



Handout: Listening with a skeptical ear

The Question checklist for Day 2,

Once students have read the stories, urge them to consider the following questions:

- What sources are used in the stories? Why should I believe them? What additional sources might add depth, more information? How many sources are used?
- How would students check the credibility and reliability of sources and information?
- What level of sourcing are we dealing with: experts, authorities, knowledgables, reactors?
- Are the reporters asking these sources questions they are qualified to answer reliably? Are the sources speaking within their fields of expertise?
- Which information and which stories do they consider the most reliable? Credible? Why?
- Which the least, and why?
- Is the information complete, or what information is missing?
- Is there a clear line between fact and speculation?
- Does the information in the story have a context? Can the reporter – and the audience – understand the impact of that context?
- What criteria do they use to determine credibility of information? Of sources? Is there reputable verification of the information?
- How important is their understanding of what words used in the stories mean? Are words and facts used in a context that helps understanding?
- Am 'I as a journalist' learning what I need to, and is the audience?
- What have they learned from this activity they can use to improve their own reporting?
- How did the “skeptical knowing” process help them look at the stories and understand the newsgathering and sharing, process? Understand sourcing?
- Which of the stories helped you make sense of the situation? Why?

What questions can students add to the list?

