

In this talk

What is critical thinking?

Write critically – Description – Analysis - Evaluation

Writing with images – critical analysis

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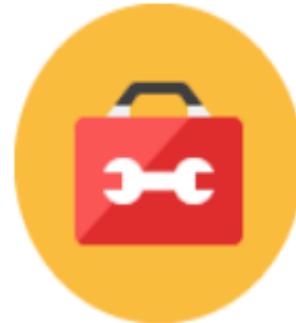
<https://philosophy.hku.hk/think/critical/ct.php>

[C01] What is critical thinking?

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following :

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one's own beliefs and values

Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A



Module: Critical thinking

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C03. [Defining critical thinking](#)

C04. [Teaching critical thinking](#)

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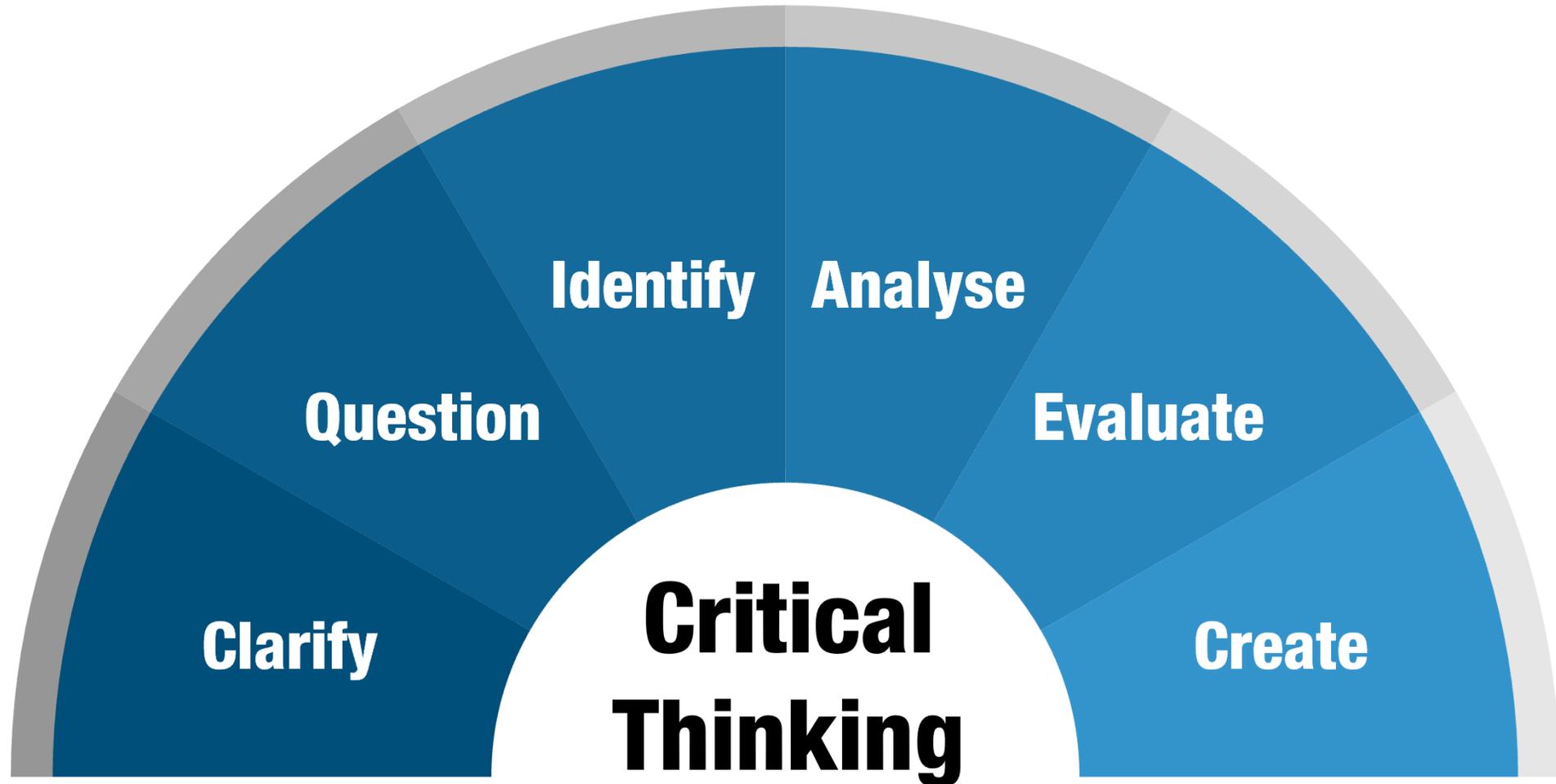
C07. [Critical thinking assessment](#)

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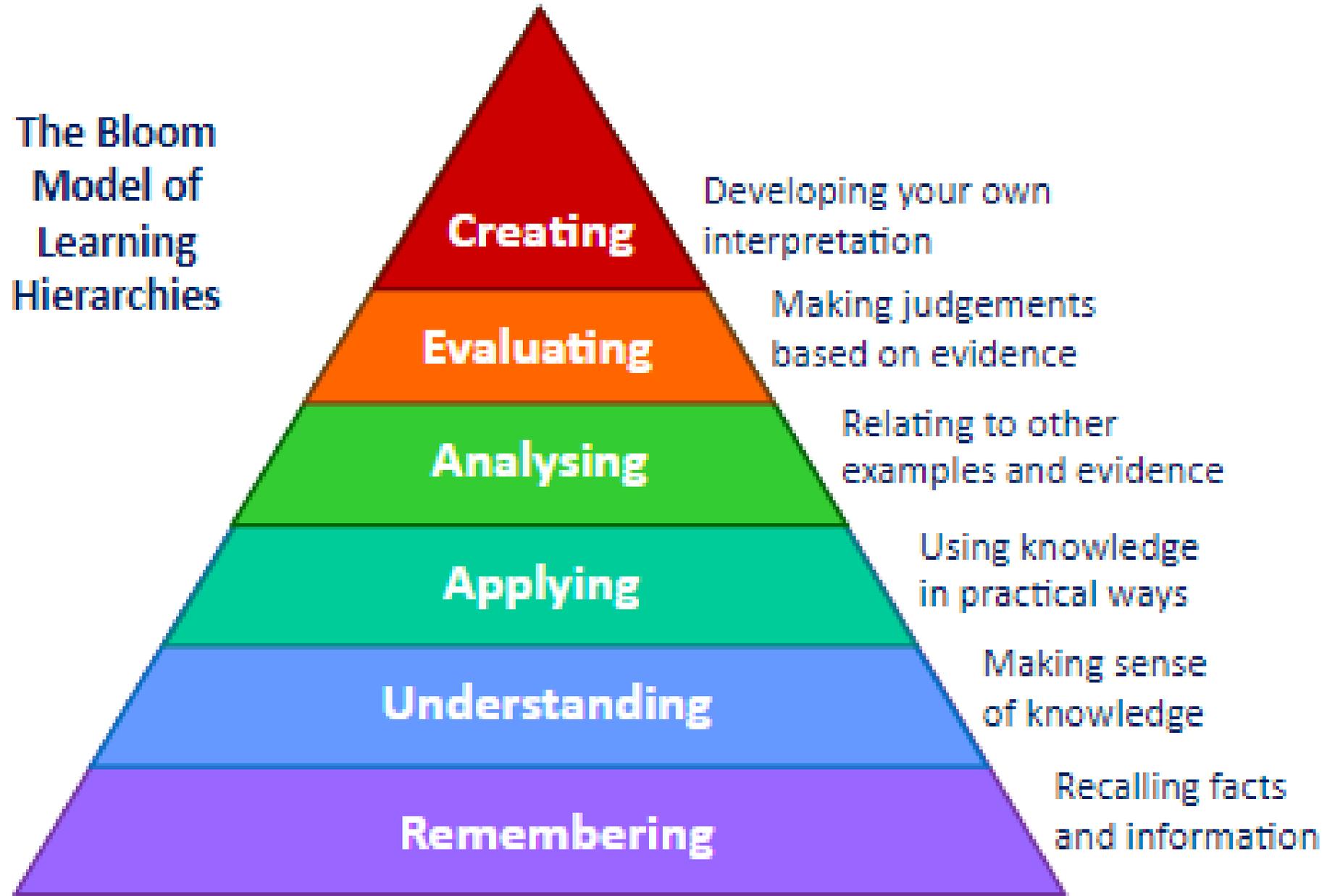
C09. [Famous quotes](#)

Quote of the page

Critical thinking skills



**The Bloom
Model of
Learning
Hierarchies**



Critical thinking self assessment

- Are you confident you can reason clearly?
- Are you able to convince others of your point of view?
- Are you able to give plausible reasons for believing what you believe?
- Do you sometimes read arguments in the newspapers, hear them on the television, and wish you knew how to confidently evaluate them?

Critical thinking self-assessment

(always, sometimes, never)

1. Look for evidence before believing claims
2. I consider issues from different perspective.
3. I feel confident to present my own argument even when it challenges views of others.
4. I actively seek evidence that might counter what I know.
5. My opinions are influenced by evidence rather than just personal experience and emotion.
6. If I am not sure about something, I will research to find out more.
7. I know how to search reliable information to develop my knowledge of a topic.
8. I question what I see or hear on the news.
9. I can recognise false or inaccurate information.
10. I can identify the different purposes of information sources.

The Importance of critical thinking

- Critical thinking is a domain-general thinking skill.
- Critical thinking is very important in the new knowledge economy.
- Critical thinking enhances language and presentation skills.
- Critical thinking promotes creativity.
- Good critical thinking is the foundation of science and democracy. Science requires the critical use of reason in experimentation and theory confirmation. **The proper functioning of a liberal democracy requires citizens who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.**

Critical thinking should help you to:

- interpret evidence, data, arguments, etc. and be able to identify the significance to your assignment question
- develop well-reasoned arguments of your own for your assignments
- use and draw on evidence to justify your arguments and ideas
- synthesise your thoughts and the thoughts of differing authors/researchers/theorists.

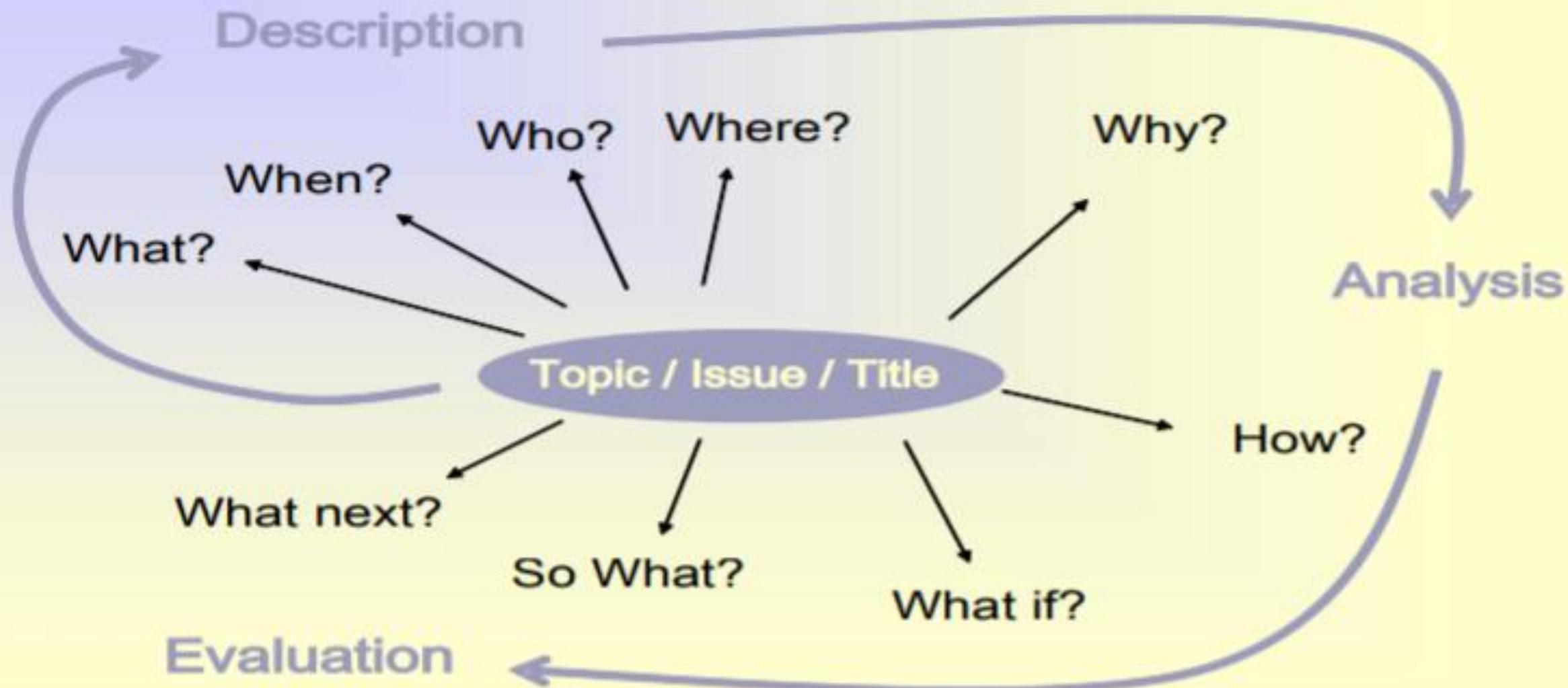
Critical thinking covers:

- Reading
 - Identifying other people's positions, arguments and conclusions
 - Evaluating the evidence for alternative points of view
 - Weighing up opposing arguments and evidence fairly
 - Being able to read between the lines, seeing behind surfaces and identifying false or unfair assumptions
- Writing
 - Recognising techniques used to make certain positions more appealing to others
 - Reflecting on issues in a structured way, bringing logic and conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumptions
 - Synthesising information
 - Presenting a point of view in a structured, clear, well-reasoned way that convinces others

So thinking critically means asking questions. Instead of accepting 'at face value' what you read or hear, critical thinkers look for evidence and for good reasons before believing something to be true. This is at the heart of what it means to be a scientist, researcher, scholar or professional in any field. Whatever you are studying, critical thinking is the key to learning and to making progress.

The common question words: **what, who, where, when, how,** and **why** will help you to get started; along with the phrases: **what if, what next, and so what.** Attempting to answer these questions systematically helps fulfil three vital functions for any serious study – **description, analysis and evaluation.** These

Model to Generate Critical Thinking



Description

- What?
- Where?
- Who?
- When?

Introductory and background information to contextualize topic

Analysis

- How?
- Why?
- What if?

Exploration of relationship of parts to whole
Possible solutions
Alternative responses

Evaluation

- So what?
- What next?

Implications
Solutions
Conclusions
Recommendations

DESCRIPTION

1. Who is the author?
2. What is the main purpose and overall argument/conclusion of this text?
3. When was the text written and in what context?

ANALYSIS

1. Is the author an expert/academic?
2. What kind of reasons/evidence has the author provided for their main argument and how relevant and reliable are these reasons/evidence?
3. How convincing is the overall argument? Why (not)?
4. Are there any assertions in the article/text that are unsupported?
5. Has something been omitted? What and why?
6. How effective is the language on the strength of the overall argument?
7. Is the conclusion reasonable?

EVALUATION

1. How is this text significant to your research? What can be learnt from it?
3. What are the strengths and weaknesses of this text?
3. What is your position on the subject? How does it differ from the argument in the text? How will you use the text?
4. How does this text relate to other information you have read? Does it contradict, support or challenge other evidence?
5. What else needs considering? Which aspects of this argument would you like to investigate further?

Critical thinking question prompts

Analysis

- Was the methodology and methods used appropriate?
- Are there any unsupported assumptions?
- Are the conclusions reached supported by the findings presented?
- How convincing is the evidence presented?
- Do the arguments made follow an internal logic?

Evaluation

- How does this compare to other research in this area?
- How does this compare to what I already know?
- What is significant about this research to my assignment and research?
- What are the strengths and weaknesses?

How can you evaluate a source?

CRAAP method

- Currency – (updated? maintained? Do the links work?)
- Relevancy – (basic? Advanced?)
- Authority – (author(s)? peer-reviewed? published?)
- Accuracy – (accurate references? evidences?)
- Purpose – (target audience)

When evaluating which sources to use, consider these four key issues:

1. **Authority:** Does the author have relevant professional or academic experience? Have they based their views on solid evidence? Has it been published in a journal where other experts have checked it is suitable for publication (peer-reviewed)?
2. **Objectivity:** What is the information's purpose? Was it commissioned by an organisation or institution which may influence its content? Who is the research aimed at?
3. **Timeliness:** How recent is the publication? Does the publication date make a difference to your research? Some research is **seminal** in a particular research field. This means it is a core piece of ground-breaking work, but newer research might mean this type of work is out-of-date.
4. **Relevance:** Is the source appropriate for the scope of your research? Is the information too complex or too basic? Is the information too broad or too narrow to be useful?

Using your sources: checklist

- How is this text significant to your research?
- What can be learnt from it?
- What are the strengths and weaknesses of this text?
- What is your position on the subject? How does it differ from the argument in the text?
- How does this text relate to other information you've read? Does it support or challenge it?
- Are there any aspects of this argument you would like to investigate further?

What is critical thinking?

Write critically – Description – Analysis - Evaluation

Writing with images – critical analysis

What is descriptive writing?

- Facts and figures about a particular issue
- Description of a background to a case study
- An account of how research was undertaken
- A summary of a sequence of events
- Description of what happened in an experiment

'The most characteristic features of descriptive writing are that it will describe something, but will not go beyond an account of what appears to be there'
(University of Leicester. Learning Development Centre, 2013).

What is critical writing?

- Critical writing is an involvement in an academic debate
- Engaging with evidence
- Open minded and objective enquiry
- Presenting reasons to dispute a particular finding
- Providing an alternative approach
- Recognising the limitations of evidence
- **Applying caution and humility when challenging established positions.**

Descriptive writing – when you need to:	Critical writing – when you need to:
Introduce	Organise and evaluate evidence
Present facts eg, a case study	Make comparisons between materials
Describe how an experiment was carried out	Analyse why something did not work
List details eg, resources used	Apply your own judgements
Outline areas of knowledge	Make links between areas of knowledge
Quote from writers in the field	Weigh up alternatives
Provide information or data	Evaluate /argue/contest
Summarise	Draw conclusions

Descriptive writing

Critical writing

Reports what happened

Evaluates the significance of what happened
Hypothesises why something happened

Outlines what something is like

Evaluates the strengths and weakness of something

States evidence

Argues, using, evidence

Tells what a theory says

Determines why a theory is relevant

Describes an method

Justifies the use of a particular method over another

Gives examples of different items

Differentiates between items, possibly using examples

States the findings of a study

Distinguishes between important and less important findings of a study

Lists details

Evaluates the relative significance of details

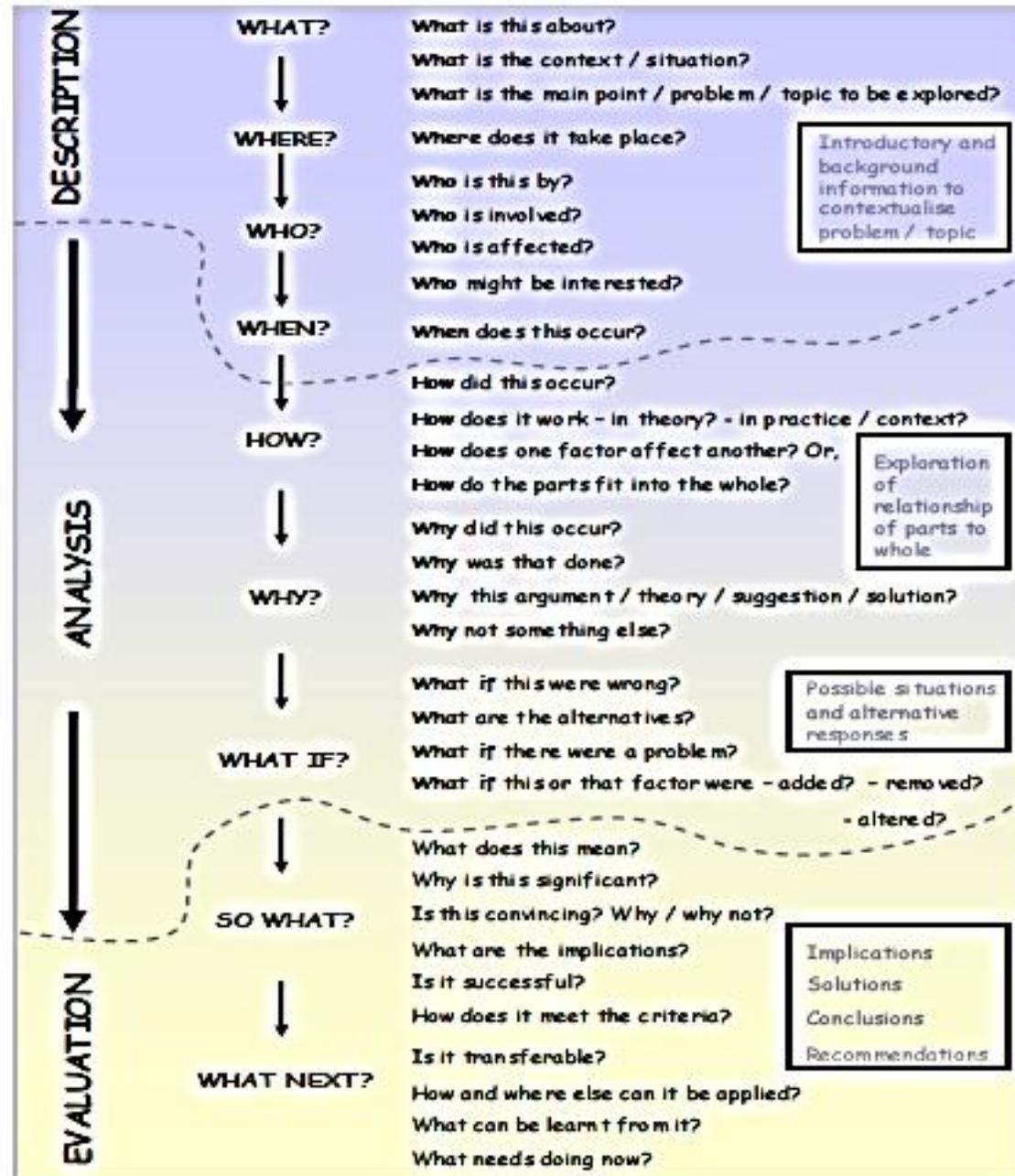
Lists information

Organises information in order of importance

Lists options

Critiques the options in order to select the best one

Figure 2. Critical questions – a linear model



<http://www.Plymouth.ac.uk/learn>

Critical thinking: challenges

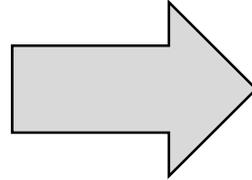
- Subject knowledge and the application of critical thinking
- Information overload and using appropriate sources
- Confidence to engage critically
- Description stage
- Analysis stage
- Evaluation stage

Elements of Writing

Description



What?
When?
Who?
Where?

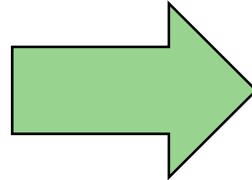


Describes/outlines/summarises/defines a theory, a viewpoint or a situation
Provides context (background) to a subject
= Tells or restates

Analysis & Evaluation



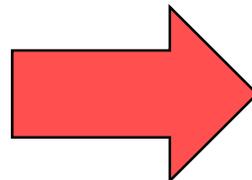
Why?
How?
So what?
What next?



Compares/explores/assesses strengths and weaknesses (to understand complexity and depth)
Provides reasons and draws informed conclusions
= Comments, makes links and shows implications



How do you know?



Scholarly support

Language for critical writing

- Language for criticality
- Applying **caution and humility** when challenging established positions.
- Academic style - Hedging

Language for criticality

Introduction

When producing academic writing, it is almost always necessary to show criticality. In plain English this means using your writing to show that you have thought in a critical way.

This resource offers you ideas and prompts you to make choices that can show criticality more effectively in your academic writing. If you read through you will find ideas for language choices and also short tasks that can help you to enhance your ability to write critically.

Language choices for challenging ideas

- A principal weakness in this idea is...
- Theory A is not applicable in this scenario because...
- It is difficult to support Framework B due to... (lack of literature? Failure when applied?)
- In considering the efficacy of... (an equation, a theory, a practice)
- In considering the applicability of... (an idea perhaps, to a scenario?)
- This approach is relatively new, thus there is a lack of evidence to support it...
- Empirical studies do not support the theory when it is put into practice...
- Many writers have criticised the ideas of X, principally because...
- A key question to be asked of idea X is...
- This is a complex area, specifically...
- A consensus is that.... however... (perhaps challenge using more recent research?)

When critically challenging ideas it is important to be specific, show the reader that your critique is based on citable evidence and that you have thought carefully about the purpose of challenging the ideas (this is



Introducing work

Referring to sources

Describing methods

Reporting results

Discussing findings

Writing conclusions

Academic Phrasebank / Being critical

GENERAL LANGUAGE FUNCTIONS

Being cautious

Being critical

Classifying and listing

Compare and contrast

Defining terms

Describing trends

Describing quantities

Explaining causality

Being critical

As an academic writer, you are expected to be critical of the sources that you use. This essentially means questioning what you read and not necessarily agreeing with it just because the information has been published. Being critical can also mean looking for reasons why we should not just accept something as being correct or true. This can require you to identify problems with a writer's arguments or methods, or perhaps to refer to other people's criticisms of these. Constructive criticism goes beyond this by suggesting ways in which a piece of research or writing could be improved.

... being against is not enough. We also need to develop habits of constructive thinking.
Edward de Bono

+ Highlighting inadequacies of previous studies

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Giving examples

Signalling transition

Writing about the past

An enhanced and expanded version of
PHRASEFRANK is available in PDF or Kindle format:

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Edward de Bono

— Highlighting inadequacies of previous studies

Previous studies of X have not dealt with ...

Researchers have not treated X in much detail.

Such expositions are unsatisfactory because they ...

Most studies in the field of X have only focused on ...

Such approaches, however, have failed to address ...

Previous published studies are limited to local surveys.

Half of the studies evaluated failed to specify whether ...

The research to date has tended to focus on X rather than Y.

Previously published studies on the effect of X are not consistent.

Smith's analysis does not take account of ..., nor does she examine ...



Describing trends

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[ABOUT PHRASEBANK](#)

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Half of the studies evaluated failed to specify whether ...
The research to date has tended to focus on X rather than Y.
Previously published studies on the effect of X are not consistent.
Smith's analysis does not take account of ..., nor does she examine ...
The existing accounts fail to resolve the contradiction between X and Y.
Most studies of X have only been carried out in a small number of areas.
However, much of the research up to now has been descriptive in nature ...
The generalisability of much published research on this issue is problematic.
Research on the subject has been mostly restricted to limited comparisons of ...
However, few writers have been able to draw on any systematic research into ...
Short-term studies such as these do not necessarily show subtle changes over time ...
Although extensive research has been carried out on X, no single study exists which ...
However, these results were based upon data from over 30 years ago and it is unclear if ...
The experimental data are rather controversial, and there is no general agreement about ...

+ Identifying a weakness in a single study or paper



Writing about the past

An enhanced and expanded version of PHRASEBANK is available in PDF or Kindle format:



ABOUT PHRASEBANK



+ Introducing problems and limitations: theory or argument

+ Introducing problems and limitations: method or practice

- Using evaluative adjectives to comment on research

<p>In her In their In this</p>	<p>useful timely seminal detailed thorough excellent influential important innovative pioneering impressive wide-ranging comprehensive ground-breaking</p>	<p>study (of X), survey (of X), analysis (of X), examination (of X), investigation (into X),</p>	<p>Smith (2012) showed that ... Jones (2013) concluded that ...</p>
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+ Introducing general criticism

Language for critical writing

- Language for criticality
- Applying **caution and humility** when challenging established positions.
- Academic style - Hedging

Academic Style: Hedging (Cautious Language)

- In academia, almost nothing is completely certain, as knowledge is continually developing. Academic language often reflects this uncertainty. The linguistic term for this convention is 'hedging.'
- By hedging, authors tone down their statements in order to reduce the risk of opposition.
- Writers want their readers to know that they do not claim to have the final word on the subject.
- Hedges may be understood as positive or negative politeness strategies in which the writer tries to appear humble rather than arrogant or all-knowing.

Academic Style: Hedging (Cautious Language)

- Tends to employ a **cautious way** of explaining findings
- **Verbs**: seem, tend, look like, appear to be, believe, doubt, indicate, suggest, assume
- **Modal Verbs**: will, must, would, may, might, could, can
- **Modal Nouns**: assumption, possibility, probability, certainty, conception, argument
- **That clauses**:
 - It could be the case that ...
 - It might be suggested that ...
 - There is every hope that ...

Academic Style: Hedging (Cautious Language)

- Students arrive late for morning classes.
Students **tend to** arrive late for morning classes.
Students **are likely to** arrive late for morning classes.
- Extensive reading helps students to improve their vocabulary.
Research conducted by Smith (2005) **appears** to indicate that, for a **significant** proportion of students, extensive reading **may** contribute to an improvement in their active vocabulary.

GENERAL LANGUAGE FUNCTIONS

Being cautious

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Describing quantities

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Giving examples

Signalling transition

Writing about the past

Being cautious

One of the most noticeable stylistic aspects of academic communication is the tendency for writers to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalisations, where a small number of exceptions might exist. This means that there are many instances where the epistemological strength (strength of knowledge) of a statement or claim is mitigated (weakened) in some way. In the field of linguistics, devices for lessening the strength of a statement or claim are known as hedging devices. Analysis of research reports have shown that discussion sections tend to be particularly rich in hedging devices, particularly where writers are offering explanations for findings.

+ Devices that distance the author from a proposition

+ Being cautious when giving explanations

+ Being cautious when explaining results

+ Advising cautious interpretation of results

+ Being cautious when discussing implications

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What is critical thinking?

Write critically – Description – Analysis - Evaluation

Writing with images – critical analysis

Using visual sources to develop analytical thinking:

a 3-stage method with an image

資料來源: University of Plymouth Student learning

<https://www.plymouth.ac.uk/student-life/services/student-services/learning-development>

La Toilette des Morts,
from "Illustrated London
News" July 25, 1863
[William Luson Thomas](#)



"LA TOILETTE DES MORTS," BY E. M. WARD, R.A., IN THE EXHIBITION OF THE ROYAL ACADEMY.

3 stages:

Description

Analysis

Critical analysis



The Last Days of Pompeii

Charlotte Corday

- Charlotte Corday, who murdered the Jacobin Jean-Marie Marat, is seen here imprisoned in the Conciergerie (a medieval palace in Paris) awaiting execution. An artist who has just finished her portrait packs away his paints, and a jailor who wears a Cap of Liberty cuts Charlotte's hair to prepare her for the guillotine. The print is based on a painting shown at the Royal Academy in 1863 titled "Charlotte Corday—Her last toilette before her execution." The image offers a grim variation on a woman's dressing ritual, with the jailor replacing a hairdresser, and the canvas taking the place of a mirror.

Stage 1: Description

Look at the image

- what do you see?

'Looking is not as simple as it looks.'
Ad Reinhardt

Stage 1 Description	Stage 2	Stage 3
Observation 1		
Observation 2		
Observation 3		
....		

Tip:

Imagine
that you're
describing
it to a
person on
the phone



The Last Toilet of Charlotte Corday

Describe the image

What?
When?
Who?
Where?

Examples of questions:

Who is involved?

Where are they?

What do they look like? Etc.

What is happening in the picture?

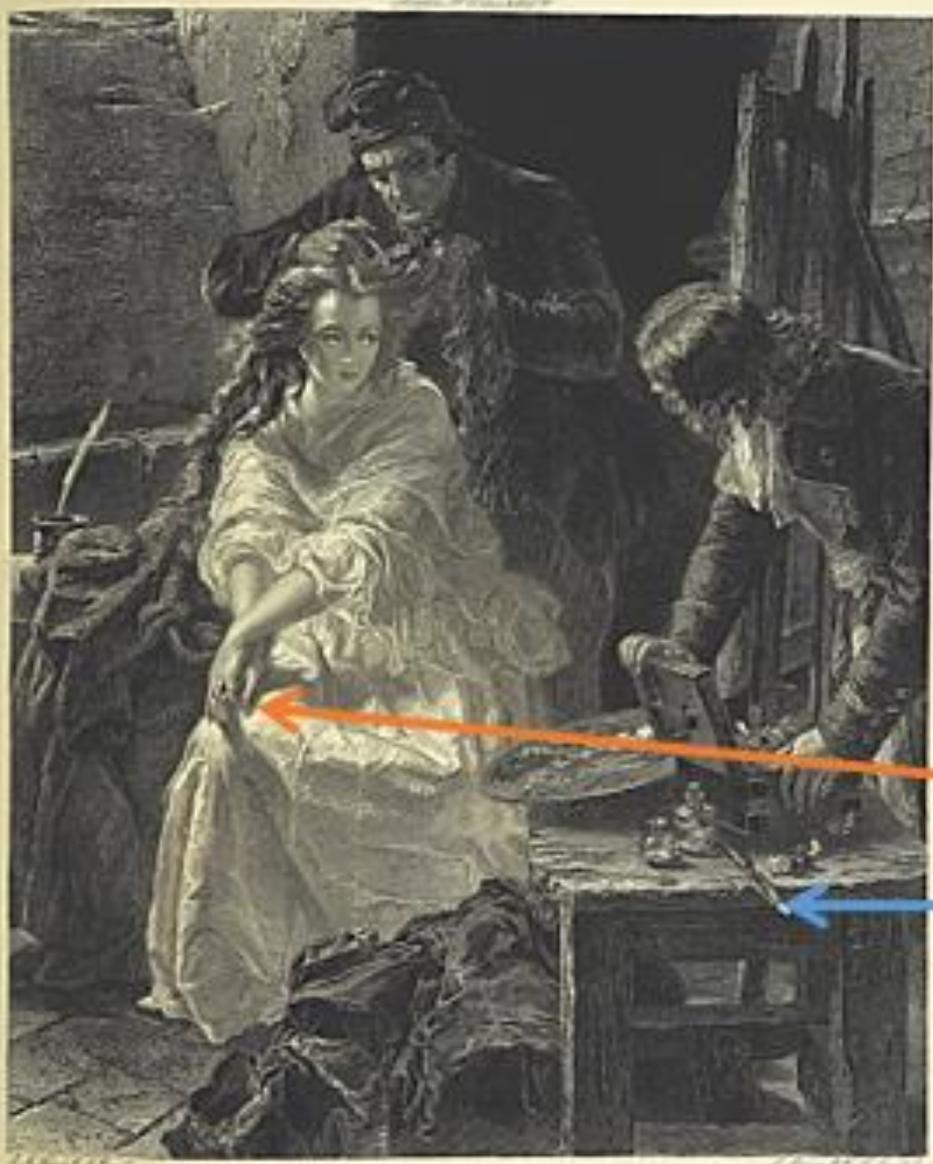


The Last Portrait of Charlotte Corday

Tell me about this picture...

Description

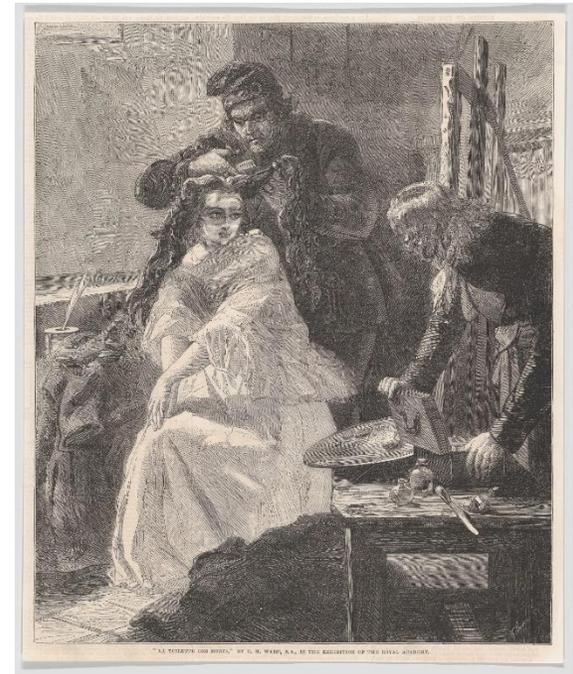
- A woman and two men
- Sitting in a dark room
- Having hair cut
- Hands interlaced
- A palette knife



The Last Fold of Charlotte Corday

Example of a **descriptive** paragraph

- In this black and white engraving, a woman is sitting in a dark room, clad in an elegant white dress, with hands interlaced on her knee. A man in a conical cap is cutting her hair while she's looking longingly at a painting on the easel to her left. Her eyes look alert. An artist is watching her as he is packing up his paints on the table. Other objects in the room include a palette knife in the right hand corner and a quill pen on the left, as well as a heap of dark fabric at the foot of the woman.



Stage 2:

Analyse the image

- what does it mean?

Stage 1 Description	Stage 2 Analysis	Stage 3
Observation 1 ←	Interpretation 1	
Observation 2 ←	Interpretation 2	
Observation 3 ←	Interpretation 3	
.....	



The Last Toilet of Charlotte Corday

Analyse the image

Why?
How?
So what?
What next?

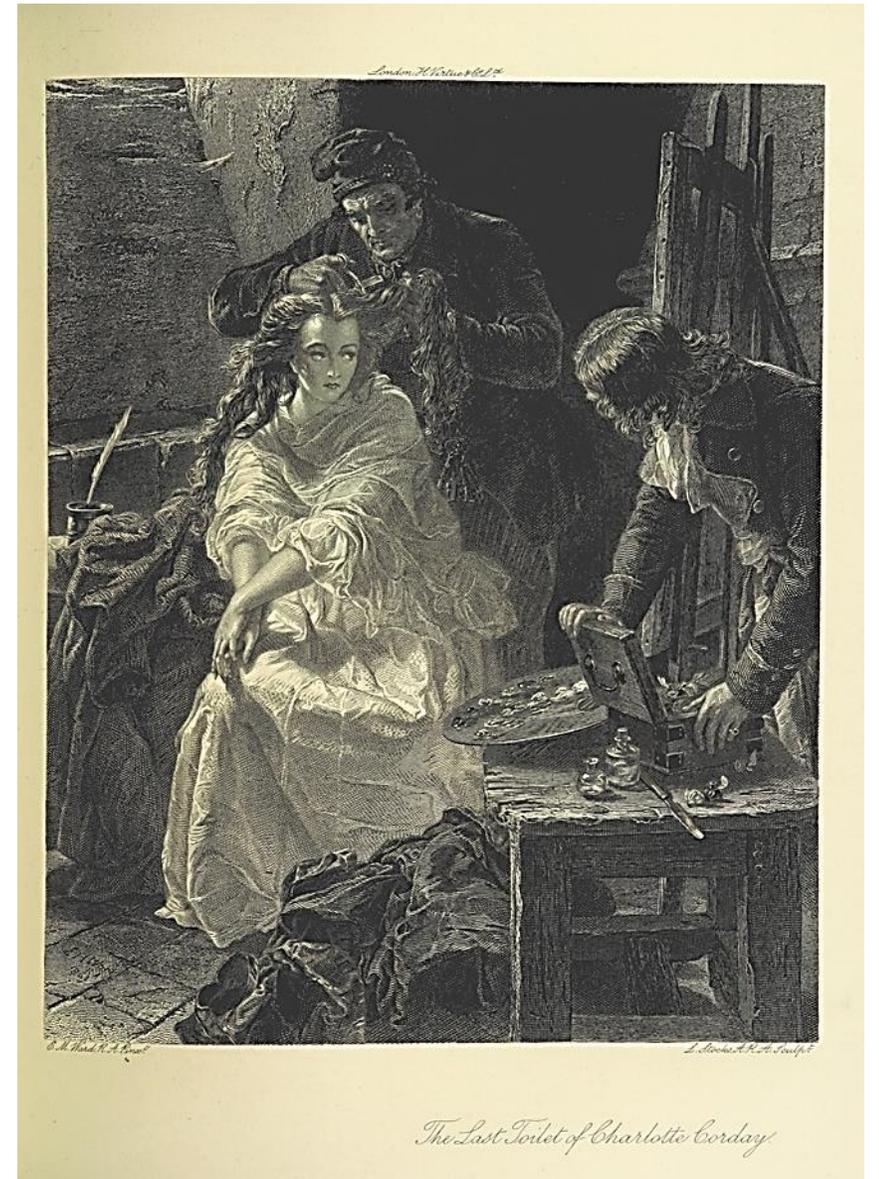
Analysis means asking questions:

Why is she there?

Why is her dress white?

Why is her hair being cut?

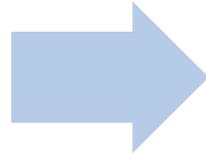
What is this dark room?



Analyse this picture...

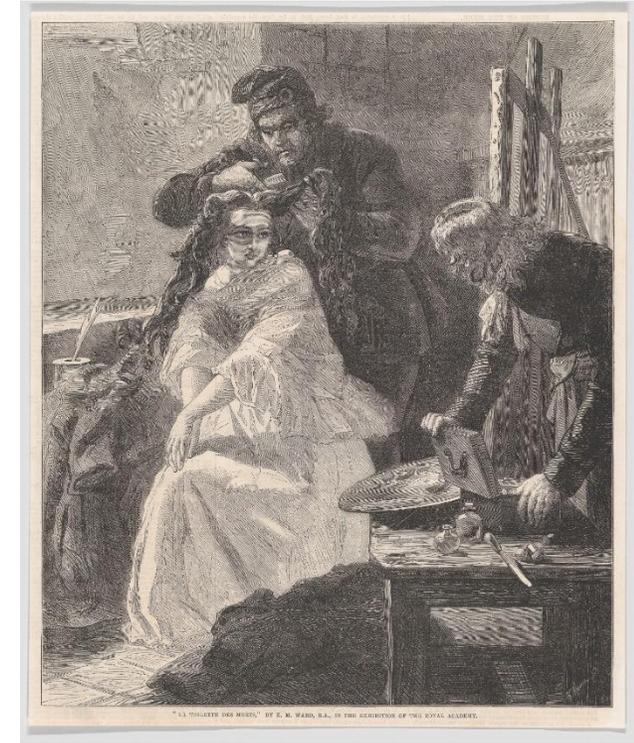
Description

- A woman and two men
- Sitting in a cell
- Having hair cut
- Hands interlaced
- A palette knife



Analysis

- Innocence and revolution
- Unlikely place
- Humiliating ritual
- Modesty
- Hint at a crime



Example of a **descriptive** and **analytical** paragraph (integrated)

The central focus of this black and white engraving is Charlotte Corday sitting in a prison cell, **a seemingly unlikely place for a beautiful woman like that**. She is clad in an elegant white dress, **which stands out in the darkness of the surroundings creating a jarring and intriguing portrait that evokes threatened innocence and virtue**. Her hands are clasped on her knee, **implying modesty and anxiety**. A man in a conical cap, **popular in mid-nineteenth century**, is cutting her hair – **symbol of her femininity** – while she's looking longingly at a painting on the easel to her left. **The shearing is a humiliating ritual and** her eyes look alert, **creating an impression of determination in the face of indignity**. An artist is watching her, **perhaps looking for approval of his portrait**, as he is packing up his paints on the table. Other objects in the cell include a palette knife in the right hand corner, **which hints at a possible crime Corday committed**, and a quill pen on the left **that symbolises the power of written word**, as well as a heap of dark fabric at the foot of the woman. **The mood is sombre and anticipating as she will soon be walked off to her execution.**

Plain text = descriptive writing

Green text = analytical writing

Stage 3:

Reveal the image

- how/what do you know?

Stage 1 Description	Stage 2 Analysis	Stage 3 Critical
Observation 1	← Interpretation 1	← Support 1
Observation 2	← Interpretation 2	← Support 2
Observation 3	← Interpretation 3	← Support 3
....



The Last Toilet of Charlotte Corday

Reveal the image

How/what do you know?

What is the title of it? Who made it?

The Last Toilet of Charlotte Corday by E.M Ward

When was it created?

c.1869, in London

需要查找資料

Who was Charlotte Corday?

Scholarly support

The assassin of Jean-Paul Marat, a French Revolutionary journalist (1793)

What historical event is it related to?

The French Revolution, 1789-1799

What else would you need to know in order to produce a complete analysis?

e.g. about Charlotte Corday, Jean-Paul Marat, the Revolution in general, this execution in particular, women's representations in art, Corday's representations, etc.



Critically analyse this picture...

Description

- A woman and two men
- Sitting in a prison cell
- Having her hair cut
- Hands interlaced
- A palette knife

Analysis

- Innocence and revolution
- Unlikely place for a woman
- Humiliating ritual
- Modesty
- Hint at a crime

Critical Evaluation

- Commemorated in art – fascination
- Challenged women's place in revolution
- Readied for the guillotine
- Proven virgin
- Killed Jean Paul Marat

Example of a critical analytical writing paragraph

The central focus of this black and white engraving is Charlotte Corday sitting in her prison cell, **a seemingly unlikely place for a beautiful woman like that**. It was created by E.M. Ward, English historical painter and illustrator (Bendiner, 2004) and published in London in 1869 (The British Museum), seven decades after the event it represents. As the famous assassin of the French revolutionary Jean-Paul Marat during the terror stage of the French Revolution, in 1793, Corday quickly became a subject of not only multiple paintings, engravings and cheap illustrations but also plays, novels, short stories and historical narratives (Kindleberger, 1994, p.971). In this representation, she is clad in an elegant white dress, **which stands out in the darkness of the surroundings creating a jarring and intriguing portrait that evokes innocence and** virginity, which her post mortem confirmed much to the chagrin of her critics (Gelbart, 2004, p.205). Her hands are clasped on her knee, **implying modesty and anxiety**. A man in a conical cap, also called a Phrygian cap or a liberty cap as it was a Roman symbol of freedom (Korshak, 1987), is cutting her hair – **symbol of her femininity** – while she's looking longingly at a painting on the easel to her right. Her ultra-feminine portrayal could be seen as a response to the contemporary negative representations of her as an unattractive, embittered and man-hating militant (Gullickson, 2014).

The shearing is a humiliating ritual and her alert eyes create an impression of determination in the face of indignity. The artist whom she requested to paint her portrait, possibly Jean Jacque Haure (Gelbart, p.204), is watching her, **perhaps looking for approval of his portrait,** as he is packing up his paints on the table. Other objects in the cell include a palette knife in the right hand corner, **which hints at the crime Corday committed** when she plunged a kitchen knife into Marat's heart killing him instantly, and a quill pen on the left **that symbolises the power of written word,** which is what Corday acknowledged by assassinating the journalist whom she saw as instigating hatred and representing the 'tyranny of the mob' (Yarrington and Everest, 2016, p. 7). **The mood is sombre and anticipating as she will soon be walked off to her execution** at the guillotine, the preferred method of decapitating the enemies of state during the Reign of Terror in Revolutionary France (Croker, 1853). Following her political act, Corday became a mythical figure, a symbol of the French revolution, to which visual representations such as this one significantly contribute (Hilger, 2010, p.71).

BBC Learning English: Fake News

<https://www.bbc.co.uk/learningenglish/english/course/fakenews/>



Session 1 1 ACTIVITY

What does 'fake' mean?

05 MAY 2020

Everybody knows the expression 'fake news', but what does it really mean? In this series, we break down the language around this topic and give tips to help you protect yourself from misinformation.



Session 2 1 ACTIVITY

Where does 'news' come from?

20 MAY 2020

In Fake News: Fact and Fiction we break down the concepts and language connected with 'fake news'. In this episode we examine the word 'news'. Does it stand for 'north, south, east, west'? Find out here!

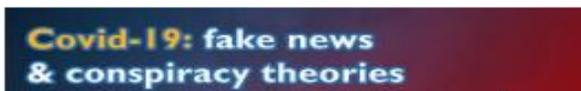


Session 3 1 ACTIVITY

The danger of fake news

27 MAY 2020

In Fake News: Fact and Fiction we break down the concepts and language connected with 'fake news'. In this episode we examine the word 'information' and hear some examples of when fake news has had tragic consequences.



Session 4 1 ACTIVITY

Fake news and coronavirus

共有八節（或八個議題），每節包括：

- 主持人介紹與議題相關的字彙
- 專家訪談
- 兩位主持人評論專家的看法
- 主持人重複解釋使用的單字

文字檔可下載

Activity 1

How to be a critical thinker

How to be a critical thinker

Being able to critically analyse the things we see and read to distinguish what is real or fake has never been more important! But, how can you be a critical thinker? Find out more!

📺 Watch the video and complete the activity



Key vocabulary

spin

the presentation of, for example, negative information in a positive way

to cherry-pick

to use only the details that support your view and ignore other information

bias

a belief that something is good or bad which is not based on evidence

critical thinking

the skill of looking at information objectively, without bias, prejudice or spin

a sceptic /skeptic

someone who uses logic and evidence rather than emotion when judging information

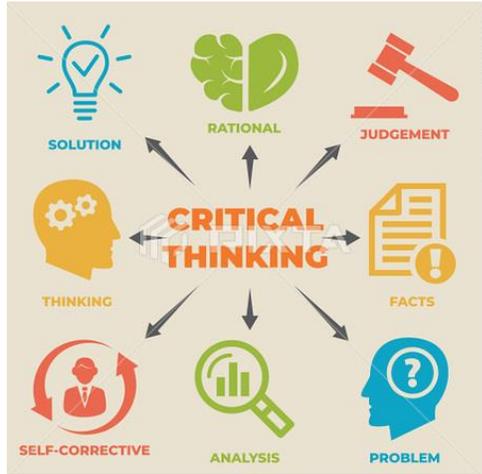
gullible (adj)

easily tricked or deceived because you believe uncritically what you see or hear

media literacy

awareness of the modern media environment and how information and disinformation are spread

有批判思考的學者!



Questions?

