



มหาวิทยาลัยมหิดล
มิ่งขวัญแห่งแผ่นดิน

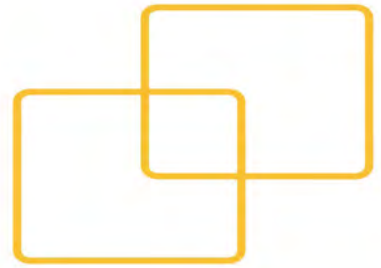
Evaluating Credibility of Media

Dr. Parames Laosinchai

April 30, 2024

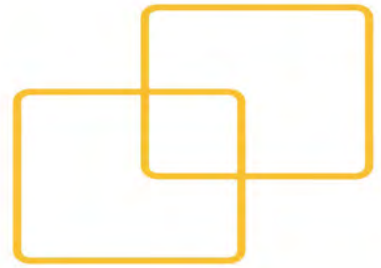


Outline



- Why it is important to teach this?
- Activity 1: Dihydrogen Monoxide
- Checklist method
- Activity 2: Solution to the global food crisis
- Active learning approaches





Why it is important to teach how to evaluate credibility of media?





The obvious reasons

- Anyone can publish any information on the Web
- No filtering process
- Self-directed learning is now the way to go
- Students think that most information on the Web is the truth
- There are actually tons of high-quality resources on the Web
- The majority of them that our students need are in English



Thai-student-specific reason

- PISA 2018
 - Programme for International Student Assessment
 - Administered by the OECD every 3 years
 - Assess 3 competencies of 15 year olds across the world
 - **Reading**, mathematics, and science
 - World students' mean 487
 - Thai students' mean 393 (66/77)
 - About 60% do not meet UN's minimum reading competency for middle-school graduates

What can different levels of students do?

- Level 2 students begin to use their reading skills to acquire knowledge
- Those who do not attain Level 2 proficiency have difficulty when confronted with material unfamiliar to them
- Level 4 students can assess the reliability of a source based on salient criteria



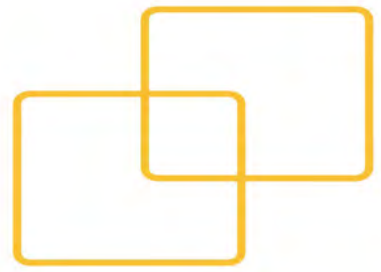
Activity 1: Dihydrogen Monoxide





Go to dhmo.org/environment.html

- Is the information on the Website credible?
- How do you know?



Checklist method of evaluating credibility of media





Common checklist

- Publisher
- Author
- Purpose
- Date
- Professionalism
- Originality
- References



Publisher and author

- Who or which institution publishes the resource?
- Can you find the information about the publisher?
- How reputable is the publisher?
- Is the resource always available?
- Is the information about the author provided?
- Can you verify this information or find further information?
- Is the author an expert in the field?



Purpose and date

- What is the purpose of the author?
- Who is it intended for?
- Can there be any potential bias?
- Are facts and opinions clearly indicated as such?
- When was the resource published?
- How often is the information updated?
- Is the information still up-to-date?

Professionalism, originality, and references

- Does the resource look professional?
- Is there original information?
- Can you tell which parts are original?
- Are the sources of other information stated?
- Can you verify the sources and the information?



Checklist questions for Activity 1

- Use the checklist questions for Activity 1
- How useful are they?

Potential problems with checklist method

- Checking boxes gives the impression that it does not involve higher-order thinking skills
- Some boxes are hard to check
- Some boxes are sometimes irrelevant
- *Most students already have intuition about this*
- *Facilitate students' resource evaluation*
 - *Have students reflect on their information searching and evaluation*



Activity 2: Solution to the global food crisis

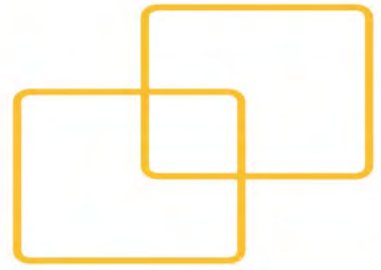
Watch Solution to the global food crisis

- Is the information in the video credible?
- How do you know?



Other resources in Activity 2

- What other resources did you use in Activity 2?
- What do those resources reveal?



Active learning approaches to evaluating credibility of media





Trust bingo

- Draw a square grid (3x3, 5x5)
- Select famous persons/organization and place each on a cell
- The instructor read each statement
- Students write it in the cell that should know best about that statement
- Winner yells Bingo
- Class discuss about each cell that forms Bingo



Who to trust?

- Divide students into 4–5 groups
- Select a famous story
- Each group reports the story from the point of view of a main character/group in the story
- Compare and discuss the differences among the reports



Summary

- Teaching students about credibility of media is necessary
 - For the obvious reasons
 - For Thai students specifically
- Checklist method is adequate but may lead to mindlessly checking the list
- Active learning approaches can be adapted
 - Trust bingo
 - Who to trust?