
LEARNING HOW TO TEACH HISTORICAL CRITICISM FROM FAKE NEWS?

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The development of fake news poses a didactic challenge to teachers and, upstream, to teacher trainers. How to equip future teachers, in initial training, so that they can teach their future pupils to take a critical distance from this fake news? With regard to the teaching of history, what can be done about the way in which, classically, pupils are trained in critical witnessing? Does this “school historical criticism” retain any relevance at a time when it is no longer just a question of learning to criticize an ancient bas-relief, a medieval chronicle, a modern engraving, a nineteenth century newspaper article... but to criticize fake news?

(...)

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