# Quality Information in an Online World

Bibliography of sources found by everyone: (corrections and additions appreciated)

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- EdWeek articles about q Theories:

  http://blogs.edweek.org/teachers/teaching_now/2020/11/teachers_are_torn_on_whether_to_address_qanon_conspiracy_theories_in_class.html?utm_medium=Email&utm_source=ExactTarget&utm_campaign=20201115_News_MindShift_Newsletter&mc_key=00Qi000001WzPsREAV

- John Greene on Lateral reading: https://www.youtube.com/watch?v=GoQG6Tin-1E
- Stanford study on lateral reading: https://www.youtube.com/watch?v=SHNprb2hgzU
- The S.I.F.T Model at: https://hapgood.us/2019/06/19/sift-the-four-moves/
- A second S.I.F.T. website: https://libguides.colorado.edu/c.php?g=645411&p=7347477
- Chapter from a book using *Information Power* that was an older standards document published by AASL. … https://ischoolapps.sjsu.edu/static/courses/250.loertscher/chapter%2011.pdf
- COR (Civic Online Reasoning) - https://cor.stanford.edu/curriculum/ (note: you need to create a free account to view lessons)
- Saturday School Lessons: https://cor.stanford.edu/curriculum/lessons/intro-to-whats-the-evidence-saturday-school
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- Book: The Fact Checker's Bible by Sarah Harrison Smitt...available on Amazon. Published in 2004
- Book: The Chicago Guide to Fact-Checking (Chicago Guides to Writing, Editing, and Publishing) Paperback – Illustrated, September 30, 2016
- Book: Deciding What's True: The Rise of Political Fact-Checking in American Journalism Kindle Edition by Lucas Graves  (Author)  Format: Kindle Edition
- Book:  **The Truth Matters: A Citizen's Guide to Separating Facts from Lies and Stopping Fake News in Its Tracks** by Bruce Bartlett | Oct 24, 2017
- Book: **Calling Bullshit: The Art of Skepticism in a Data-Driven World** by Carl T. Bergstrom and Jevin D. West | Aug 4, 2020
- Book: A Field Guide to Lies: Critical Thinking in the Information Age by Daniel J. Levitin
- COR Stanford: https://cor.stanford.edu/curriculum/lessons/intro-to-whos-behind-the-information
- Google: Saturday School | Civic Online Reasoning
- Lateral reading: https://libguides.colorado.edu/c.php?g=645411&p=7347477
- Media Bias Chart: https://www.allsides.com/media-bias/media-bias-chart

- How to spot fake news infographic: https://www.woodsvillehighschool.com/wp-content/uploads/2019/02/Screenshot-2019-02-07-at-6.31.23-PM.png
- NTHS Resources: https://docs.google.com/presentation/d/1ItuIdmsuopgeayd5qYJLo6AnzrCWWT_NBjtood66GF8/edit#slide=id.g35f391192_00
- Teaching fake news article/website: https://www.poynter.org/reporting-editing/2019/four-tips-on-how-to-teach-fact-checking-in-high-school/

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Directions: You will be divided at random into six groups.  Count off: 1-6 so you will know where to go for the jigsaw group.

Try to locate a model used by expert fact checkers...something like the inquiry or design thinking models. You already know that lateral analysis will establish the **Who** of the Loertscher model. See if you can locate other strategies for information analysis and note them in your group's table. Put useful strategies that don't match in the OTHER column. And, think about how you would teach such strategies to children or teens. How could you integrate pieces or parts of the whole into units of instruction that you have created in this class?

When you are in jigsaw groups, do an analysis of what the first groups found and then synthesize Big Ideas in the new group section at the bottom of this doc.

For the Portfolio assignment, you will be asked to write a formal essay about quality information that should go on to your portfolio site, so consider the analysis and synthesis as a starting point for your essay.

Group 1
Type your names - (Member 1: Louise Chambers Member 2: Marci Villanueva  Member 3: Jacqueline S., name Member 4: Sylvia McBride 5: Margaret Dunbar

| | |
|---|---|
| Who | Stop: Investigate the author/publisher, sponsor, .org/.edu/.gov origin of website; ethics statements, etc. |
| What | What are the claims; what is being proven/told/explained/argued |
| Reason | To confirm & corroborate the facts as presented. Why was this information presented in this way? Were there ulterior motives? Are there both primary and secondary sources? Where did they get their information and why? |
| Gain | Why is "who" arguing for the "what"? |
| Channel | What media type and source is used? |
| Evidence | What facts, quotes, etc. are being shared to support claims, opinions, etc. Research additional sources to compare/contrast what is being stated on the original source. |
| Other | https://libguides.colorado.edu/c.php?g=645411&p=7347477 (S.I.F.T.) **S**top **I**nvestigate the source |

| | |
|---|---|
| | |

Group 2

Type your names - (Member 1: Said Najafi  Member 2: Victor Castellanos; Member 3: Michelle Beske Member 4: Helen Bansen Member 5: Sylvia Zemke Member 6: )
https://ischoolapps.sjsu.edu/static/courses/250.loertscher/chapter%2011.pdf

| Who | The author of the document |
|---|---|
| What | What is the information being sought |
| Reason | Why have they created this item? Is this a primary or secondary source? How can we determine that? |
| Gain | What was their motivation for creating the document? |
| Channel | Determining which sources are ethical- where does it come from, a newspaper? A journal? Buzzfeed? |
| Evidence | Sources that the author used- primary or secondary sources? |
| Other | |

**Group 3**

Type your names - (Member 1:Scott Campbell, Member 2: Holly Szlosek, Member 3: Tamra Jellison, Member 4: Fabiola Member, 5: Kaeley Christensen, Member 6: )

COR (Civic Online Reasoning) - https://cor.stanford.edu/curriculum/ (note: you need to create a free account to view lessons)



Three questions are at the heart of the COR curriculum:

1. Who's behind the information?    2. What's the evidence?    3. What do other sources say?

| Who | |
|---|---|
| | Since information is always influenced by its author, analyzing who's behind the information should be a priority when evaluating online content. (https://cor.stanford.edu/curriculum/lessons/intro-to-whos-behind-the-information) |
| What | What is the information saying? What is the claim? |

| | Strategies: Close reading, Identifying arguments |
|---|---|
| Reason | Why was this information written? |
| Gain | What is the ultimate goal of the information? How do they gain from writing/passing this information? |
| Channel | Verifying sources. Was this from social media? Can the original source be traced? (Snopes, Politifact, etc.) |
| Evidence | What is the evidence of the information's claims? Intro to What's the Evidence? Saturday School \| Civic Online Reasoning |
| Other | Social Media information should always be vetted by checking original sources in addition to lateral reading<br><br>Strategy: Click Restraint<br><br>*The Fact Checker's Bible* |

Group 4
Type your names - (Member 1: Tobias B. Member 2: Lindsey Andrews Member 3: Amanda Abarbanel-Rice Member 4: Annie Stefani Member 5: Athina  Larson Member 6: )
**SIFT Model (Stop, Investigate the Source, Find better coverage, Trace claims)**

| Who | "I - Investigate the Source" - What is the website, who is the source?  How are they funded? How are they presenting themselves? Are they a credible source? |
|---|---|
| What | Investigate the content. Is it credible? What do other sites say about the same topic? |
| Reason | Why are they writing it? Who benefits from putting this information out? Where did the author get his/her information? |
| Gain | What could thela author/organization gain by presenting this information to the public? |
| Channel | "F - Find better coverage - lateral reading - how are other organizations covering the same topic? |
| Evidence | "T- Trace claims, quotes, and media to the original content" |
| Other | ProQuest Research Companion, (database of research strategy modules for students) S.I.F.T model, (ASU Resource) NTHS Research Presentation<br>This university website goes in-depth about information literacy, including about the SIFT model: https://researchguides.uoregon.edu/fakenews/lateral_reading |

Group 5

Type your names - (Member 1: Abigail Member 2: Jennifer Member 3: Judy Uffer Member 4: Chris Rini Member 5: Member 6: )

| Who | Lateral reading, SIFT method, determine if primary or secondary source, reading upstream to find the original source |
|---|---|
| What | Is what they're saying reasonable? Fact checking  Have you re-read the original source?  Is the source reliable? |
| Reason | Why does the author want you to know this information?  What is their agenda?  What does the author hope you will do with this information? |
| Gain | Who benefits monetarily? advertisers, |
| Channel | What biases do the writers have? Media Bias Chart Or this Media Bias Chart. Who is the target audience? |
| Evidence | Links, and other sources? |
| Other | |

Group 6
Type your names - (Member 1: Liz Member 2: Jasmin Member 3: Maggie Member 4: Ryland Member 5: Windy Member 6: )
Screenshot-2019-02-07-at-6.31.23-PM.png (796×1050) (woodsvillehighschool.com) --

| Who | Check the author (lateral analysis); Consider the source; Check the credentials |
|---|---|
| What | Everything in general |
| Reason | Check the date (is the article relevant -- or is it older); Is it bias? |
| Gain | To better one's knowledge<br>Read Beyond -- what is the whole story/what is the publisher gaining from posting this? |
| Channel | Source Validation (verifying source of information) |
| Evidence | Supporting Sources (check article references) |
| -Other | Original FactCheck.org Article used for infographic<br>COVID-19 Updated Infographic<br>Ask the experts (find someone who is knowledgeable about topic and ask their opinion on article)<br>-- Verify/doublecheck  before you share (try not to spread fake news yourself) |

Make Up Class
Type your names - Mary Harrison

| Who | https://ca.pbslearningmedia.org/resource/nmlit17-ela-idfakenews/identifying-fake-news/ |
|---|---|

| What | 5 ways to spot fake sources. Legit-O-meter |
|---|---|
| Reason | Help kids learn how to spot fake information online. |
| Gain | Recognize legit versus illegitimate sources allows knowledge seekers the opportunity to receive factual information to make informed opinions. |
| Channel | Online media. |
| Evidence | Website addresses, grammar and spelling errors, erroneous claims, inconsistent dates, doctored photos. |
| Other | Introduce students to Author's Purpose<br>P-Pursuade<br>I-Inform<br>E-Entertain<br><br>To help them evaluate the author's intent for their writing and determine if they should use their information as a credible source to form their own opinion. |

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PART 2

New Group 1 Big Ideas:
. Read beyond -- who benefits? You (the reader) or the publisher?
. Source validation//check into supporting sources
. Stop the Share -- verify information in articles BEFORE sharing/spreading false info
. Branding, appearance/style of information needs to be examined from a place of skepticism
. Fact-checking takes a long time, and models may not fully cover every context
. Developmentally appropriate and engaging are two factors that needs to be carefully considered
. Does website LOOK professional? Is that affecting your opinion on the CONTENT?
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New Group 2 Big Ideas:
. There aren't many models but ample resources.
.Civic Online Reasoning Curriculum, News Co/Lab, Checkology
. SIFT Model (Stop, Investigate the Source, Find better coverage, Trace claims, quotes, and media back to the original context)
.Internet filter bubbles, echo chamber, *homophily* (tendency for people to seek out or be attracted to those who are similar to themselves.)
.Confirmation bias

. How do we teach others to take the time to check the sources of information? How do we make time to check information for ourselves? No easy answers.

.How to make students *care* about finding reliable information?

. teach metacognitive skills: awareness of our own thinking (including our own biases, thinking grooves

.Lateral reading

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New Group 3 Big Ideas:

. We like the simplicity of the S.I.F.T. model at:

https://hapgood.us/2019/06/19/sift-the-four-moves/

. there are reliable fact check resources available

. It is human nature to surround ourselves with people that have our same values/opinions and our news feed can also reflect this

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. Lateral thinking

.It is not our responsibility to change students' minds or opinions regarding facts.  Rather, it is our responsibility to teach them how to be informed consumers of information and its sources

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New Group 4 Big Ideas: Ryland, Sylvia McBride, Christopher, Annie, Helen, Fabiola

.https://create.piktochart.com/output/39951044-sift-information-evaluation

. NTHS Research Presentation

.Importance of having students really stop and think about where they are getting their information from and are they really credible sources.

.Lateral Reading and SIFT Method

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New Group 5 Big Ideas: Sylvia, Athina, Meg, Windy, Doug, Kaeley

. Checking sources, what their motives are, lateral thinking

.developing certain trust circles (find key resources that they feel can be reliable) and begin there; find a starting point.

. Cannot make a decision until you've seen what's being said; read several items of the same topic, see where they come together, see where they differ, then dive deeper

. Determine how much influence is added and for what reason?

. Whose voice is missing? What is the impact by excluding that voice?
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New Group 6 Big Ideas:
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.Mary Big Ideas
. Students should be encouraged to be informed and conscientious information consumers.
. It is our responsibility as knowledge engineers to teach students how to research and find proper information and to conduct research and not just rant.
. It is important to teach students that their opinions and thoughts matter but that there is usually someone that may believe the opposite and it is important to understand a specific view from all sides to adequately find a solution. They need to know their view of the world isn't the only wayt the world is seen.
. Students need to know the empowering effect of being able to determine if knowledge is fake as doing so allows them to not be influenced by those who do not have their best interest at hand. For centuries, people who couldn't read or write were underhanded by those who could because they couldn't do anything about it. Knowledge is power.