



# Critical Digital Pedagogy in Times of Fake News!



**PHILIPPINE NORMAL UNIVERSITY - FACULTY OF BEHAVIORAL AND SOCIAL  
SCIENCES**

Asia

# 'Enormous machine spreading disinformation' casts shadow over Philippine presidential contest

Political campaigners are using sophisticated and organised methods to mislead the public, getting them to buy into messages crafted by advertising experts, influencers and trolls.

Fact-Checking

IFCN

Newsletters

# Misinformed electorate contributed to Marcos Jr. win, say Filipino fact-checkers

**There were stark differences in how disinformation portrayed the two rival candidates to online voters.**

Sections 

The Washington Post

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# Philippine election: How did Marcos win the presidency?



By Sunny Westfall

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# Architects of Networked Disinformation: Behind the Scenes of Troll Accounts and Fake News Production in the Philippines

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**Jonathan Corpus Ong**, *University of Massachusetts Amherst*

Follow

**Jason Vincent A. Cabañes**, *De La Salle University*

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## Publication Date

2018

## Journal or Book Title

Architects of Networked Disinformation: Behind the Scenes of Troll Accounts and Fake News Production in the Philippines

## Abstract

No technology has been weaponized at such an unprecedented global scale as social media. Diverse research approaches now attempt to decipher how laptop screens and smartphones around the world are used to manipulate public debate, hijack mainstream media agenda, and influence political agendas.

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## **Abstract**

No technology has been weaponized at such an unprecedented global scale as social media. Diverse research approaches now attempt to decipher how laptop screens and smartphones around the world are used to manipulate public debate, hijack mainstream media agenda, and influence political agendas.

In this report, we:

1. Narrate "deep stories" of individual workers positioned at different levels of the hierarchy, not to vilify them but to understand their motivations and social backgrounds.
2. Discuss the labor arrangements that underpin networked disinformation in order to reveal the vulnerabilities of professional industries and institutions to political deception work.
3. Discuss the persuasive techniques that architects of networked disinformation deploy in mobilizing populist sentiment to further clients' elite agendas and for their own economic and political gain.
4. List preliminary recommendations aimed at every level of fake news production's hierarchical structure.

NEWS / NATIONAL / Teachers sharing 'fake news' big problem – educator

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National, News

# Teachers sharing 'fake news' big problem – educator

Published November 23, 2021, 8:41 AM

by [Gabriela Baron](#)

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## Networked propaganda

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- [Networked Propaganda: How the Marcoses are rewriting history](#).
- [Networked propaganda: False narratives from the Marcos arsenal](#)

## Disinformation, historical distortion

- [From fringe to mainstream: Tracing the myth of the Marcos gold online](#)
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# Attacks

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- [Pro-Marcos, Duterte accounts step up attacks on journalists as 2022 polls near](#)
- [Pro-Duterte, Marcos FB accounts often attack election rivals – study](#)

# YouTube

- [YouTube networks spread propaganda on Marcoses, Martial Law – study](#)
- [YouTube's unclear policies allow lies, disinformation to thrive](#)
- [Bongbong Marcos networks gain influence in YouTube election discourse – study](#)
- [Marcos YouTuber takes aim at 'Conversations on Martial Law' vlogger](#)
- [\[ANALYSIS\] Consequences of distorting Marcos' historical legacy on Youtube](#)

# Facebook

- [Imee still holds grudge against Facebook takedown of Marcos-linked fake network](#)
- [Chinese fake account network's focus on Imee Marcos 'particularly striking' – Graphika](#)
- [Facebook group sheds Philippine history brand, now spreads Marcos propaganda](#)
- [Fake account network massively pro-Duterte – report](#)

# Twitter

- [Marcos network tries to take over Twitter with freshly-made accounts](#)
- [Twitter suspends over 300 accounts in Marcos network](#)
- [SparkToro tool shows Marcos with 42.6% 'fake followers' on Twitter, Moreno with 40.5%](#)



# What is the Role of Critical Digital Pedagogy in Fighting

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# CRITICAL DIGITAL PEDAGOGY

Critical Digital Pedagogy is a relatively new discipline which aims to examine and apply contemporary digital platforms where TEACHERS are encouraging their students to challenge the complexities of power, domination, and oppression structures .



# CRITICAL DIGITAL PEDAGOGY

Critical Digital  
Pedagogy AIMS TO  
**EMPOWER students** to  
express their  
viewpoints against  
**Oppression** and work  
collaboratively to  
achieve **SOCIAL  
JUSTICE.**



# CRITICAL DIGITAL PEDAGOGY

**Teachers  
responsibility' to  
answer and correct  
misconceptions  
through digital means  
because injustices and  
inequities exist both in  
and out of digital  
landscape .**



# *Characteristics : Jesse Stommel*

- It centers its practice on community and collaboration
- Must remain open to diverse, international voices, and thus requires an invention to reimagine the ways that communication and collaboration happen across cultural and political boundaries
- Will not, cannot, be defined by a single voice but must gather a cacophony of voices
- Must have use and application outside traditional institutions of education.



# BE INTERNET

Google | iKeepSafe | The Partnership for a Secure Future

Smart  
Alert  
Strong  
Kind  
Brave

Be  
Internet  
Awesome.

Digital Citizenship at  
Citizenship Kurikulum  
Updated June 2019

# CDP

- Activism
- Field, theory and practice, reflective
- Solutions
- Defined by questions
- Defined by the problems it poses
- Cacophony of voices
- A way of treating one another

# *The Teachers VS Fake News*

## POLITICIZING CRITICAL DIGITAL PEDAGOGY

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“In this world we now occupy, everything is political. Everything, we so often think, except our schools. We somehow believe learning in schools can be isolated from the surrounding society, even when that society creates, funds, and staffs our schools. We can no longer pretend our classrooms are separate from current political conditions and discourse.”

~ Chris Friend, “CFP: Politicizing Critical Digital Pedagogy”

# *Ruha Benjamin*

So, what are the responsibilities of educators and educational institutions in a context where this is a deliberate campaign to break society, erode mutuality, grind down our ability to care for one another, eat away at any notion of a collective good, and destroy the institutions upon which our society depends? In this context, I think educators are called on to be champions of the social contract and to model and cultivate caring forms of sociality that are everywhere under siege.



# *What to do with Fake News?*



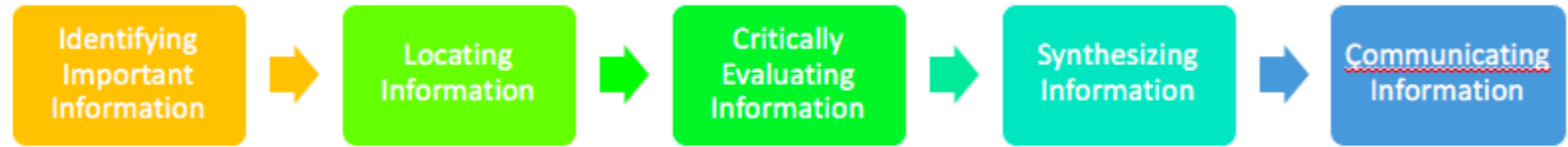
The **Fear** of **Technology** is **STRONG** with this one....



# *Challenges in Fighting Fake News!*

- 1 Information Overload
- 2 The Crisis of Authenticity
- 3 Speed versus Accuracy
- 4 Overcoming our Bias

# *New Literacies Framework : Leu et al. 2007*



# 21st Century Skills: Information, Media and Technology Skills

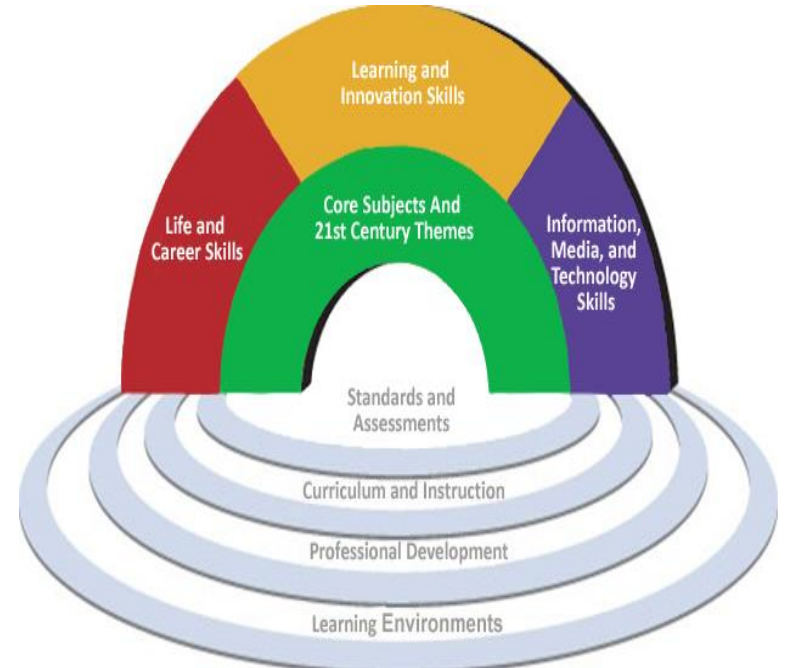


Figure 1 - P21 Framework for 21st Century Learning

# Massive Open Line Courses

What materials and activities will facilitate learning in a MOOC?

Element	Activities
Recall Previous Experiences	Video Clips/ Case Studies/ Multimedia Productions/ New
Input	Readings/ Instructor's video (5-10 mins) / Video from other sources
Check for understanding	True or False or Multiple Choice/ Matching Exercise/ Fill in the blanks/ Investigate and complete
Engagement	Discussion groups/ Learning communities with Digital Materials as results (e.g posters. Social media campaigns, infographics)
Legacy	Blog, Website, Social Media Site, Video or Photoblog

# Data About Critical Pedagogy

## International Context

The digital era's persistent educational issues have piqued national and worldwide interest in how teacher candidates are being trained to manage and successfully incorporate digital technology. According to the research “A collaborative Self Study of Critical Digital Pedagogies in Teacher Education” conducted by Jamilee Baroud and Pooja Dharamshi . Four main themes were identified: 1) teacher educator uncertainty, 2) teacher candidate resistance, 3) flawed engagement, and 4) connecting students' lived experiences to the curriculum.

### *Teacher Resistance and Teacher Educator Uncertainty*

Integrating technology allowed educators to use new digital tools without being experts. The goal was to be specific about the commitment to demonstrate that teacher candidates can integrate technology even with a minimal level of knowledge. However, the teachers became unmotivated and hesitant as it can be tough for educators who are not that well-versed in terms of the use of technology.

### *Flawed Engagement and Teacher Candidate Resistance*

They established space for learning and growth by providing low-stakes opportunities for students to test out tools and discover connections between critical practices and pedagogies. Although some teacher candidates were familiar with digital technology, several raised concerns about the goals for which they were utilized, as well as the implications of cybersecurity and

cyberethics. Teachers are less likely to participate in meaningful ways when they are unaware of the technological and ethical consequences of their digital footprint.

The prevailing narrative supporting digital literacy education is being criticized for emphasizing 'new technical stuff,' such as the ability to operate digital application hardware and software. While technical knowledge is important in becoming digitally literate, curriculum materials frequently neglect social, cultural, and ethical challenges associated with learning with technology, as well as the need to critically reflect on local and global responsibilities and professional behavior. Instead of treating essential digital literacies as an afterthought or optional topic, this fundamental shift would urge educators to consider including them into the curriculum. The responsibility should go beyond educators, whose role in integrating new digital technologies into their jobs can be challenging and time consuming, especially if they lack prior knowledge or training. To strengthen important digital classroom practices, teachers require institutional support in the form of curriculum and policy papers, as well as the supply of digital tools and professional development for teacher learning.



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### SUB-THEMES

Individual and panel proposals shall range from (but are not limited to) the following sub-themes.

- Education for increasing knowledge, wealth and health.
- Education for reducing overconsumption, social cohesion and overuse of natural resources
- Education for Cultural respect, reconciliation and solidarity
- Education for Dismantling the culture of war, and peace education
- Education for living with justice and compassion
- Education for living in harmony with earth
- Human Rights Transformative Education
- Global Citizenship Education (GCED)
- Global Classrooms
- Resilience and Well-being Education
- SDG Pedagogical Approaches and Practices
- Critical Digital Pedagogy
- Governance, Accountability, Professionalism and Commitment
- Localizing SDGs
- E-Learning in SDGs
- Education for Sustainable Development
- Responsible Digital Citizenship

To be considered as **presenter** in the parallel sessions, please submit the **abstract** of the paper with a **maximum of 350 words** written in **either English or Filipino**, typed **single-spaced**, with font type **Times New Roman**, and font size of **12 pts**. Kindly include a **bio-note with a recent photo**.

Deadline of Submission is on  
**JULY 30, 2022**  
through [actedpnu@gmail.com](mailto:actedpnu@gmail.com)



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