Socrative Poll Responses

Fake News at Any Age:

Information Literacy Across the Lifespan

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Fake News and Libraries

The Good

- Has raised information literacy concepts to the level of national attention
- Encourages evaluation of sources in real life situations

The Bad

- Sets up a division between “fake news” and “real news” without referencing the nuances
- Term is imprecise and probably overused
- This might be an uphill battle

The Ugly

- Conversations and discussions about fake news can quickly become (or at least feel) politicized

Activity!

“News Quality Chart”

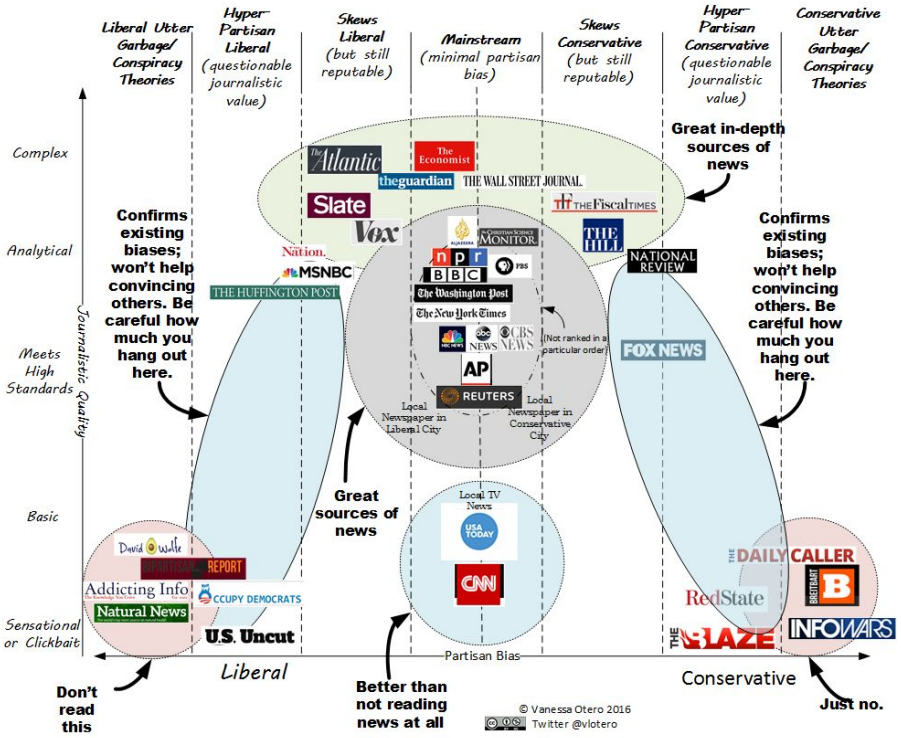
Time: ~10 minutes

Technology: Whatever your learners have with them (and usually a white board)

Audience: College students/adult learners

“News Quality Chart”

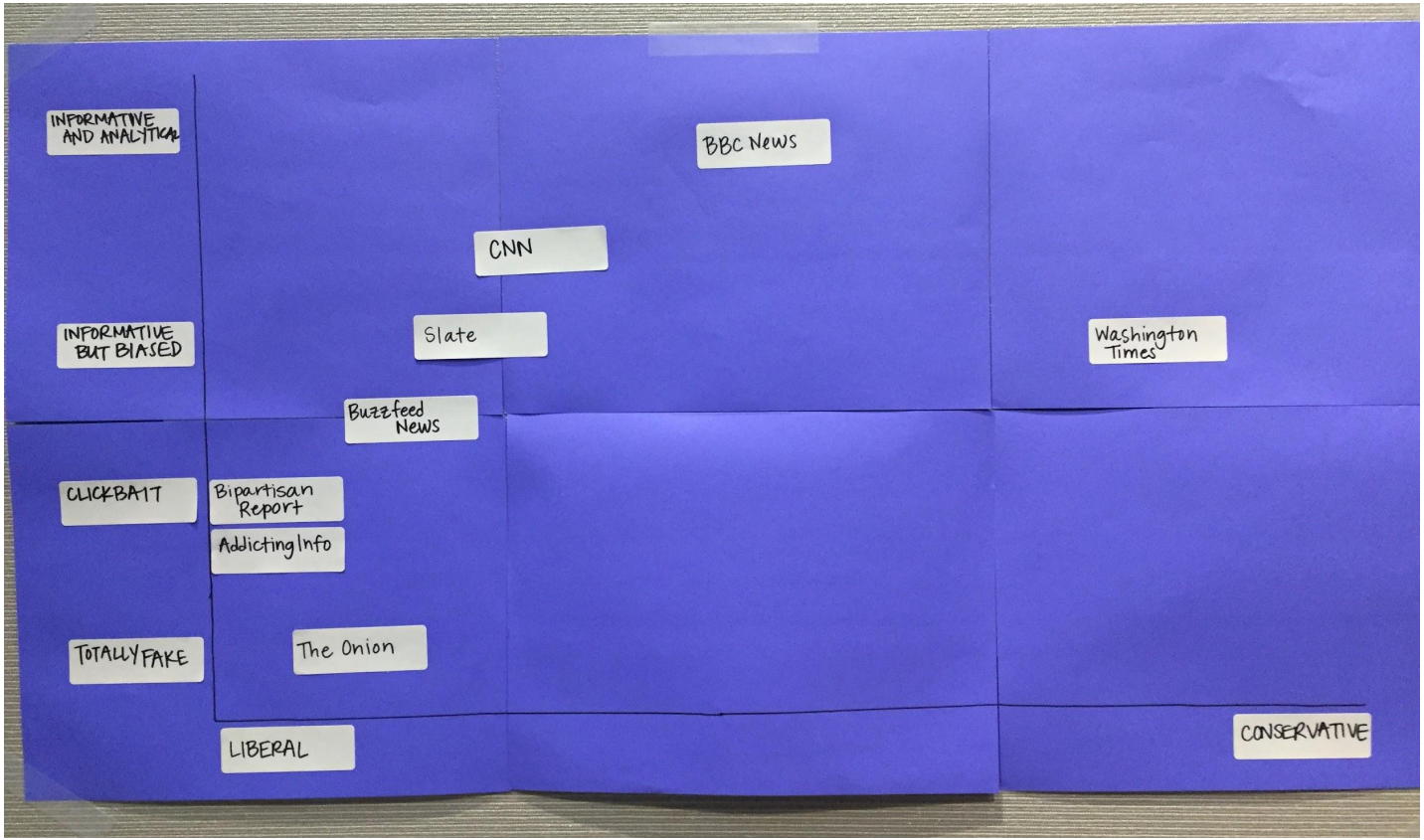
Have you seen this chart?



Let’s make our own

1. In groups, you’ll be investigating a publication or news outlet.
2. Check out the homepage of the source, click on a few articles, look at the about page, and decide where you think it will go on our simplified chart.
3. When you’ve decided, stick it to the paper chart!

Our “News Quality Chart”



Talking points

1. It’s not easy to evaluate an entire publication just by looking at it for a few minutes.
   a. Looking at how established a publication is can help.
2. It’s usually a bit messier than just fake news vs. real news, bad vs. good.

Audience: UNCG Students

Group evaluation activity

- **Conversation starter:** “What makes a source credible?”
- **Evaluation tool:** The CRAAP framework
- **Activity:** In groups, students read an article and answer questions
- **Debrief:** Groups briefly summarize what they did

Media Studies 325

Time: 40 minutes

Technology: One computer per student, collaborative questions were on an open Google Doc

Article

Google Doc

Philosophy 115

Time: 50 minutes

Technology: Teaching station only

Modifications: Paper copies of the article for analysis, groups reported out after their discussions

Article

Philosophy 115 online

Time: Asynchronous

Technology: Students access using their own technology

Modifications: Students worked individually and each filled out a Google Form; Individual feedback provided by email using a rubric.

Media Studies 204

Time: 30 minutes

Technology: One computer per student

Modifications: Addition of video, Google Doc questions tailored to align with course materials

Lessons learned

1. Guided questions are key.
2. Less tech makes the activity harder on students.
3. Some students were less receptive to articles they thought were too political. A comparison activity might help.
4. It’s important to close the loop after the activity - bring the conversation back to the starting point.

Audience: Middle and High School Students

The Claim Game

Time: 20 minutes

Technology: One computer per student

Audience: High school students

Activity

The Claim Game v2

Time: 15 minutes

Technology: One computer per student

Audience: Middle school students

Activity

Lessons learned

1. Focus on evaluation first and give concrete examples.
2. Stick to one or two claims.
3. Choose claims that are easy to research but take some critical thinking to prove or disprove.

Audience: Adult learners

Tech Savvy

Time: 15 minute activity/45 minute total presentation

Technology: Each person had a computer

Audience: Parents of middle school girls

Theme: The value of libraries

Materials

Alumni Reunion Weekend

Time: 15 minute activity/45 minute total presentation

Technology: iPad minis and paper copies of articles and worksheet

Audience: UNCG alums

Theme: The value of Libraries

Friends of the Library

Time: 15 minute activity/30 minute total presentation

Technology: Paper copies of articles and worksheet

Audience: Friends of the Library Board

Theme: The value of libraries

Materials

Lessons Learned

1. Stick with paper copies.
2. People want to talk about evaluating information!

Final Thoughts

1. Tailor your activities to your audience.
2. Think of “fake news” as a tool for advocacy and outreach.
3. If you teach it, they will come.
    a. Or they will organize a group of 40 middle schoolers to come!
4. Keep a running list of examples.

Thank you!

Questions? Feel free to email me at jedale2@uncg.edu