

# **WELCOME!**

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# **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

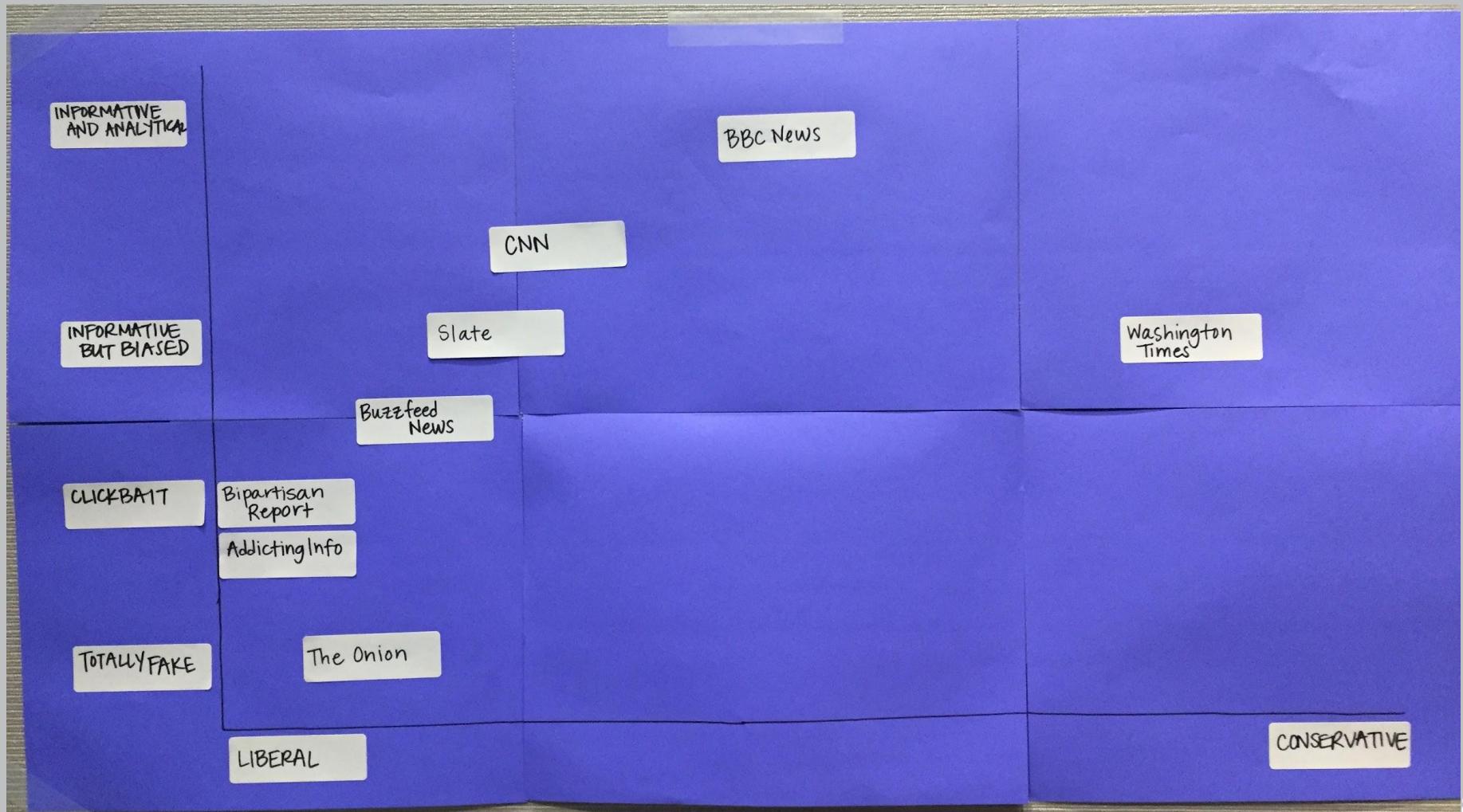




# ACTIVITY #1

# 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





# ACTIVITY #5

# 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](#)