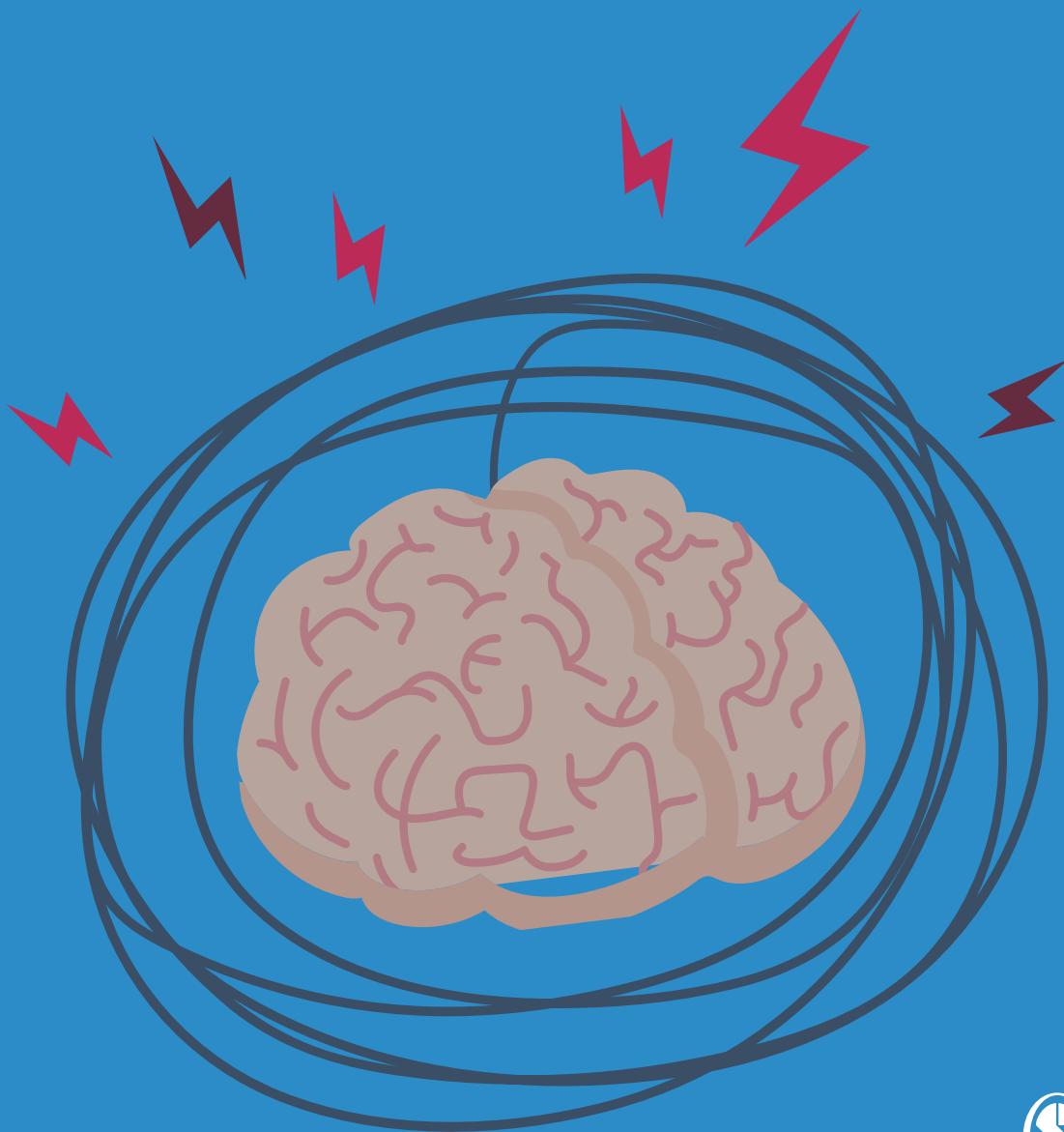


# Critical Thinking Bootcamp 2021

Sharing skills, resources and new ways of thinking to help students navigate a world of misinformation



Filled with insight provided by the speakers and audience members of the 2021 Critical Thinking Bootcamp, as well as resources from SAGE Publishing, this toolkit will help educators instill critical thinking in students.

### This toolkit includes:

- **A link to the Bootcamp's recording**
- **Key insight from our speakers**
- **Advice from the Bootcamp's chat**
- **Resources shared in the chat**
- **Recommended SAGE content**
- **Additional questions to reflect upon**

If you have any feedback or questions, please reach out to [pr@sagepub.co.uk](mailto:pr@sagepub.co.uk).

---

Follow **#CriticalThinkingBootcamp**, **@SAGE\_Publishing**, and our Bootcamp speakers on Twitter for more:

- **Dr. Deen Freelon**, @DFreelon
- **Dan Chibnall**, @BookOwl
- **Rosalind Tedford**, @RozTedford
- **Sarah Morris**, @MissionInform
- **Dr. Maha Bali**, @Bali\_Maha
- **Dr. Rachel Kuo**, @RachelKuo
- **Dr. Apryl Williams**, @AprylW

---

### Bootcamp Recording and Slides

Access the recording here: [youtu.be/duAJAK6YGXw](https://youtu.be/duAJAK6YGXw)

---



## Insight from Bootcamp Speakers

Here are some key quotes and suggestions from our panelists to better help you and your students combat mis- and disinformation.



Students always want to know how they can change peoples' minds when it comes to misinformation. And I tell them that you can't expect to have a conversation with someone and have that be the goal every single time. **You have to simply provide people with as much quality information as possible in a creative way as frequently as you can.** The more you do that, the more you will give them to chew on, and replace what they might be thinking. **But I also remind them too that we can't simply just teach misinformation techniques...**many of these issues have deep roots in legal, historical, sociological, and racial problems that have to be explored with the help of other expert scholars.

– Dan Chibnall

Are there ways to build off of what is already happening in a classroom space or around a research project with an information literacy activity? **And are there things in your subject area that you can use to introduce this topic to students to open up discussion, to bring things into conversation?** [You can also have] students bring in their own examples, questions, and information to open up dialogue.

– Sarah Morris

This issue with critical thinking in North America is that it focuses on questioning and skepticism...[and then] young people start to be skeptical of everything. **What you need to do is have a more feminist approach, which asks you to question your own instincts.** 'Why do I react this way to this piece of news?' You choose to believe something because it aligns with your beliefs, [so that's] why something might trigger you and make it difficult for you to believe it. **What do you already know that would help you realize if it's true or not?**

– Dr. Maha Bali

[In my courses,] we set up **information as a system: creators, distributors, and consumers.** Then we bring in **psychology** [to bring] it back to ourselves, the only thing we can really change. [When they see it as part of a system], it takes out that defensiveness. And then when we start talking about the **historical side**, their walls are down, they have frameworks to look at.

– Rosalind Tedford

[We have to] situate pieces of history and information into the broader media ecosystem... It's both **thinking about history as it circulates in certain socio-cultural contexts**, but also socio-technical contexts. It's also thinking about the ways in which certain things about history, certain forms of data, get used differently to mobilize different things based on people's information environments. **Tracing roots and making connections**, especially in the current moment, is really important.

– Dr. Rachel Kuo

What does it mean for you that your datafied self is tracked, policed, and surveilled, and how does that impact you and your everyday life? How might [you] practically disrupt algorithms? Some of the things [my students] came up with to disrupt the context that algorithms are already operating in:

- **Perform daily searches at the end of the opposite ideological spectrum** and report misinformation
- **Create multiple accounts** on the same platforms with the same IP addresses
- **Change the way that we talk about them.** Who do you think of when you imagine who makes [social media] systems run? Who do you think of when you imagine someone receiving a report that you might make about misinformation or hate speech?

– Dr. Apryl Williams

## Advice from the Bootcamp's Chat

These various takeaways and additional thoughts were shared by participants and speakers in the chat.

“Strangers on the Internet are not going to change anyone’s mind...[but] if you want to be a ‘nerd node’ or a part of a nerd node, **keep sharing good, quality info with people** via social media or your blog or whatever you use to put your voice out there. You may not change a stranger’s mind, but you might give some important info to someone who can convince a family member or friend of something important with the info you shared.”

“I tend to give a library workshop to students where our librarian comes in to talk about [critical thinking]. I have also **embedded our librarian into my online classes**. I also hopefully provide examples of good resources (including from SAGE!) to use when doing research. I also explicitly **tell them what sources not to use** in assignments.”

“First stage thinking: **Naivete** (believe everything uncritically); Second stage thinking: **Cynicism** (reject everything uncritically); Third stage thinking: **Critical, evidence-based evaluation of claims.**”

“**I give students statements to decide if they are true or false.** What is significant is that they usually give the ‘common sense’ answer, which is counterintuitive to what research shows. That helps them see why we need to base our opinions on facts, not feelings.”

“I try to [establish] early **the creation of safe spaces for bravery in discussion and learning** in which we explore ideas without having to fight for a stance. We **create a shared agreement** to disarm and discuss and not take [what’s shared] beyond the class space.”

“Students right now are SUPER aware of the negative outcomes of mis/disinformation as we are still in the middle of this pandemic in no small part because of mis/disinformation. There is a ‘**never waste a good crisis**’ moment here where we can capitalize on that awareness.”

“One way [to get students to know what they are NOT seeing] is to **get two students to do a Google search side by side and compare results** - then they realize that what they are seeing is NOT what others are seeing. This can also sometimes work with an incognito/private browser.”



## Resources from the Bootcamp's Chat

This list of resources was pulled from the Bootcamp's chat log. We've sorted them based on type.

### Websites/tools

- [Games](#) for teaching about misinformation and disinformation
- [Data Detox Kit](#)
- [Google: How Search Algorithms Work](#)

### Articles and books

- [“Reimagining Digital Literacies from a Feminist Perspective in a Postcolonial Context”](#) by panelist Maha Bali
- [“Tropes and Networked Digital Activism #1: Trope-Field Lit”](#) by Mike Caulfield (“Mike Caulfield is a great [Twitter](#) follow too.”)
- [The Thinker's Guide for Conscientious Citizens on How to Detect Media Bias and Propaganda in National and World News](#) by Richard Paul and Linda Elder
- [“Critical Disinformation Studies: History, Power, and Politics”](#) by panelist Rachel Kuo and Alice Marwick
- [Silencing the Past: Power and the Production of History](#) by Michel-Rolph Trouillot
- [“Terminology”](#) from Densho
- [Your Happiness Was Hacked: Why Tech Is Winning the Battle to Control Your Brain—and How to Fight Back](#) by Vivek Wadhwa and Alex Salveker
- [Masked by Trust: Bias in Library Discovery](#) by Matthew Reidsma
- [“Queer OS”](#) by Kara Keeling
- [“Black Data”](#) by Shaka McGlotten
- [Algorithms of Oppression: How Search Engines Reinforce Racism](#) by Safiya Umoja Noble

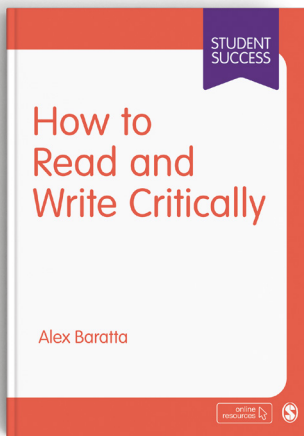
### Videos and podcasts

- [“Meet the KGB Spies Who Invented Fake News”](#) from the *New York Times*
- [“Tips for Talking About the Coronavirus with Friends and Family”](#) from *NPR*
- [“Beware Online ‘Filter Bubbles’”](#) by Eli Pariser
- [“What Obligation to Do Social Media Platforms Have to the Greater Good”](#) by Eli Pariser
- [“The Miseducation of Dylann Roof”](#) from the Southern Poverty Law Center

### Syllabi

- [Critical Disinformation Studies: A Syllabus](#) by panelist Rachel Kuo, Alice Marwick, Shanice Jones Cameron, and Moira Weigel

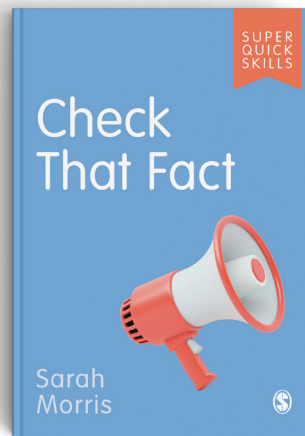
## Recommended reading from SAGE:



**9781529757996 (2021)**

*How to Read and Write Critically*  
by Alex Baratta

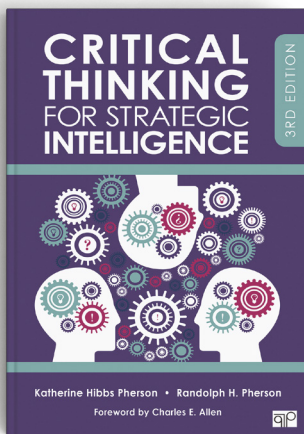
This book takes a hands-on approach to helping you think, read and write critically. Packed with examples from different disciplines and subjects, it talks through dozens of written extracts so you can see what criticality actually looks like.



**9781529759785 (2021)**

*Check that Fact* by Sarah Morris

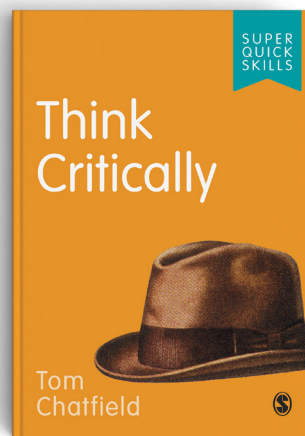
Knowing how to check and challenge information is essential for academic study – and our everyday lives. This practical guide shows you how to be savvy about using sources and improve your information literacy.



**9781544374260 (2020)**

*Critical Thinking for Strategic Intelligence*  
by Katherine Hibbs Pherson and Randolph H. Pherson

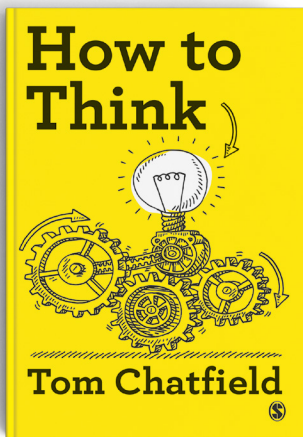
The Third Edition includes suggested best practices for dealing with digital disinformation, politicization, and AI. Drawing upon their years of teaching and analytic experience, Pherson and Pherson provide a useful introduction to skills that are essential within the intelligence community.



**9781526497406 (2019)**

*Think Critically* by Tom Chatfield

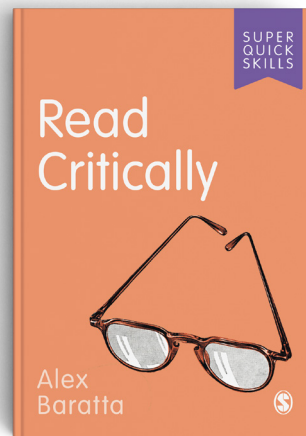
A short, sharp starters kit on how to think critically. Practical skills are presented in a step-by-step format with interactive pedagogy to encourage application and to facilitate immediate improvement.



**9781529727418 (2021)**

*How to Think: Your Essential Guide to Clear, Critical Thought* by Tom Chatfield

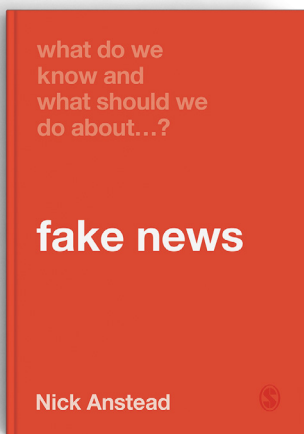
Short and punchy, the book views critical thinking as a skill to be continually practiced and developed. It equips you with a toolkit for clearer thinking, describing ten key concepts that help you to apply what you have learned. Including regular reflective exercises, key concepts, further readings, each chapter also offers recommendations for how to put the ideas it discusses into practice.



**9781529713350 (2020)**

*Read Critically* by Alex Baratta

A basic introduction to finding meaning in texts and sources. It helps students to understand assignments and how to judge the quality, relevance, and significance of the academic material they are reading.



**9781529717884 (2020)**

*What Do We Know and What Should We Do About Fake News* by Nick Anstead

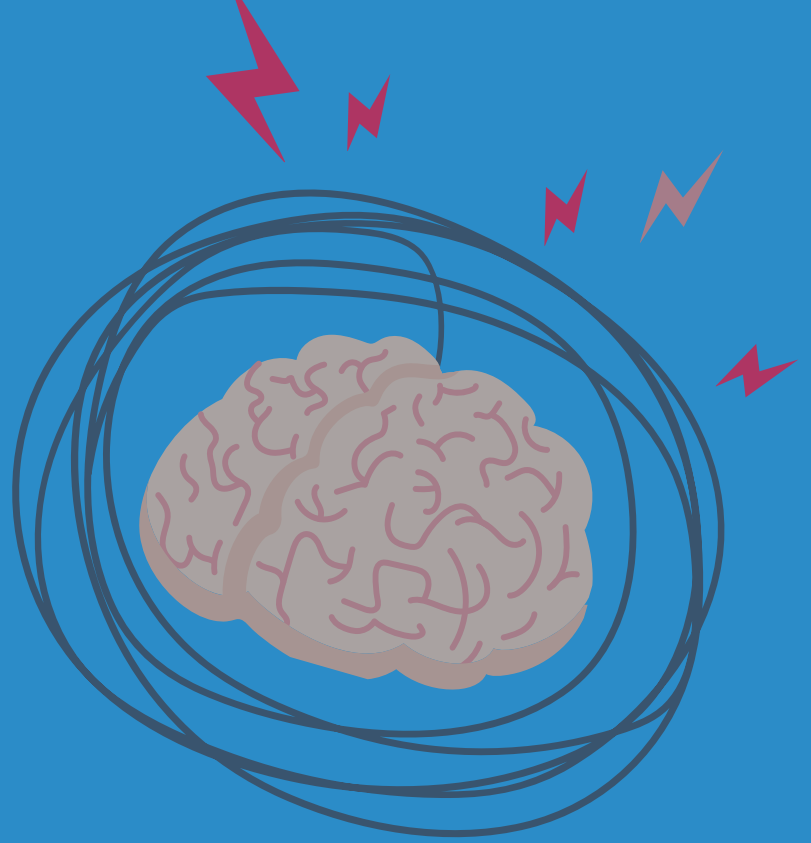
Drawing on examples and evidence from around the world, this book aims to make a timely intervention to the debate about the concept of fake news. Its underlying argument will have three objectives.

## Additional Recommended SAGE Content

These digital resources will further assist you in the classroom.

Digital Resources:

- **Critical Thinking hub** – Here, you'll find all the latest resources from SAGE on Critical Thinking, as well as any forthcoming events.
- **Critical Thinking: An Online Course** – This SAGE Campus course by expert Dr. Tom Chatfield equips students with the skills and habits of critical thinking.
- **2020 Critical Thinking Bootcamp** – This recording and toolkit from the very first Bootcamp contain additional wisdom and advice from expert panelists.



# Questions to Reflect Upon

Though we couldn't get to all audience questions during the Bootcamp, these questions require further thought, tips, and feedback. If you have any you'd like to share, tag us on Twitter with **#CriticalThinkingBootcamp**.

## **On mis/disinformation in general:**

- "How do financial incentives (among others) impact disinformation?"
- "How do we know if we are media literate? Is there a way to gauge this efficiently?"
- "How do you neutralize the power of media corporations?"
- "What ethical considerations are important to corporations, social media, and news outlets when using psychological theory to push misinformation?"

## **Classroom advice:**

- "Do you find that lack of initiative among your students is a challenge? What are some ways you can inspire students to do their own research and/or solve problems?"
- "How do you find the encouragement of students to 'investigate' the truthfulness of claims and tropes potentially influence students' academic identity development or efficacy in academic spaces?"
- "Has anyone taught about voter suppression/election conspiracies? What resources do you use?"
- "For some students (and people in general), disinformation sharing has less to do with disseminating information than with signaling identity - I've encountered this online; people who know what they're saying is untrue but share it anyway because it's a way of explicitly showing solidarity with their ideological tribe. Is there any way to penetrate that kind of shell, or is it pointless to try?"