WELCOME!

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code: 88 92 21
FACT OR FAKE?
Teaching source evaluation across the lifespan through the lens of fake news

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First, your responses
The good news about teaching fake news

★ Concerns about fake news have brought (inter)national attention to key information literacy concepts:
  ○ Critical source evaluation
  ○ Construction of authority
  ○ How information sources are created.

★ Fake news evaluation provides a real-world context for skills that students tend to associate with academic settings.
The bad news about teaching fake news

★ One-shot workshops don’t allow much time to get into the nuances of what “fake news” actually means.

★ Conversations can easily become politically charged.

★ There are potential ethical concerns with driving traffic to “fake news” sources.
Fake news activities for undergraduate audiences
ACTIVITY #1
The “News Quality Chart” activity

★ Have you seen this? How about this?
The “News Quality Chart” activity

★ **Time**: at least 10 minutes

★ **Technology requirements**: Instructor station, internet access for students

★ **Materials required**: Magnets, post-its, note-cards, or stickers with publication titles
Activity overview

★ Students work in groups to investigate their assigned news publication
★ Instructor draws a blank version of Otero’s chart on the board (with modifications)
★ After a brief investigation, students place their publication where they think it fits
★ Instructor ends the activity with a whole class debrief and corrections if necessary
  ○ It’s difficult to evaluate a whole publication for bias and quality
  ○ News media is a lot more complicated than just real news vs. fake news
Adaptations for time

★ At least 25 minutes:
  ○ Show the evolution of Otero’s chart
  ○ Ask groups to investigate 2-3 publications
  ○ Introduce the concept of filter bubbles

★ At least 45 minutes:
  ○ Show the evolution of Otero’s chart
  ○ Each group gets a blank chart and the same set of 5 or more publications to investigate
  ○ Groups compare their finished charts and discuss any differences
ACTIVITY #2
Group evaluation activity

★ **Time**: at least 30 minutes

★ **Technology requirements**: instructor station; ideally a computer for each student, but at least one computer per group

★ **Materials required**: editable Google Doc with guided questions
Basic activity outline

★ Opening question: What makes a source credible?
  ○ Students answer either online or engage in a think/pair/share with a partner

★ Evaluation tool: CRAAP framework or the 5Ws

★ Activity: All students read an article and work in small groups to answer questions about that article in a Google Doc
  ○ Examples: Fake | Not fake, but not great

★ Debrief: Instructor highlights key takeaways from group responses and addresses misconceptions
Adaptations for time & technology

★ At least 45 minutes:
  ○ Create a longer opening activity with more questions ([example](#))
  ○ With fake news examples, ask students to come up with two reasons that the article might be compelling or believable for a reader (think/pair/share)
  ○ With other news examples, ask students to find alternative sources that do a better job covering the topic at hand and post those to the Google Doc

★ No tech?
  ○ Just print out sources and worksheets!
Adaptation: “Studies show...”

★ Use the basic activity outline with the addition of a video before the group activity.

★ Search Google News for the phrase “Studies show” to select articles.
Fake news activities for middle and high school audiences
ACTIVITY #3
The “Claim Game” activity

★ **Time:** 10-15 minutes

★ **Technology:** Instructor station, one computer per group

★ **Materials required:** A Google Form or Doc to allow students to submit links to evidence

★ **Audience:** Middle and high school groups on campus for summer workshops (2017)
Basic activity outline

★ **Opening question:** Where do you usually go to find information about a topic?

★ **Evaluation tool:** The ABC (Authority, Bias, Currency) framework

★ **Activity:** Students work in groups to determine if claims from news headlines are true, false, or unclear. They submit evidence for their answer in the form of a link to a source they’ve evaluated using the ABC framework.

★ **Debrief:** Instructor highlights discrepancies between headlines and content and asks students to share challenges they faced.
ACTIVITY #4
The “All sides” activity

★ **Time:** At least 30 minutes

★ **Technology:** Instructor station

★ **Materials required:** At least two articles that represent different coverage of the same news item (example), a print worksheet (example), and pens

★ **Audience:** Local middle schoolers attending a summer workshop (2018)
Basic activity outline

★ **Opening activity:** Students rate their agreement with a series of statements related to news and source evaluation on a scale from Strongly Agree to Strongly Disagree
  ○ Example statement: “News sources should always be neutral and unbiased.”

★ **Evaluation tool:** The ABC framework

★ **Activity:** Students work in pairs to read one article and complete an evaluation worksheet

★ **Debrief:** Student groups volunteer to share their article summaries
Adaptations for time & technology

★  At least 20 minutes
  ○  Skip the opening activity

★  Got tech?
  ○  Provide students links to the articles as they actually appear online
Fake news activities for community audiences
Libraries in the news activity

★ **Time:** 25-30 minutes

★ **Technology:** Instructor station

★ **Materials required:** Print copies of two articles about the value of libraries (one from a local newspaper website and one from cnn.com.de - now defunct)

★ **Audiences:** Parents of middle school girls on campus for a STEM event; UNCG alumni attending reunion weekend (2017)
Basic activity outline

★ **Opening discussion:** What is the value of academic libraries in the 21st century?

★ **Evaluation tool:** The ABC framework

★ **Activity:** Participants work in small groups to compare two articles based on the ABC criteria.

★ **Debrief:** Participants share their impressions of the two articles and vote on the one they consider most credible.
ACTIVITY #6
Fake, fact, or somewhere in between?

★ Time: 20-25 minutes

★ Technology: Instructor station

★ Materials required: Google Slides or Powerpoint with activities included (example)

★ Audience: UNCG alumni attending reunion weekend (2018)
Basic activity outline

★ **Opening discussion:** What is information literacy?

★ **Evaluation tool:** The ABCD framework (Authority, Bias, Currency, and Documentation)

★ **Activity, Part 1:** Fukushima Nuclear Flowers (based on the Stanford History Education Group activity)

★ **Activity, Part 2:** News/content or ads? [Migraine source 1] | [Migraine source 2]
Real observations about fake news
★ Fake news gets stakeholders interested!
  ○ Consider current interest in fake news as an opportunity to advocate for information literacy skills.

★ Adapt your activities to fit your audience, time frame, technology set-up.

★ If you find an example of a fake news story that you like and want to re-use, archive a copy - these sites disappear.
THANKS!

Any questions?

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CREDITS

Special thanks to all the people who made and released these awesome resources for free:

★  Presentation template by SlidesCarnival