ERI Lectura. Lectura crítica en Internet: evaluación, desarrollo e intervención.

# Details

## Year

Not reported

## Scope

Local

## Countries

Spain

## Type

Empirical research – Experiment/Intervention

## Methodologies

Experimental / Quasi-experimental

## Researched Groups

Children

## Children Ages

## Funder

Spanish Secretarı´a General de Universidades (EDU2014-59422)

## Funder Types

National Government / Ministry

## Consents

Consent obtained from school officials / principal

## Informed Consent

Consent obtained

## URL

https://www.researchgate.net/project/Lectura-critica-en-Intenet-evaluacion-desarrollo-e-intervencion

# Goals

Social networks enable people with intellectual disabilities (ID) to participate actively in society and to promote their self-determination. However, concerns have been raised regarding the potential limitations of people with ID to deal with untrustworthy information sources on the Internet. In an experiment, we assessed how adult students with ID evaluated recommendations in Internet forums authored by either self-reported experts or by users under pseudonyms who supported their claim either with documentary sources or their personal experience. We compared the performances of students with ID to that of students of similar ages but higher educational levels (chronological age-matched control group) and to younger students with similar verbal mental age (verbal mental age-matched control group)