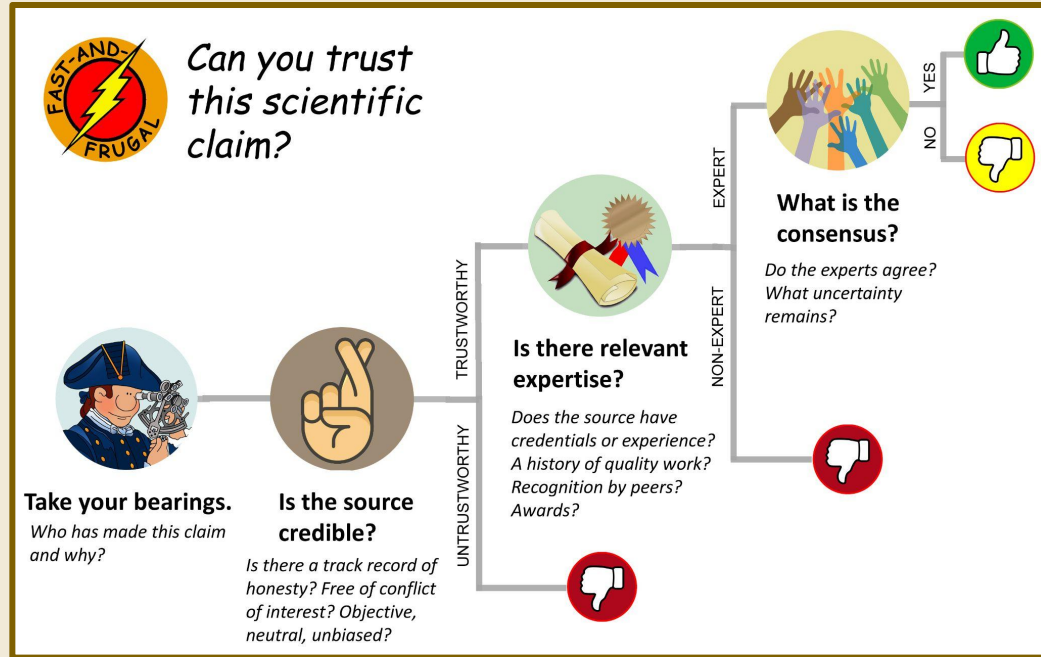




Fact-Checking 101



Entidades ILSI Português 

 [Sobre nós](#) [V Aniversário do ILSI Mesoamérica](#) [Comitês](#) [Eventos](#) [Atividades Latino-Americanas](#) [Atividades acadêmicas – parceiros do ILSI Mesoamérica](#) [Pesquisar](#) [Projetos de Treinamento](#) [Publicações](#)


Consumo total e adicionado de açúcar: avaliação em oito países latino-americanos

MDPI-Nutrition 12 de março

Mauro Fisberg, Irina Kovalsky, Mariana Gómez, Attilio Rigotti, Mariana Cortés Sanabria, Martha López García, Rossina Gabriella Paredes, Marianella Herrera-Cordero, Ana Zalcman Zimberg, Bernadetta Stzko, Michael Pratt, Luis A. M. Benar, Viviana Guajardo, Rosalva Fisberg, Cristiane Hermenegildo, Agatha Nogueira Previdelli e equipe do Grupo de Estudos ELANS

ELANS é um estudo transversal de nutrição e saúde de amostra nacionalmente representativa de populações urbanas em oito países da América Latina (Argentina, Brasil, Chile, Colômbia, Costa Rica, Equador, Peru e Venezuela). Um protocolo de estudo padrão foi elaborado para avaliar a ingestão nutricional, os níveis de atividade física e as medidas antropométricas de 9.000 participantes registrados.

O estudo baseou-se em desenho amostral complexo e multiestágio e a amostra foi estratificada por sexo, idade (15 a 65 anos) e nível socioeconômico. Um estudo piloto de



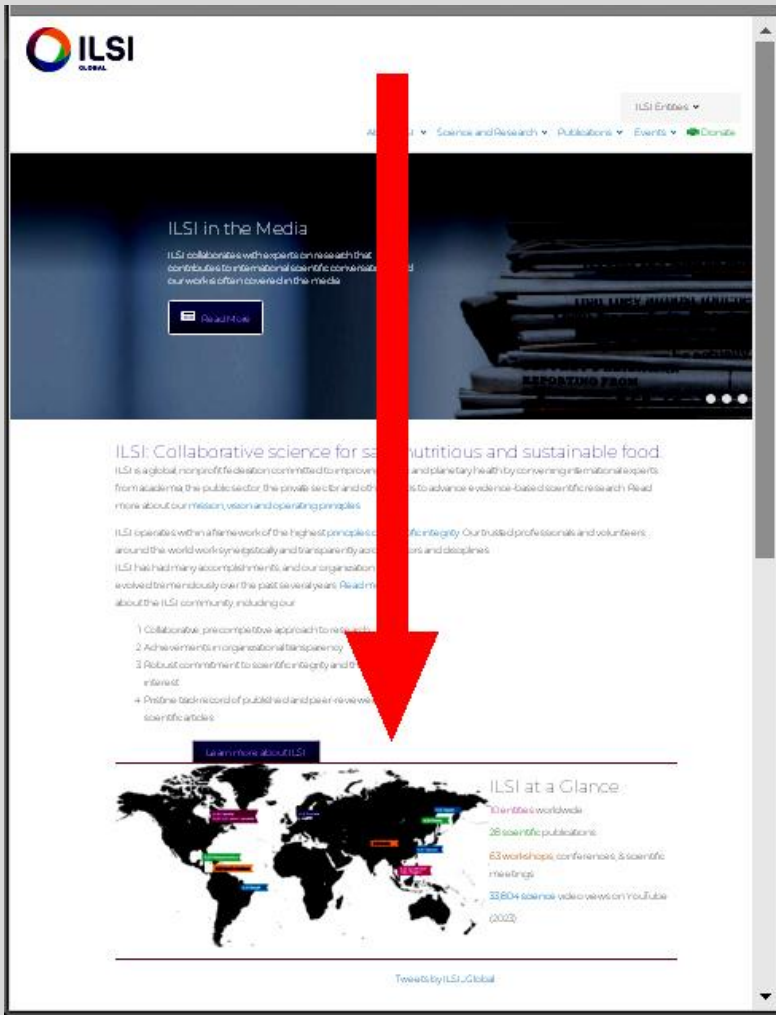
You encounter a webpage about sugar consumption in Latin American countries. Should you believe it?

You could use conventional "critical thinking" skills
— analyzing the argument and the evidence



C	Currency: The timeliness of the info
R	Relevance: How the info fits your needs
A	Authority: The source of the info
A	Accuracy: Reliability and correctness of the info
P	Purpose: The reason the info exists






That's how most people approach the problem.

They read *vertically*.

They:

- consider the overall impression
- check the URL (.org, .com ?)
- check the Author's byline
- consult the "About" page
- read the claims & identify the evidence and the reasoning

*But such analysis will **not** tell you **who** is behind these claims —or **why**.*



The screenshot shows the ILSI Mesoamérica website. The logo, consisting of a colorful circle and the text 'ILSI MESOAMERICA', is circled in red. A red arrow points from this logo to a large red question mark on the right side of the page. The website content includes a navigation menu with options like 'Sobre nós', 'Aniversário do ILSI Mesoamérica', and 'Comitês'. The main article title is 'Consumo total e adequação nutricional: avaliação em oito países latino-americanos'. The authors listed are Mauro Fisberg, Irina Kovalskys, Georgina Gómez, Attilio Rigotti, Lilia Yadira Cortés Sanabria, Martha Cecilia Yépez García, Rossina Gabriella Pareja Torres, Marianella Herrera-Cuenca, Ioná Zalcman Zimberg, Berthold Koletzko, Michael Pratt, Luis A. Moreno Aznar, Viviana Guajardo, Regina Mara Fisberg, Cristiane Hermes Sales, Ágatha Nogueira Previdelli, and the group 'Grupo de Estudos ELANS'. A map of Latin America is shown in the bottom right corner of the article text.

- ***Who is this and what is their purpose?***
- ***How might they want to **mislead** you?***
- ***Do they have a **conflict of interest**?***

For a more effective method,
do what professional fact-checkers do:

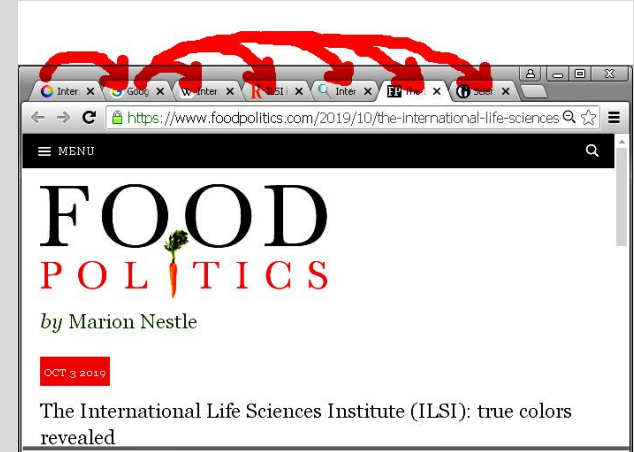
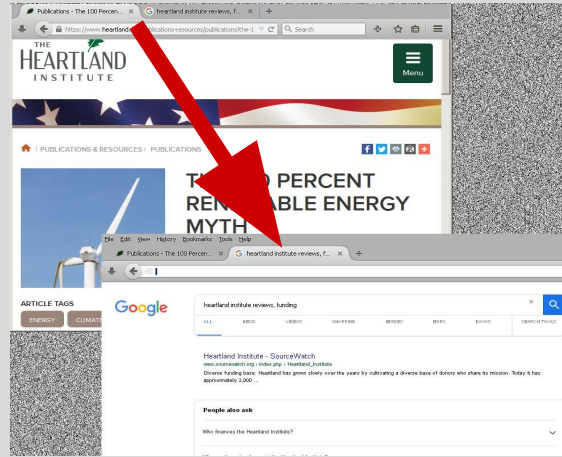
First:



ASK yourself:

- *Do you even know what you are looking at?*
- *Why dive into something deeply before even knowing what it is?*

Step 2. Investigate the source.



Open a new tab and *read laterally.*



Do not just follow the first result.
Exercise *click restraint*.

Review
your search results and
choose the most informative
links mindfully.



Information Ahead



**Is the source
credible?**

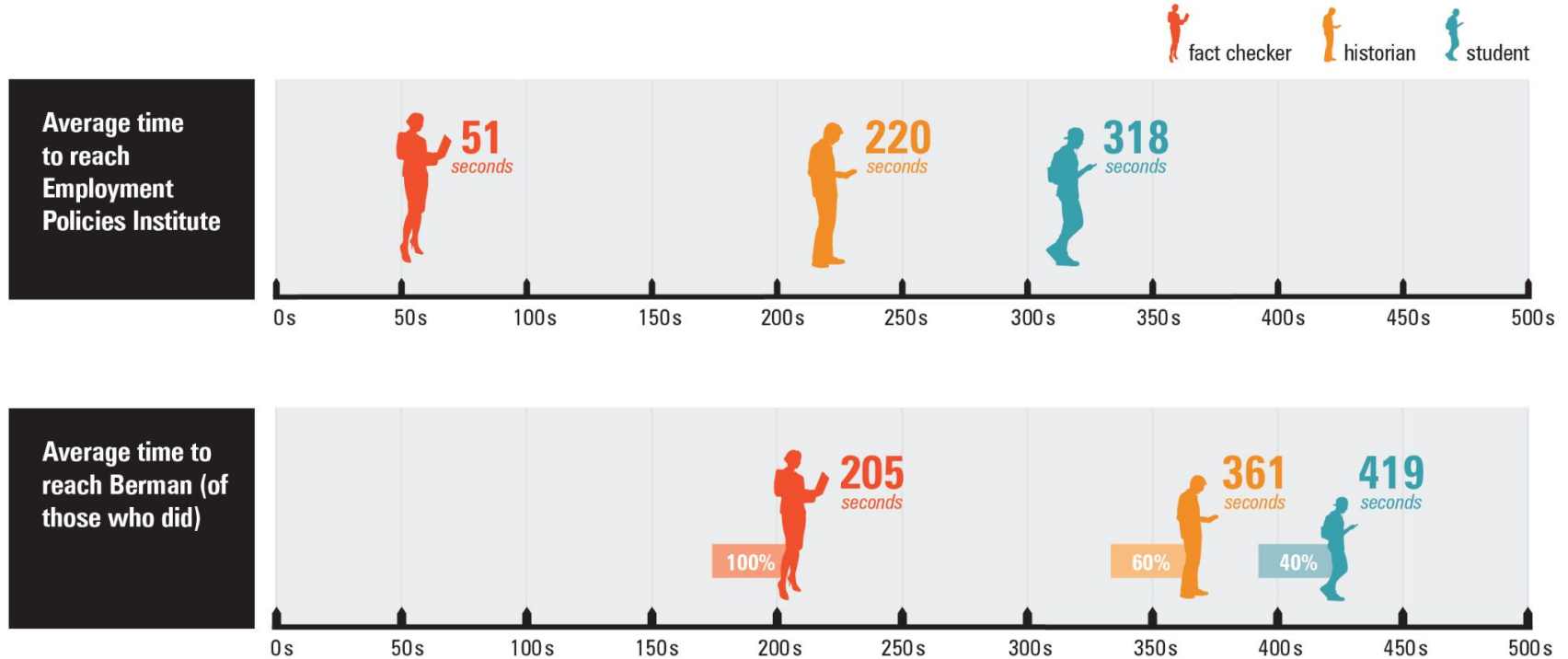
Investigate:

- Is there a track record of honesty?
- Any bias from conflict of interest?
- Objective, neutral, balanced?

Practice
critical ignoring.



Lateral reading reduces the time needed to identify a source's credibility.



from Wineburg & McGrew, (2019). Lateral reading: Reading less and learning more when evaluating digital information. *Teachers College Record*, 121(#11), <https://www.tcrecord.org/?contentid=22806>

Continue the fact-checkers' routine:

Step 3.

Find other coverage.

Step 4.

Trace the claims to their origin.



2 ways to confirm facts

But...

scientific claims are a special challenge.

You do not want *just* to confirm an event or quote
or find one isolated study
or sample one expert opinion.

You want to know if the claims are reliable —
vetted by a community of experts.

Your target benchmark is thus

***the consensus of
the relevant experts***





Is there relevant expertise?

Next ask:

- Does the source have the relevant credentials or experience ?
- A history of quality work?
- Recognition by peers? Awards?





**What is the
consensus?**

- Do the experts agree?
- What uncertainty remains?
- Where is there disagreement, and why?



OR



REVIEW

The **SIFT** Method*

1. **STOP.**
2. **Investigate the source.**
3. **Find other coverage.**
4. **Trace the claim to its origin.**



REVIEW

A fast-and-frugal decision tree for scientific claims*



Take your bearings.

Who has made this claim and why?

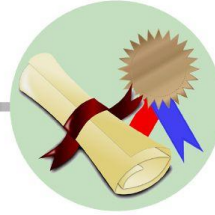


Is the source credible?

Is there a track record of honesty? Free of conflict of interest? Objective, neutral, unbiased?

TRUSTWORTHY

UNTRUSTWORTHY



Is there relevant expertise?

*Does the source have credentials or experience?
A history of quality work?
Recognition by peers?
Awards?*

EXPERT

NON-EXPERT



What is the consensus?

*Do the experts agree?
What uncertainty remains?*

YES



NO





Misinformation problem – *solved!!*



Solved ...Almost!

- *What will motivate you to **STOP** & fact-check?*
- *Will you **notice** when you need to find the consensus?*
- *Do you know **where to find it**?*

Beyond
fact-checking
skills,

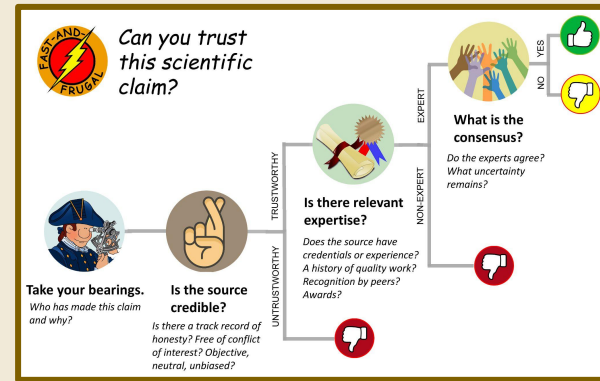


we should understand:

- how scientific consensus forms
- the social structure of trust in knowing
- basics of credibility
- nature of expertise
- media transparency
- deceptive tactics
- search biases

Fact-Checking 101

S.I.F.T.



- Review:**
- *What have you learned?*
 - *What do you have yet to learn?*