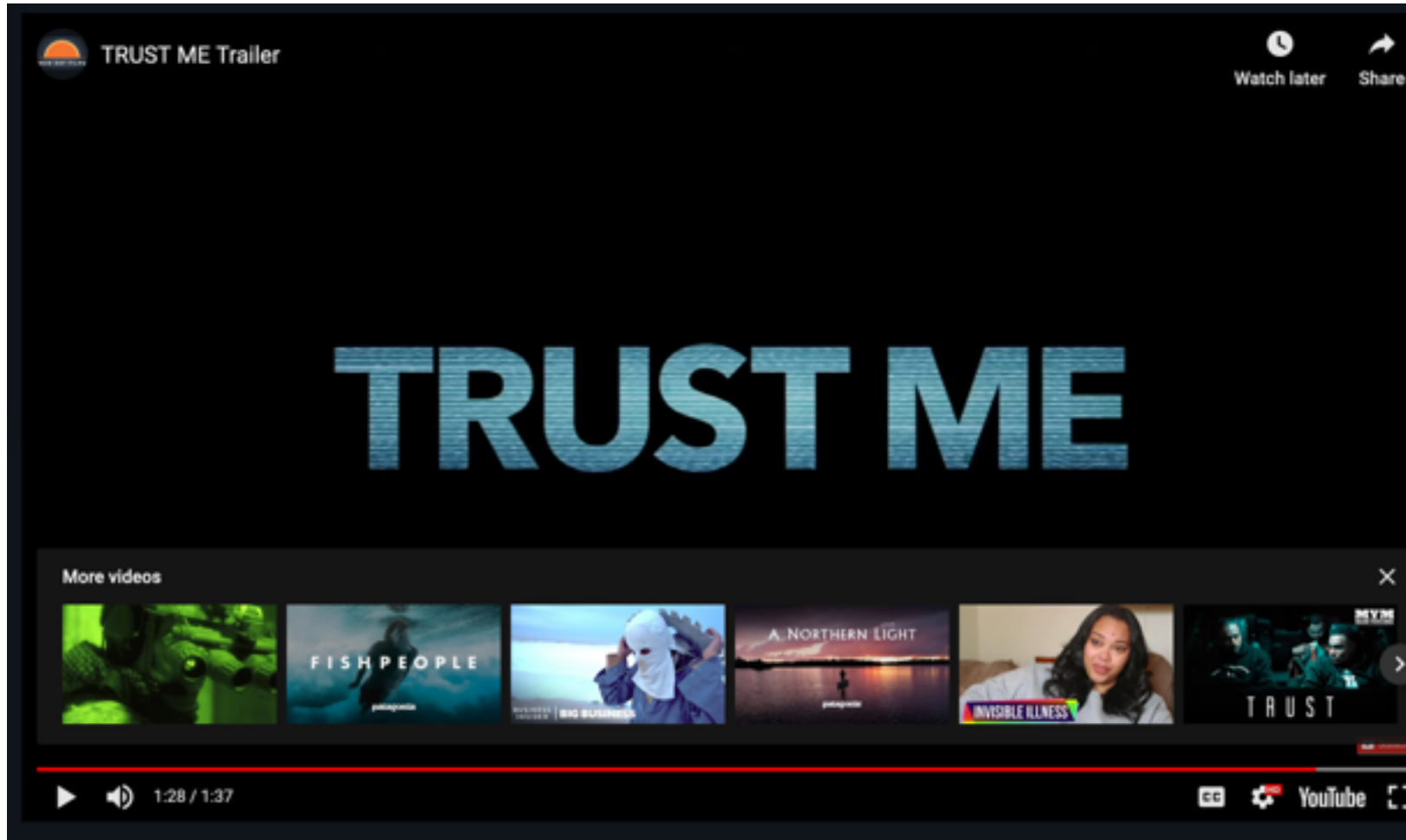
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Watch, create survey questions, and respond with points of agreement and disagreement to

- [\*The Social Dilemma\*](#)



Watch, create survey questions, and respond with points of agreement and disagreement to [TRUST ME](#)



# A MENTAL MODEL FOR CRITICAL READING FOCUSED ON INFORMATION POLLUTION

**METACOGNITION and the  
DELIBERATE PRACTICE OF CRITICAL  
READING:**

Be alert to rules of notice - use these rules to evaluate sources then to comprehend the text -use critical standards to evaluate evidence - then reason like an expert about patterns- consider other perspectives and counterclaims - the limits of application - test your thinking by reading laterally and engaging in dialogue



# Major Takeaways

Teach how to notice information pollution every day in all life circumstances, and every class at every grade level

Teach a user's manual for the mind and all its faults and how to control for these

Teach in the context of units and lessons you already teach - or in the context of life situations that come up

Teach through guided inquiry to teach the WHY and the HOW, and connect learners' lived experience to curricular content

Teach source and evidence evaluation - in all that we do . . .






## Choose One Prompt ...

1. One strategy I could use in a specific lesson or unit is \_\_\_\_\_.

2. A way that I could invite students to self-assess would be \_\_\_\_\_.

3. I am now committed to rethink or recommit to \_\_\_\_\_ (e.g. beliefs, actions, systems, materials ...) because \_\_\_\_\_.



Type  
"takeaways"  
into chat box



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# Questions

