Information is a bigger topic than fake news.

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Melissa Techman, MLS, NBCT
for summer PD ACPS 2017

What's so new about news?

The interesting thing about news has never been its truth or falsehood but how it explodes our sense of onrushing time

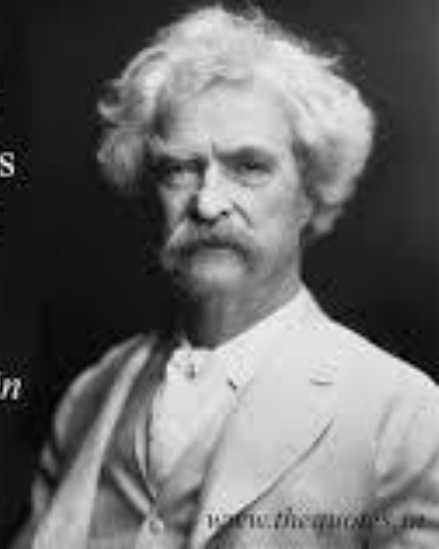We look to news for ways to make sense of change, in fast-changing times.
Arthur Asseraf, Oxford, in Aeon online magazine
You can also scroll down to listen:

https://aeon.co/essays/news-has-never-been-pristine-always-entangled-in-time

It ain't what you don't know that gets you into trouble. It's what you know for sure that just ain't so.

Mark Twain

Check it! And take a look at Quote Investigator.

What we're really after is critical thinking.

Image courtesy Tran Mau Tri Tam via Unsplash

NAMLE's Resource Hub.

ISTE standards:

3b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Turn and talk - online or on paper

Go to this padlet and add what you really wish your students carried with them forever in terms of critical thinking, or something that has worked for you, or things that would help you teach information literacy:

See board for Infolit Padlet 1 URL

*OR write, doodle, use sticky note, talk to someone

Data literacy and statistics - lots of communication issues, which is why we need more connections with...

Math Teachers

Significant vs noteworthy
Incidence vs prevalence
Apples/Oranges
So many kinds of bias
"Average"
Fallacies
Precision vs Accuracy

Randy Krum, coolinfographics.com, 2014

"Basically, for high-quality posts to win the sharing war on social media, the volume of new information flowing into that network has to be pretty low, and the users' attention spans have to be pretty high."

Turn and talk - take a turn or 2 at this online game, and note some key elements the designers stress.

Some well-known ways

Currency, Relevancy, Authority, Accuracy and Purpose

Asking the questions below about each website, document or piece of information that you find will help you decide which ones are relevant for your project.

IOWA STATE UNIVERSITY

University Library

Library Guides

Evaluating Websites: Information Literacy Guide

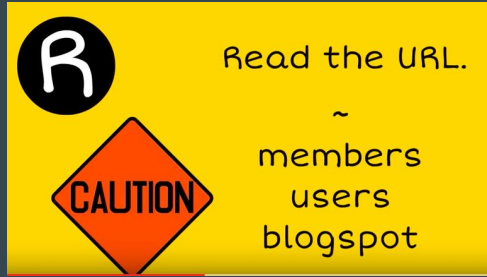Learn to distinguish between trustworthy / untrustworthy information on the web

F - format
A - audience
T - topic
P - point of view

More ways to teach site evaluation:

Read the URL.
~
members
users
blogspot

10 Ways to Spot a Fake News Article

From Easy Bib's blog

Barbara Johnson's Youtube video using Alan November's REAL method.

Snopes said nope! It's helpful to teach students image tips and search matching.

But…(see next)

"Above all, the World Wide Web is a *web*, and the way to establish authority and truth on the web is to use the web-like properties of it." Mike Caulfield, WSU, Vancouver, WA

- Check for previous fact-checking work
- Go upstream to the source
- Read laterally

- https://medium.com/@holden/how-media-literacy-gets-web-misinformation-wrong-45aa6323829d

It's fine to use checklists, sorts, group critiques, but also:
- Social emotional learning really matters
- Kindness and connections
- Be prepared - it's messy
- Learn alongside students about how things work online
- Ask them to publish,, share, remix, licence, make infographics, and learn a little about coding
- We have resources/allies: librarians, colleagues, researchers

Turn and talk - the walking meeting

Take 15 minutes to walk and talk. Your choice - walk inside the building or outside. Be prepared to contribute thoughts, plans, questions when you return.
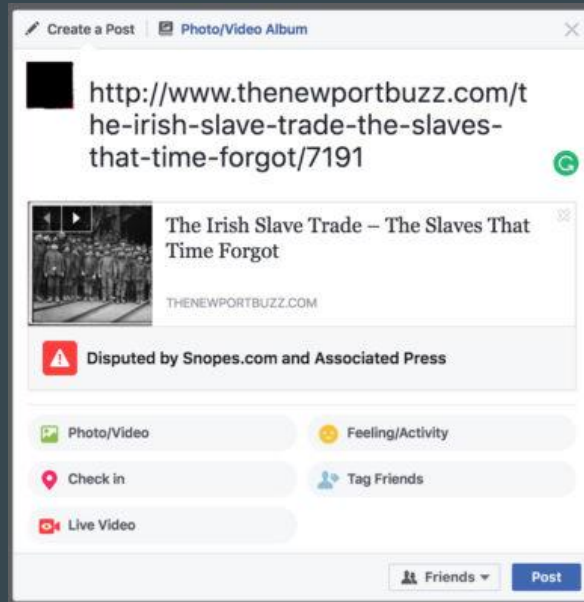

Image courtesy Gaelle Marcel via Unsplash

Image courtesy Jonathan Simcoe via Unsplash

Activity: see which words occur most often.
Take an article, copy and past into Wordle or other word cloud generator, discuss.

Breitbart

Christian Science Monitor

Reuters Institute for the Study of Journalism, June 2016: Facebook the primary news source for 18-to-24-year-olds.

BUT let's talk about Snopes! It's a good site, but not very transparent: https://goo.gl/NHJQN5

Mike Caulfield's articles on Medium, other sites, and his free downloadable e-book - see resources....

FACT-CHECKING SITES

SOME REPUTABLE FACT-CHECKING ORGANIZATIONS

The following organizations are generally regarded as reputable fact-checking organizations focused on U.S. national news:

- Politifact
- Factcheck.org
- Washington Post Fact Checker
- Snopes
- Truth be Told
- NPR Fact-Check

Some things I think we should be discussing with students:

1	The web is run by humans.

It is not "merely the content we read or view...

It is...built by humans with identities, biases, leanings and agendas."

It is an evolving space...",

2	It is a commodified and political space.

"...in which power and access is not evenly distributed, and where people and groups will always attempt to consolidate and reinforce those power differentials."

3	"....messy, chaotic..."

"It is not streamlined or straightforward or predictable.

This is the Web we need to grapple with, for our students' sakes as well as our own. And there is still so much work we have to do."

Martha Burtis, UMW, http://wrapping.marthaburtis.net/2017/04/05/messy-chaotic/

10 tips for teaching info literacy/evaluation/research skills

1. Talk about what an expert is (and in what field).

2. Let students sort real sites. Hoax sites are unlikely to show up in real life.

3. Model openness and willingness to fail.

4. Talk about how sites work, how news works, how clickbait works.

5. Stress vetted sources, but give support for searching in the wild.

6. Be careful with anti-Wikipedia messages.

7. If you want students to use databases, get really familiar with them yourself.

8. Share your own thinking and findings (e.g. Libguides)

9. Add more online nonfiction reading to your students lives.

10. Move beyond the "it's for a grade, it's what colleges want" reasons.
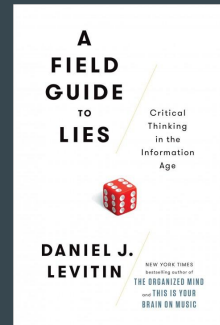
Image courtesy Masha Danilova via Unsplash

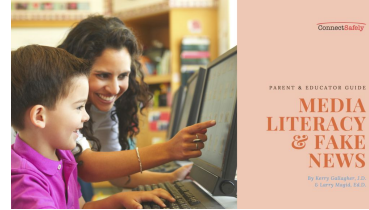# Resources: articles, books   Sites, downloads

Everybody lies: how Google search reveals our darkest secrets

What can we learn about ourselves from the things we ask online? US data scientist Seth Stephens–Davidowitz analysed anonymous Google search results, uncovering disturbing truths about our desires, beliefs and prejudices

1. **Guardian article: analyzing search data by S. Stephens-Davidowitz**

2. **A Field Guide to Lies By Daniel Levitin**

A FIELD GUIDE TO LIES

Critical Thinking in the Information Age

DANIEL J. LEVITIN

NEW YORK TIMES bestselling author of THE ORGANIZED MIND and THIS IS YOUR BRAIN ON MUSIC

ConnectSafely

PARENT & EDUCATOR GUIDE
MEDIA LITERACY & FAKE NEWS

By Kerry Gallagher, J.D. & Larry Magid, Ed.D.

1. Connect Safely site, guide for teachers and parents
https://www.connectsafely.org/fakenews/

PBS NEWSHOUR

2. How Media Literacy Can Help Students Discern Fake News
https://goo.gl/DjoqLD

3. Interview with Levitin (see right) Why We Believe...Internet
https://goo.gl/uc0yM5

Resources: articles, books Sites, downloads

3. THE JOURNAL OF MEDIA LITERACY EDUCATION

4. Discovering MEDIA LITERACY

Teaching Digital Media and Popular Culture in Elementary School

RENEE HOBBS
DAVID COOPER MOORE
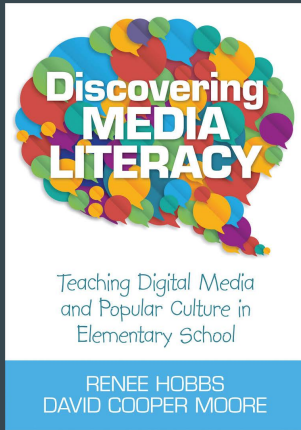
4. Pew Research Center *Journalism & Media*

5. Internet Archive blog news column
https://blog.archive.org/tag/fact-check/

No number ;) Shared Diigo outline:
                https://goo.gl/MFqySf

Resources: articles, books

5. W. Ian O/Byrne on filter bubbles

6. Recent Nieman Lab research: more comforting message: http://www.niemanlab.org/2017/06/using-social-media-appears-to-diversify-your-news-diet-not-narrow-it/

7. Article on a fake news troll apologizing: http://www.newyorker.com/news/news-desk/what-it-means-when-a-pro-trump-troll-apologizes
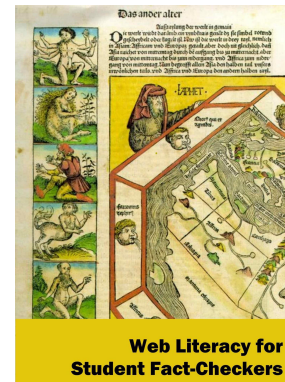
Sites, downloads

8.

ACRL — Advancing learning Transforming scholarship
Association of College & Research Libraries
A division of the American Library Association

9. Tylervigen.com Spurious Correlation fun!

10. Read Mike Caulfield's article on Medium: https://goo.gl/q8e2hA and download his ebook:

Web Literacy for Student Fact-Checkers

If you want more,

Email me...
mtechman@k12albemarle.org

Image courtesy @beccaerose on Twitter

Melissa Techman
School Librarian at WAHS

Can we celebrate that we now know all about evaluating information?

...nope