

We're doomed: now what?

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About me: I've been a student and proponent of the digital shift with an emphasis on the production side

Macedonian teenagers making fake websites &
FB pages

And not just Macedonian teenagers

And not just foreign nationals

And not just creating websites, but manipulating
“systems”.

With nefarious intent (disinformation & agitprop)

Much of what we saw focused on destabilizing our political life

But much of it is also commercial...just business

And it was finding its way into student research
work

And just when the term clearly became unusable

The tools for fakery took quantum leaps in sophistication

Yikes!

ESSAYS ON WAR AND CLIMATE CHANGE

WE'RE DOOMED.

NOW WHAT?

*ROY SCRANTON AUTHOR OF LEARNING TO DIE IN THE
ANTHROPOCENE*

What the climate educators taught me

- Hold onto the significance of your little place as part of something big
- Work to understand your students' journey in this world; where they are starting
- Let them into your questions, dilemmas, perspectives
- Focus on resiliency and stewardship

LOGIN

LETTERS

TO THE NEXT PRESIDENT

PRESENTE 20

HOME LETTERS

SURPRISE ME ABOUT

MORE

Q

LETTERS FROM AMERICA'S YOUTH DURING THE
2016 PRESIDENTIAL ELECTION

E.L. HAYNES PUBLIC CHARTER SC... BROWSE ALL - X

Arctic Ocean

Greenland se

LETTERS

TO THE NEXT PRESIDENT

TO THE NEXT

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East Siberian Sea

Siberian Sea

YANCY G.

DISTRICT OF COLUMBIA

My message to the new president based on

immigration

Iceland

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YT

Canad

Bering Sea

Immigrants should have each and every same right as any citizen. Being born in a different country does not make you a bad person at...

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King

Sea of Okhotsk

Ireland

[VIEW THE LETTER](#)

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13 OF 15

[NEXT](#)

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Portugal

Japan

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North

Letters to the Next President 2.0 empowered youth voice on the issues that mattered to them during the 2016 Presidential

Election. We encourage you to read and share the powerful, thoughtful letters that were submitted. And although the project has ended, You can keep supporting youth civic action locally through our collection of resources

When they talked to me, what did I learn?

1. These students were not naive.

But they were alone. 2. Their hard work sometimes produced buggy routines. 3. Their 'media/information literacy' focused (problematically) on items. 4. Their model experience for

research was online shopping. 5. They were hungry for conversation and exemplars from adults.

When they talked to me, what did I hear?

- These students were not naive. They worked hard to navigate a complex information ecology and figure out who/what to trust. But they were often alone in the quest.

When they talked to me, what did I hear?

- Their hard work sometimes produced buggy routines or problematic rules of thumb.

When they talked to me, what did I hear?

- Their ‘media/information literacy’ focused on items to the exclusion of systems, frames, processes, sponsors, intents, business processes. Conversely, they found learning about this larger topics fascinating.

When they talked to me, what did I hear?

- Their model experience for information search was online shopping, though they weren't confident that was right.

When they talked to me, what did I hear?

- They were hungry for conversation and exemplars of working researchers/writers to see how those adults approached the problem.

Digital Literacy Resource Platform (Berkman)

Mozilla Web Literacy

Commonsense Media Digital Literacy Toolkits

The News Literacy Project

Weapons of Math Destruction - Cathy O'Neil
Bunk, or Fantasyland
Should bots have free speech?

Web Literacy for Student Fact Checkers - Mike Caulfield,
digipo initiative, civix

Civic Online Reasoning - SHEG

Net Smart - Howard Rheingold

First Draft News Fact-checking sites Journalist's
Resource/Poynter/etc.

The Breakthrough

NSPA

“Information literacy in the disciplines” might imply the role of disciplinary experts as models too.

Final thoughts

When it was working

Final thoughts

“When we talked about the whole crisis actors thing after the shooting, that really got to me, because it wasn’t just blah, blah, blah; it was, like, my life they were talking about. That really hit home and made me want to learn more.”

Final thoughts

“When I did, I learned a lot about how people were trying to actually find real information about this stuff [gun violence] and how hard it was. They’re like heroes to me.”

Final thoughts

Resiliency, stewardship
(ethics?)

Thank you!

Find links at

<https://bit.ly/2pzzv7G>