In alphabetical order:
Georgina Cronin
Katie Hughes
Lucy Welch
Who is lying?
Fake news has a long history...
So why now?
Why is this so dangerous?
Fake News vs Propaganda
Propaganda

“a degenerate Roman was striving to subvert the liberties of the Roman people to subjugate Italy and the west under the rule of an oriental queen.”*

Rome – 44BC

*Quoted from: https://www.ft.com/content/aaf2bb08-dca2-11e6-86ac-f253db7791c6
What is propaganda?

Information, often inaccurate information, which a political organization publishes or broadcasts in order to influence people.’

(Collins English Dictionary)
Fake News
US – Elections 1828

“How do you spell Europe?”

“And, what about your wife…”

“... ‘lordly, purse-proud’ aristocrat ‘feeding at the public trough.’”*

*Quoted from: https://www.wsj.com/articles/political-mudslinging-1828-1456874832
What is **fake news**?

‘false, often sensational, information disseminated under the guise of news reporting.’

(Collins English Dictionary)
‘used to defend an illogical position, or a way to avoid using critical thinking skills when a news source does not match a personal or ideological bias’

(Urban Dictionary)
How do you approach **news**?

1. How interested are you in news?
   - Very
   - Somewhat
   - A little

2. Generally, do you trust information sources?
   - Yes
   - Somewhat
   - Not at all

3. How confident are you with your digital skills?
   - Very
   - Somewhat
   - Not at all
# How do you approach news?

<table>
<thead>
<tr>
<th>The Eager and Willing</th>
<th>The Confident</th>
<th>The Cautious and Curious</th>
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<tbody>
<tr>
<td>✓ High interest in news</td>
<td>✓ High interest in news</td>
<td>✓ High interest in news</td>
</tr>
<tr>
<td>✓ High levels of trust</td>
<td>✓ High levels of trust</td>
<td>✓ Low levels of trust</td>
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<tr>
<td>✓ Shaky digital skills</td>
<td>✓ Confident digital skills</td>
<td>✓ Want to improve digital skills</td>
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<tr>
<th>The Doubtful</th>
<th>The Wary</th>
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<tbody>
<tr>
<td>✓ Low interest in news – very busy</td>
<td>✓ Low interest in news</td>
</tr>
<tr>
<td>✓ Low levels of trust</td>
<td>✓ Low levels of trust – no tech</td>
</tr>
<tr>
<td>✓ No interest in digital skills</td>
<td>✓ No interest in digital skills</td>
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</tbody>
</table>
Navigating the world of news
What do you use to get your news?

• Social media – e.g. Twitter & Facebook
• Online media channels – e.g. YouTube channels
• Print media – physical newspapers and magazines
• Online media – newspaper websites and blogs
• Television – news channels, factual (e.g. Horizon), chat shows
But have you considered the biases?

• Having a preference towards a certain viewpoint, whether political, social or something else.

• This preference inevitably affects the way in which anyone consumes and interprets facts.

• We all do this.
The following tweets appeared on March 11, 2015.

A

B

C

D

Image: Stanford History Education Group
Examine the document below and answer the question that follows.

**PRESENTED BY BANK OF AMERICA**

Andrew Plepler  
Global Corporate Social Responsibility and Consumer Policy  
Executive, Bank of America ®

**Do Millennials Have Good Money Habits?**

This article argues that many millennials (people in their mid-20s to mid-30s) need help with financial planning. What is one reason you might **not** trust this article?
We need year-round schools
© 4:42 PM, Aug 31, 2012 | OPINIONS
Melissa Davis says students lose the gains they made in school during summer vacation and do much better with year-round schools.

Despite push, year-round schools get mixed grades
© 12:00 AM, Sep 04, 2012 | NEWS
As students head back to class across the United States, educators are weighing the benefits of a longer school year, which has been tried in several districts with mixed results.
SHERIFF AGAIN Shifts TIME Gunfire Started In Vegas Massacre
Las Vegas shooting: Worker's account raises fresh questions
Las Vegas shooting: Worker's account raises fresh questions
Davis draws up plans for no deal on Brexit talks
One in three Oxford colleges took no black A-level students in 2015

Oxbridge still failing black British pupils

Millions charged too much for mobiles

VIOLENT CRIME IS UP 19%

CLINIC ‘PAID ITS STAFF BONUSES FOR ABORTIONS’

PENNY: MY SEX ATTACK HELL

Cops slammed over make-up ‘gimmick’ to highlight slavery

THE BOYS IN BLUE NAIL VARNISH

Headlines from Friday 20th October
Headlines from Friday 20th October

**The Times**
Davis draws up plan for no-deal on Brexit talks

**Daily Telegraph**
Oxbridge still failing black British pupils

**The Guardian**
Millions charged too much for mobiles

**Metro**
Violent crime is up 19%

**Daily Mail**
Clinic paid its staff bonuses for abortions'

**The Sun**
Cops slammed over make-up 'gimmick' to highlight slavery

**Daily Mirror**
Penny: My sex attack hell

**Independent**
Smacking ban comes to Britain
What can you do?

• Report fake news on social media
• Don’t just rely on social media and search engines
• Use reverse image searches to verify facts
• Check older versions of the page/story/post
• Cross-reference everything
• Use tools
Tools to factcheck your news

**SciCheck** – focuses on misleading scientific claims, often being used for political gain

**WayBackMachine** – archives the Internet and old versions of pages

**Google Reverse Image search** – does what it says on the tin!

**FotoForensics** – upload images to see if they’ve been changed

**Snopes** – factchecking site that will tell you what’s fake or not

**Wikipedia** – rigorous original sources editing policy
Dylann Roof example
How do you challenge bias?
What kind of biases could you find yourself hoping to challenge?

- Bias in others (e.g. family members, friends, coworkers)
- Bias in reporting (news stories, blogs etc.)
- Bias in yourself
Whatever biases you may think you’re aware of, bear in mind it may not be as simple as all that…

• Most searches for information online comes via a filter.
• When certain criteria are present (e.g. being signed into Google, having web history switched on etc.), Google and many other websites (e.g. Yahoo News, Facebook, YouTube) personalise your search results.
• Age matters - younger users have been found to feel less negatively about search personalisation than older users.
• Show me what I want! Research has found that users online enjoy their experience more with a personalised experience…. 
Is personalisation such a bad thing?

• **Location** – Google tries to show you results that are geographically more relevant for you. Not so bad sounding!

• **Confirmation bias** - “the propensity to collect proof that verifies pre-existing anticipations, generally by stressing or going after proof that upholds such and at the same time, throwing out or declining to look for proof that contrasts such.” [Source: https://psychologydictionary.org/confirmation-bias/]

• Search personalisation enables **confirmation bias**, often without the searcher’s knowledge.

• **One of these isn’t like the other!** Equating non-traditional news sources with mainstream news sources.
Here are two searches by the same person on two different machines – a personal laptop vs a University desktop computer.
How do you escape the bubble when it’s being created by the very technology you’re using to try to escape it in the first place?!

- Log out of Google accounts before searching – all of them!
- Turn off search history personalisation
- Find a browser extension/add-on that disables ads or tracking
- Turn off your Google Web History
- Use private browsing (e.g. Chrome’s incognito mode) – but this only goes so far!
- Opt out of Google’s ad settings
- Try a search engine that doesn’t track or filter – e.g. DuckDuckGo
When it comes to challenging people – online and in person – it’s more of a minefield

Active Listening Activity:
Pair people up
One person is the speaker. One person is the listener.
Speaker has a topic.
Listener has an instruction.
1 minute.
Ineffective  |  Effective

**Non-Verbal Behavior**

Listener looks bored, uninterested, or judgmental; avoids eye contact; displays distracting mannerisms (doodles, plays with a paper clip, etc.)  
Listener maintains positive posture; avoids distracting mannerisms; keeps attention focused on speaker; maintains eye contact; nods and smiles when appropriate

**Focus of Attention**

Listener shifts focus of attention to himself: "When something like that happened to me, I . . ."  
Listener keeps focus of her comments on the speaker: "When that happened what did you do?"

**Acceptance**

Listener fails to accept speaker's ideas and feelings: "I think it would have been better to . . ."  
Listener accepts ideas and feelings: "That's an interesting idea; can you say more about it?"

**Empathy**

Listener fails to empathize: "I don't see why you felt that . . ."  
Listener empathizes: "So when that happened, you felt angry."

**Probing**

Listener fails to probe into an area, to follow up on an idea or feeling  
Listener probes in a helpful way (but does not cross examine): "Could you tell me more about that? Why did you feel that way?" Listener follows up: "A few minutes ago you said that . . ."

**Paraphrasing**

Listener fails to check the accuracy of communication by restating in his own words important statements made by the speaker  
Listener paraphrases to guarantee that she has understood correctly and to assure speaker that this is so

**Summarizing**

Listener fails to summarize  
Listener summarizes the progress of the conversation from time to time

**Advice**

Listener narrows the range of alternatives by suggesting one "correct" course of action  
Listener broadens the range of ideas by suggesting (or asking the speaker for) a number of alternatives
How to talk about politics constructively

1. Don’t try to educate anyone.
2. Don’t pre-judge.
3. Show respect.
4. Stick it out.