

Information literacy skills of a conspiracy theorist?

Daria Cybulska, Dr Laura Vidal, Puthimart Naothaworn and Graciella Edwina Sutanto



Table of Contents

1. About the authors

2. Overview

3. Multiplicity of Information Challenges

4. Mirroring critical thinking

5. Appropriation of discourse

6. Crossing information literacy with emotions

7. Problem of polarising narrative, and way forward

8. The creative output

9. Further reading and resources

10. Truth Detectives - the comic

About the Authors

Daria Cybulska, AKO Storytelling Fellow 2023/24 and the lead on this project, is the Director of Programmes and Evaluation at Wikimedia UK. She has developed programs to Increase Knowledge Equity via bringing diverse people and content onto Wikimedia projects. In the last few years, she collaborated on Wikimedia's 2030 global strategy with colleagues across the globe, a process that brought many reflections about accessibility, inclusion, and equity within collaborative knowledge projects. In 2023/24 she was a Churchill Fellow investigating Central Asia's online civil society.

Dr Laura Vidal, is a Doctor in Education Sciences with strong training, writing and editorial experience. She has conducted research on online communities and their potential developing in intercultural sensitivity. She has also participated in research on narrative change in Latin America, and has worked on research intersecting digital rights and its penetration in human rights organisations. Her expertise include areas such as internet freedom, digital, gender and human rights. She has served as the Americas regional editor for Global Voices and IFEX, and has also worked on language inclusion strategies and outreach coordination for the Mozilla Foundation and Small Media's Shutdown Academy. She supported the research part of the project.

Puthimart Naothaworn, is a Thai illustrator who graduated from Central Saint Martins with a BA in Graphic Communication Design. She describes herself as a multimedia illustrator aiming to have a hands on practice, and likes to explore the themes of culture, nature and history in her works. She co-created the Truth Detectives comic.

Website: <https://linktr.ee/puthimart>

Graciella Edwina Sutanto, is an Indonesian multidisciplinary graphic designer with a goal to champion creative, curated and transformative experiences. She describes herself as an enthusiastic and resourceful designer who is open to exploring multiple creative themes within culture, sports, everyday discussions and current news. She graduated from University of the Arts London with a BA (Hons) Illustration and Visual Media. She co-created the Truth Detective comic.

Website: <https://linktr.ee/studiograzs>

Overview

This booklet summarises research findings of the 2023 AKO Storytelling Institute fellowship on misinformation, where Daria focused on investigating information literacy skills of conspiracy theories followers. It is an exploration of how emotion shows up in critical thinking, and how, if not included in information literacy education, it can derail the learning process, while also fueling polarisation.

This resource is intended for schools (especially around year 8 in the UK), and broadly any setting where information literacy education takes place.

The starting point of this project is an observation that the narrative around building information literacy skills sounds very similar to how conspiracy theorists talk about their approach to research. Shared phrases include - check sources, don't immediately trust what you see, connect the dots, think about who funded the information, do your own research, etc.

Are information literacy educators closer than we realise to a conspiracy theorists approach to engaging with information?

What follows is a series of questions that aim to be an invitation for reflection on how information literacy and critical thinking is taught: What are the similarities between information literacy education resources and those seen in shared methodologies employed by conspiracy theorists? What are the main themes?

If conspiracists are appropriating the language of information literacy, what can educators learn from "the other side"? What are the conspiracists getting right?

Is information literacy education pushing some people into conspiratorial approaches, by conveying a distrustful approach to the information ecosystem, and giving them skills and approaches which resonate with conspiracy theorists?

It's challenging to pinpoint the origins of this similarity in 'critical thinking', scepticism and individualism narratives. While it's possible that it stems from people wanting similar things - dig deeper into information, conduct exciting research - it has been shown that some of this comes from conspiracy theorists actually appropriating research discourse, which in itself can be a tool for educators to include in their teaching methods and tips.

And so the first part of the project is an acknowledgement of similarity in approaches between information literacy education, and conspiracy theorists call to action. From there, we can on the one hand reflect on what we have in common (going against a common trend of polarisation between conspiracists and people ‘in the mainstream’), and on the other, get closer to ideas and conspiracy theorists strategies that can be useful to educators and practitioners.

Misinformation and conspiracy theories can drive polarisation in society, they can divide how we think and support a situation where we don’t even share the same view on reality. However, by promoting simplistic arguments about being cleverer than others, information literacy tools can encourage self-righteousness and possibly even closed mindedness, making it hard to consider or connect with those with different values and ideas (and conversely the conspiracist side talks about others in a dismissive way too). Putting down and dismissing groups following and spreading disinformation in general, and conspiracy theories in particular, can in fact drive further polarisation.¹

A narrative change away from a disdainful view of those believing disinformation or conspiracy theories, towards recognising a common love of research or skillful use of emotions, may actually push against some of the polarising effects of misinformation.

Note on terms used in this research

Much work has been done on mapping literacies, and conspiracy theories. This booklet doesn’t attempt to offer definitions, even less new concepts. Instead, it uses general terms to broadly point to the areas it wishes to discuss.

Information literacy is meant as a set of skills for approaching information, finding and understanding results.

Information literacy educators are understood here as a broad group of people who in some way include literacy education in their practice - this could be teachers (of any subject), but also practitioners in literacy NGOs, librarians, and more. Similarly, ‘students’ could be anyone engaging in developing their literacy skills and approaches, regardless of age or education setting.

¹ <https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1111/bjso.12536> ‘Who wants to silence us?’ Perceived discrimination of conspiracy theory believers increases ‘conspiracy theorist’ identification when it comes from powerholders.

Conspiracy theory is broadly meant here as a belief that there are actors who have coordinated in secret to achieve an outcome and that their conspiracy is of public interest but not public knowledge.² It's recognised here that some conspiracy theories are harmful and extreme, and are being spread with the aim of causing harm. Further, not all conspiracy theorists engage in critical thinking, or in what they would refer to as such. Without going into depth of attempting distinctions, this research project aims to point in the general area of similarity of narratives. Through this document we do sometimes lean into the categorisation of the 'two sides' (educators and conspiracists) for the sake of argument. But the more general point is that thinking of distinct categories does not serve the ideas we want to put forward here.

² <https://www.annualreviews.org/doi/pdf/10.1146/annurev-psych-032420-031329>

Multiplicity of Information Challenges

The challenge posed by the proliferation of disinformation, and especially by conspiracy theories, is intricate and multifaceted. Deliberate efforts, often meticulously crafted³, exploit the disorderly nature of online information. This phenomenon taps into cognitive, educational, technological, social, and political realms, presenting a complex web of influences.

A fundamental element contributing to the propagation of disinformation and belief in conspiracies is the widespread erosion of trust in authorities, a trend observed over the past decade across numerous societies globally. Scepticism toward established institutions directly impacts perceptions of information reliability - diminished trust in institutions⁴ has led to a consequential loss of faith in traditional information sources, creating a void that disinformation and conspiracy theories exploit.

Disguised disinformation campaigns often masquerade as independent and trustworthy sources, necessitating a closer examination of their successful tactics through comprehensive case studies.

Research studies shed light on intriguing aspects of this issue. For instance, findings by Anthony Lantian and colleagues⁵ suggest that while conspiracy believers may possess independent thinking traits - something that will be explored in this booklet, their critical thinking abilities might be underdeveloped. Their research underscores a possible avenue for diminishing conspiracy beliefs by fostering and enhancing critical thinking skills. These studies provoke discussions about strategies aimed at reducing susceptibility to conspiracy beliefs through the cultivation of robust critical thinking abilities.

³ Covid-19 Disinformation: Narratives, Trends, and Strategies in Europe: <https://www.disinfo.eu/publications/covid-19-disinformation-narratives-trends-and-strategies-in-europe>

⁴ Manuel Castells: The Crisis of Liberal Democracy <https://youtu.be/CVQ7-dBiHVk?si=PztkjqBt0sYAO6Qj&t=644>

⁵ Maybe a free thinker, but not a critical one: High conspiracy belief is associated with low critical thinking ability <https://onlinelibrary.wiley.com/doi/abs/10.1002/acp.3790>

Mirroring critical thinking

Practical observations (of media outlets, influencers and public figures famous for disseminating disinformation) brought examples that help classify the ideas behind a lot of the discourse that seems to be present in disinformation efforts and conspiracy theorists. These are mirrored in many media and information literacy toolkits and lesson plans, and even in academic research, especially in marginalised fields.

Interestingly, none of the examples that helped build this proposed classification of discourses pointed at characteristics of the information one could trust. Mostly, the ideas behind them seem to concentrate on calls to action and the characteristics of “truth seekers” and those who would be prone to follow these groups and question authority.

1. Methods for assessing information

- What’s the source. Where did it come from, how did you get it.
- What’s the motivation of the source.
- Focus on the origin of the information.
- Privilege unmoderated access to information (original sources).
- Do your research! (you are the source, the observer).
- Get to the bottom of things.
- Always mistrust, question. Be a critical citizen.
- “Question more” (could also be seen as a call to action, which also seems common in this kind of discourse).

Ofcom’s recent report on ‘Minority beliefs’⁶ highlights how people engaging in conspiracy theories ‘often took care to assess information based on factors, including which platform or site they had found it on, who was communicating it, and the tone and style of the content.’

⁶ <https://www.ofcom.org.uk/research-and-data/media-literacy-research/adults/understanding-experiences-of-minority-beliefs-online>

2. Personality traits and features of those who ‘know better’

- Love for research, desire to know the truth.
- Sceptical attitude.
- Style of approaching information in general. Being contrarian, critical.
- Finding another way of looking at the world.
- Not taking things at face value
- Motivation to expose what is hidden

In the conspiratorial realm, the approach described above has a strong element of emotion, of excitement of investigation or discovery, but also of anxiety stemming from a sense of things being not right.

3. Active participation in learning

- Not passive consumers of knowledge.
- Conspiracists see themselves as taking an active participant role in their learning.⁷

4. Dismissing and minimising the “other side”⁸

- Sheeple (for ‘mainstream’ followers)
- Rabbit holes (for conspiracy theorists)

⁷ <https://www.ofcom.org.uk/research-and-data/media-literacy-research/adults/understanding-experiences-of-minority-beliefs-online> “participants tended to be inquisitive and curious with a desire for research, questioning and deliberation.”

⁸ MHP conduct a regular study tracking polarisation (<https://www.mhpgroup.com/approach/polarisation-tracker/>), identifying a key group known as “Super Distrusters.” Their research, “Super Distrusters vs. The Elite,” surveyed 1004 British individuals using the online survey platforms. In 2024 Wikimedia UK and MHP collaborated, adding several questions to the tracker about information literacy. The findings revealed that ‘Super Distrusters’ perceive themselves as possessing superior information literacy skills, believing they can teach these skills to others and excel in parsing information. Furthermore, this group is more inclined than others to rely on online communities for fact-checking and are perhaps more candid in admitting this practice.

Appropriation of discourse

Some of this similarity of narrative may be coincidental, driven by a common desire to engage in critical thinking and to get to the truth. However, there does also seem to be an appropriation of discourse from information literacy experts, used to spread disinformation and conspiracy theories.

The concept of appropriation in the realm of discourse holds significance in understanding the dynamics between conspiracy theories and information literacy frameworks. Naomi Klein, in her recent book “Doppelganger,” delves into the essence of doubles within conspiracy theories, noting that while conspiracy theorists may misinterpret factual information, they often capture and resonate with underlying emotions accurately.

Klein’s exploration of doubles and doppelgangers can be read next to the phenomenon of ‘duplication’ or appropriation of information literacy discourse by conspiracists that we’ve observed. This appropriation is exemplified in Klein’s own experience, where her arguments were inverted and manipulated to cater to conspiratorial narratives. For instance, the once-innocuous phrase “do your own research” became a rallying cry for those pushing conspiracy theories to spread; it transformed into a directive to scour the internet until aligning findings confirm personal feelings or even paranoia.

As Klein says, ‘Conspiracy influencers perform what I have come to think of as a doppelganger of investigative journalism, imitating many of its stylistic conversations while hopping over its accuracy guardrails.’

This distinction becomes pivotal when discerning deceptive methodologies.⁹ While seeking factual information, it’s imperative to remain open to questioning¹⁰ our own beliefs and embracing the possibility of adjusting our perspectives.

⁹ The Conspiracy Theory Handbook: <https://www.climatechangecommunication.org/wp-content/uploads/2023/09/ConspiracyTheoryHandbook.pdf>

¹⁰ Lazy, not biased: Susceptibility to partisan fake news is better explained by lack of reasoning than by motivated reasoning: <https://www.sciencedirect.com/science/article/abs/pii/S001002771830163X>

However, in the realms of disinformation and conspiracies, individuals tend to gravitate toward information confirming pre-existing beliefs—a psychologically comforting inclination that is challenging to resist. Exploiting this tendency, disinformation campaigns tailor their content to align with and capitalise on prevailing anxieties. For instance, during the COVID-19 pandemic, disinformation and conspiracy theories exhibited significant adaptability, catering their narratives to align with the specific anxieties prevalent in different countries.¹¹

Part of the issue that educators are up against is that the act of doing real research can be rather boring. Responsible research holds itself to a high standard that can become tedious - triple checking sources, verifying documents, looking through peer-reviewed studies, fact checking. On top of this a researcher needs to hold onto uncertainties, and at times admit that their assumptions or theories were incorrect. It's a slow process that can be emotionally taxing.

¹¹ <https://www.disinfo.eu/publications/covid-19-disinformation-narratives-trends-and-strategies-in-europe>

Crossing information literacy with emotions

Emotion shows up in a range of ways when considering information literacy. There's the core set of emotion including excitement of discovery, desire to belong, satisfaction of knowing something - and of correcting or enlightening others. Then there's a deeper set of emotions such as boredom, shame of being proven wrong or needing to change opinion, discomfort and anxiety of not being certain.

Emotions tend to be discredited in the domain of learning, as they are not objective. But emotion guides our attention, and so it is not possible to completely separate them out from the activity of learning.¹²

At the same time the research did not see emotion being prominently considered within literacy frameworks. Ofcom¹³ stipulates that a person displays full media literacy only when they simultaneously apply behaviours, skills and knowledge to different types of information sources - this is a knowledge-based, intellectual approach, which considers human engagement with information being purely intellectual.

Navigating the intricate intersection of information literacy and emotions unveils a multifaceted challenge, but offers an interesting lens. While the general focus of literacy education has primarily been fixated on the pursuit and validation of facts - how to discern them, authenticate them, and confront disinformation and conspiracy theories - it is crucial to address the emotional dimensions entwined within these processes. Educators and practitioners encounter a daunting task: how to confront and mitigate the emotional elements that propel individuals towards embracing disinformation?

A shift in approach becomes essential. Rather than simply offering definitive answers or actions, the educator should seek to **emphasise the proposition of diverse ideas, perspectives, and narratives - and being comfortable with that diversity, and resulting uncertainties and complexities.**

¹² Linn Friedrichs https://www.transcript-verlag.de/media/pdf/2d/5c/2b/ts6023_1.pdf

¹³ <https://www.ofcom.org.uk/research-and-data/media-literacy-research/adults/understanding-experiences-of-minority-beliefs-online>

Navigating the intricate intersection of information literacy and emotions unveils a multifaceted challenge, but offers an interesting lens. While the general focus of literacy education has primarily been fixated on the pursuit and validation of facts - how to discern them, authenticate them, and confront disinformation and conspiracy theories - it is crucial to address the emotional dimensions entwined within these processes. Educators and practitioners encounter a daunting task: how to confront and mitigate the emotional elements that propel individuals towards embracing disinformation?

A shift in approach becomes essential. Rather than simply offering definitive answers or actions, the educator should seek to **emphasise the proposition of diverse ideas, perspectives, and narratives - and being comfortable with that diversity, and resulting uncertainties and complexities.**

Solid research mandates a willingness to question our own beliefs. Disinformation and conspiracies, on the other hand, often thrive by validating perceptions while also offering something exciting - being an 'in the know' insider. The essence of conspiracy theories lies in the narrative they construct - a compelling, emotional tale that opposes established official accounts of events. Conspiracy theories hold a captivating allure - they present a coherent and emotionally charged storyline, captivating and engaging audiences. This allure and emotional resonance make them formidable forces in shaping beliefs and perceptions.

One thing therefore that could be embraced within information literacy education are emotional aspects of the process of learning. Many of the 'anti misinformation' methods taught to learners are purely cognitive. They don't include a consideration for how difficult it can be on an emotional level to change prior opinions or beliefs. Knowledge appropriation isn't purely intellectual - it's connected with identity and emotion, with a deep sense of who you can trust and where you belong. This can't easily shift when faced with new evidence.

Including an emotional level in learning is more important than ever in a context of a world that's ever harder to fully understand. The surge of conspiracy culture in today's era, as described by Jaron Harambam¹³, reflects an epistemic quandary. It occurs **within an age characterised by epistemic instability**, where societal conflicts revolve around divergent knowledge claims. The concept of an absolute, singular truth has become elusive, prompting individuals to grapple with a **dispersed and subjective truth "out there,"** awaiting interpretation and understanding.

¹⁴ Contemporary Conspiracy Culture Truth and Knowledge in an Era of Epistemic Instability: <https://www.routledge.com/Contemporary-Conspiracy-Culture-Truth-and-Knowledge-in-an-Era-of-Epistemic/Harambam/p/book/9781032172668>

Including an emotional level in learning is more important than ever in a context of a world that's ever harder to fully understand. The surge of conspiracy culture in today's era, as described by Jaron Harambam, reflects an epistemic quandary. It occurs **within an age characterised by epistemic instability**, where societal conflicts revolve around divergent knowledge claims. The concept of an absolute, singular truth has become elusive, prompting individuals to grapple with a **dispersed and subjective truth "out there,"** awaiting interpretation and understanding.

In this sense, **learning how to learn, with consideration for emotion, seems to be the most important future skill right now.** Process of learning needs to include both cognitive, emotional, and even physical dimensions (boredom registers in the body), so that students develop their complexity resilience - being more comfortable with an increasingly ambiguous, complex, and difficult world. This would mean they are a little less prone to conspiracy theories which often offer easy answers and satisfying explanations to the complex world.

Problem of polarising narrative, and way forward

The issue at hand transcends the binary of good versus bad that is too present in the discourse of experts. This is a complex terrain where the prevailing dismissive discourse towards individuals propagating or embracing disinformation and conspiracy theories contributes to a breakdown in communication and further alienation. In any learning environment, a sense of ridicule or being belittled impedes the learning process. This can, for example, push conspiracy theorists further away from other groups. At the same time, this approach fuels further polarisation between groups and people - tragically, that's one of the goals of misinformation. So in a sense, by leaning into a dismissive narrative, we are doing the work of misinformation actors for them.

A critical pivot lies in reshaping the narrative. Introducing new framing should address the emotional facets deeply embedded within misinformation. Alongside cognitive methodologies, it's imperative to integrate strategies that account for emotional dimensions. Rather than perceiving individuals influenced by disinformation as fools or myopic, it becomes crucial to view them as illustrative of a profound schism between experts and the wider public, reflecting the fears and anxieties prevalent among a significant segment of society.

We then move beyond simple black and white labels - crazy vs scientific, stupid vs clever. These clear cut distinctions don't reflect the realities of the world, and of humans.

Renee Hobbs¹⁵ offers valuable insights into this narrative transformation. She advocates for a paradigm shift where educators, particularly school librarians, discard the notion of being gatekeepers of quality information. Instead, they must immerse themselves in the intricacies of the subject matter, facilitating students' exploration of content that spans the spectrum from "credible" to "incredible."

¹⁵ Teaching the conspiracies:
<https://mediaeducationlab.com/sites/default/files/Hobbs%20Teach%20the%20Conspiracies%202017.pdf>

This process involves guiding students to employ nuanced and sophisticated criteria, enabling them to discern between different sources effectively - while being mindful not to employ purely intellectual tactics at the expense of emotions.

The trend to explore knowledge equity and exploration of complex territories of knowing makes it even more important for both teachers and students to be comfortable with nuance and complexity. What counts as knowledge, what are the limits of it? Pushing the barriers of encyclopaedic, Western, 'enlightenment' knowledge requires us all to navigate a terrain where not everything is straightforwardly knowable and provable.

What does this mean in terms of the way forward with information literacy education?

Educators are overloaded and underpaid. As outlined, current approaches to information literacy are unsatisfactory - yet we can't not educate people in this space. Simply offering a teaching toolkit to include emotion in information literacy education may get quickly outdated, and/or copied over by conspiracy theorists just the same.

With a complex issue, a complex way forward must emerge. Teachers hold an important key in guiding information literacy, but cannot do it alone. Multidisciplinary, collaborative approach is called for - including a psychologist to account for the emotional layer (both for learning, and teaching), librarian to guide how the knowledge ecosystem is built, a journalist with reliability strategies. This does of course mean doing more - but do we have an alternative?

The creative output

Part of the fellowship project involved creating an artistic output to illustrate themes explored in the research - eschewing formal confines of academic research in favour of an informed exploration, with the goal to contextualise the nuances surrounding the issue at hand.

It is also an invitation to consider current teaching methodologies, within a space a thoughtful reflection and discourse rather than outright dismissal. This creative endeavour aims to challenge the sometimes present narcissism associated with teaching (inclination towards asserting power by influencing others' thinking). Instead, the goal is to enhance educators' emotional literacy awareness.

The creative output seeks to pinpoint the weaknesses inherent in the skill set of conspiracy theorists, highlighting how orientation towards pure excitement of research and discovery can lead to susceptibility to manipulative ideas. It does also underscore their strengths, notably their emotional astuteness and ability to engage with individuals marginalised within society. The overall goal is to humanise the discussion around conspiracists, shedding light on the intricacies of belief systems and offering learning opportunities coming from the "other side".

Students in the story are roughly 13 year olds, at an age where critical thinking develops rapidly - together with social awareness and everything that comes with it. Approaches to learning really matter at that point.

Teaching is neither about having all the answers, nor about focusing purely on student-led learning. While the conclusion of the story isn't neat or easy, it offers complicated hope and an invitation to consider how teaching can be done with consideration towards emotion, and away from a polarising language. These approaches to humanising 'others' may include explorations, within the process of learning, of who do you trust, how to have difficult conversations on controversial questions, how to handle emotive questions, kind approaches to own vulnerabilities, compassion towards personal feelings associated with learning (shame, anxiety, belonging, loss, sense of fairness).

Further reading and resources

The Conspiracy Theory Handbook

Authors: Stephan Lewandowsky, John Cook

Type: Guidelines and Tools

Link: <https://www.climatechangecommunication.org/wp-content/uploads/2023/09/ConspiracyTheoryHandbook.pdf>

Maybe a free thinker but not a critical one: High conspiracy belief is associated with low critical thinking ability

Authors: Anthony Lantian, Virginie Bagneux, Sylvain Delouvé, Nicolas Gauvrit

Type: Academic paper

Link: <https://onlinelibrary.wiley.com/doi/abs/10.1002/acp.3790>

Lazy, not biased: Susceptibility to partisan fake news is better explained by lack of reasoning than by motivated reasoning

Authors: Gordon Pennycook, David G Rand

Type: Academic paper

Link: <https://pubmed.ncbi.nlm.nih.gov/29935897/>

Rupture: The Crisis of Liberal Democracy (Talk about book)

Author: Castells, Manuel

Type: Online Discussion

Link: <https://youtu.be/CVQ7-dBiHVk?si=PztkjqBt0sYAO6Qj&t=644>

Understanding experiences of minority beliefs online

Authors: Colin Strong, Katy Owen & Jill Mansfield

Type: Report

Link: https://www.ofcom.org.uk/data/assets/pdf_file/0019/268102/understanding-experiences-minority-beliefs.pdf

Do Your Own Research: Conspiracy Theories and the Internet

Authors: Clare Birchall and Peter Knigh

Type: Academic paper

Link: https://kclpure.kcl.ac.uk/ws/portalfiles/portal/176915617/Birchall_and_Knight_Do_Your_Own_Research_AAM_version.pdf

Just Because You're Paranoid, Doesn't Mean They're Not Out to Get You

Author: Clare Birchall

Type: Academic paper

Link: <https://web.archive.org/web/20150923211857/http://www.culturemachine.net/index.php/cm/article/view/12/11>

A QUICK GUIDE TO SOVEREIGN CITIZENS

Author: UNC School of Government

Type: Guidelines and Tools

Link: <https://www.sog.unc.edu/sites/www.sog.unc.edu/files/Sov%20citizens%20quick%20guide%20Nov%2013.pdf>

Four Theories of the Press

Author: Rahman Ulla (Blog)

Type: Blog Post

Link: <https://rahmanjmc.wordpress.com/2015/05/10/four-theories-of-the-press/>

Doppelganger: A Trip Into the Mirror World

Author: Naomi Klein

Type: Book

Link: <https://www.amazon.fr/Doppelganger-Trip-Into-Mirror-World/dp/0241621313>

Why Smart People Become Conspiracy Theorists with Naomi Klein - Factually!

Author: Naomi Klein

Type: Online discussion

Link: <https://www.youtube.com/watch?v=zh7hdHP7yoo>

The rise of the 'Super Distruster' is a major challenge for communicators

Author: -

Type: Press article

Link: <https://www.mhpgroup.com/the-rise-of-the-super-distruster-is-a-major-challenge-for-communicators/>

Indonesian army wields internet 'news' as a weapon in Papua

Author: Tom Allard and Jack Stubbs

Type: Press article

Link: <https://www.reuters.com/article/us-indonesia-military-websites-insight-idUSKBN1Z7001/>

Picturing Opaque Power: How Conspiracy Theorists Construct Oppositional Videos on YouTube

Author: Kamile Grusauskaite, Jaron Harambam, and Stef Aupers

Type: Academic paper

Link: <https://journals.sagepub.com/doi/10.1177/20563051221089568>

Contemporary Conspiracy Culture Truth and Knowledge in an Era of Epistemic Instability

Author: Dr. J. (Jaron) Harambam MSc

Type: Book

Link: <https://www.routledge.com/Contemporary-Conspiracy-Culture-Truth-and-Knowledge-in-an-Era-of-Epistemic/Harambam/p/book/9781032172668>

Four Theories of the Press

Author: Rahman Ulla (Blog)

Type: Blog Post

Link: <https://rahmanjmc.wordpress.com/2015/05/10/four-theories-of-the-press/>

Teaching the conspiracies

Author: Renee Hobbs

Type: Guidelines and tools

Link: <https://mediaeducationlab.com/sites/default/files/Hobbs%20Teach%20the%20Conspiracies%202017.pdf>

The psychological drivers of misinformation belief and its resistance to correction

Author: Ulrich Ecker et al

Type: Academic paper

Link: <https://www.nature.com/articles/s44159-021-00006-y>

“The Counter-Elite: Strategies of Authority in Millennial Conspiracism”

Author: David Robertson

Type: Academic paper

Link: [https://drive.google.com/file/d/1IPPsDKd8EIOUtUQDZOvv6yEAZBerUrBv/view?usp=drive link](https://drive.google.com/file/d/1IPPsDKd8EIOUtUQDZOvv6yEAZBerUrBv/view?usp=drive_link)

AKO Storytelling Institute

This research project was conducted as a part of the Storytelling Institute fellowship in 2023/24. The AKO Storytelling Institute works at the intersection of storytelling and social change. As a part of University Arts London Social Purpose Group, the Institute's mission is to enable storytellers and campaigners to make a greater social impact through their work. Through interdisciplinary experimentation and collaboration, they develop evidence-based approaches to the theory and practice of storytelling-for-change. In the 2023/24 cohort, 12 fellows were invited to explore how storytelling can help counter misinformation and disinformation, within a theme of 'Truth and Lies'.

Wikimedia UK

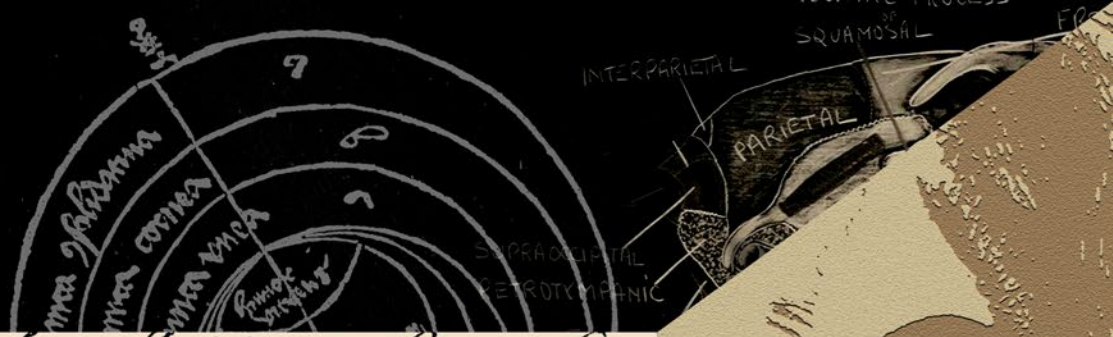
The fellowship project was made possible with the support from Wikimedia UK.

Wikimedia UK is the national charity for the global Wikimedia movement, with a vision of a more informed, democratic and equitable society through open knowledge. A registered charity, Wikimedia UK works with Wikimedia projects such as Wikipedia to enable people and organisations to contribute to a shared understanding of the world through the democratic creation, distribution and consumption of knowledge. It enables people to engage with open knowledge and access reliable information in order to develop their understanding of the world, and make informed decisions about issues that affect them.

Wikimedia UK's programmes promote information literacy by providing access to open knowledge, and facilitating its consumption and creation. Its content development programmes help fight mis- and disinformation, misrepresentation, systemic bias and inequality, thus building more tolerance and cultural understanding. Building information literacy is one of four ways in which Wikimedia UK helps strengthen civil society and democratic processes in the UK.



WIKIMEDIA
UK



tal Day to it had Liket to have been
ause if Justice had took me of it would
at Mercy Mercy Lord for me thou Oydin
Efe in Justice ~~There~~ I am Sure I ought
n from thy Bleft prefence I should have b
-only so but quite out of Heaven
n thy Bleft prefence were no sinner stan
worker of Iniquity Dare approach thy
Bleft ~~to~~ that hand that which has prefer

