

The Use of Surveys to Combat Fake News in Media Literacy Education

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Abstract : Fake news has recently become a serious international problem. Therefore, researchers and policymakers worldwide have sought to understand fake news and develop strategies to combat it. This study consists of two primary parts: (1) a literature review of how surveys were used to understand fake news and identify problems caused by fake news, and (2) a discussion of how surveys were used to fight back against fake news in educational settings. This second section specifically analyzes surveys used to evaluate a South Korean elementary school program designed to improve students' metacognition and critical thinking. This section seeks to identify potential problems that may occur in the elementary school setting. The literature review shows that surveys can help people to understand fake news based on its traits rather than its definition due to the lack of agreement on the definition of fake news. The literature review also shows that people are not good at identifying fake news or evaluating their own ability to identify fake news; indeed, they are more likely to share information that aligns with their previous beliefs. In addition, the elementary school survey data shows that there may be substantial errors in the program evaluation process, likely caused by processing errors or the survey procedure, though the exact cause is not specified. Such a significant error in evaluating the effects of the educational program prevents teachers from making proper decisions and accurately evaluating the program. Therefore, identifying the source of such errors would improve the overall quality of education, which would benefit both teachers and students.

Keywords : critical thinking, elementary education, program evaluation, survey

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