Information Literacy Outreach in a Fake News World

Debbie Morrow
INFORMATION LITERACY OUTREACH IN A FAKE NEWS WORLD

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OUR ‘FAKE NEWS’ WORLD
Truth
Facts Observation
Objectivity Humor Satire
Jokes Hoaxes Misinformation
Disinformation Propaganda
Bias Lies
__________________ ...Alternative facts
After the 2016 Presidential election ...

If it is fake, it is not news. wamu.fm/2ikZidS
#1Ashow

"To be clear, there is no such thing as fake news. If it is fake, it is not news. We need to sever those two words from one another. We are not in a period where truth carries no weight." - Joshua Johnson
“Fake news is in large part a product of the enthusiasm — not to say rage — for transparency and absolutely free speech.

...

[The world of fake news] is created by the undermining of trust in the traditional vehicles of authority and legitimation — major newspapers, professional associations, credentialed academics, standard encyclopedias, government bureaus, federal courts, prime-time nightly news anchors.”

~~Stanley Fish, legal scholar and author, NYT, 7 May 2018

Librarians’ lament ~

Ah, 1st April. The only day of the year people critically evaluate things found on the internet before accepting them as true

#AprilFools

7:40 PM - 1 Apr 2016

3 Likes
“We all need to evaluate how we interact with information before we can evaluate information.”

Elizabeth Boden, MLIS candidate
ACRL’s “Keeping Up With ... Debiasing and Fake News,”
16 November 2017
“Authority Is Constructed and Contextual”

Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.
IL OUTREACH BEYOND THE CLASSROOM
2017: Experiences with outreach beyond the classroom

- Students to students
- Students online
- Faculty to faculty
Students teaching students

- Leveraging peer power
- Shared experience
- Speaking the same language
- Demonstrating collaborations between students and their faculty
Outreach beyond the classroom: “Teach-In” January 2017

Bias in the News: What’s Real?
Kim Ranger, Cara Cadena, Jennifer Torreano & Debbie Morrow (faculty) with Francesca Golus & Audrey Yeiter (students)

- Given the speed of social media and ease of sharing, it is very easy to live in news bubbles which reflect what we already know. Professors challenge students to use authoritative sources in assignments. If GVSU students, staff, or faculty experience “information culture shock” when new reports are at odds with what we believed to be true, what do we do next? How do we understand the world when our sense of reality is challenged? How do we weigh information? What is a fact and how do we identify authority in this current climate of anti-establishment and anti-intellectualism? Interactive workshop.
Making the point with some local lore

- Urban legend, reported in *The Lanthorn* (student newspaper)
- Handout: collected “fake news” articles
- TED-Ed: “How False News Can Spread” [on next slide]
How false news can spread - Noah Tavlin

Let's Begin...

In previous decades, most news with global reach came from major newspapers and networks with the resources to gather information directly. The speed with which information spreads now, however, has created the ideal conditions for something called circular reporting. Noah Tavlin sheds light on this phenomenon.

Watch

Think

Dig Deeper

Discuss

https://youtu.be/cSKGaq0V4k4

Create and share a new lesson based on this one.

Outreach beyond the classroom: “Fake News” LibGuide

LibGuide project
Tuesday, January 24, 2017  9:56 AM

Two Research Consultants will author a "Fake News" topical LibGuide, coached by Debbie Morrow:

- Francesca
- Audrey

Possible elements of the project include:

- "Fake News" - RCs will deepen their awareness of the larger phenomenon, ways to evaluate information presented as news, and strategies to use with clients in their peer consultations, by:
  - reviewing the already existing collection of items recently culled from many sources continuing to add items to the collection
  - creating some initial categories of types of material in the collection (eg. fake news examples, discussions of the phenomenon, tips and tools for evaluating, etc.)
- Zotero - by using Zotero to work collaboratively, RCs will gain experience using multiple features of an available reference management tool, including:
  - adding resources to a shared project library
  - selecting individual resources into content folder(s) using tags
  - reviewing and refining descriptive information (bibliographic data elements)
  - tagging resources to facilitate sorting
  - DMs set up shared folder, invite Francesca and Audrey

LibGuides - with editing privileges for a designated LibGuide, RCs will gain experience with "backward design", including:

- defining the main purpose of the topical LibGuide
- determining what broad areas should be defined as individual sub-pages
- designing layout and authoring content for each sub-page
- incorporating appropriate materials and links from other sources (and recorded in Zotero)
- make recommendations for linkages between the "Fake News" LG and other existing guides in the collection

- DMs: add Francesca and Audrey to "Fake News" LibGuide
Outreach beyond the classroom: “Teach-In,” November 2017

Fact vs. Fake: Defining "Fake News" and Learning to Spot It
Debbie Morrow (faculty) with Natalie Loewengruber (student) & Ruth Ott (student)

- Untrue and non-factual information is nothing new. Human communication is complex and nuanced, and throughout human history the communication of facts, opinions, feelings, learning and lore has included the potential for misinformation and disinformation as well as truth. In our present environment, from the personal and local to the societal and global, we are grappling with the intensifying effects of the Internet and social media in altering how we know, what we think we know, and how we talk about what we know or believe. The popular shorthand today for what a person finds unbelievable or unacceptable is "fake news" -- a label that has exploded from the fringes of social media has become a common term in personal and media communications in little more than the last year. In this session, a Librarian and two of the Library's peer Research Consultants will present and lead discussion on some examples of "fake news" and non-factual information, and discuss strategies students can use to inspect and evaluate information sources. Workshop/Discussion.
Making the point with games and strategies

- Word list and definitions
- CRAAP test worksheet (Juniata)
- News Bias Chart, ver. 3, by Vanessa Otero [on next slide]
http://www.allgeneralizationsarefalse.com/the-chart-version-3-o-what-exactly-are-we-reading/
Evaluating Resources, Misinformation, and Fake News: Promoting Advanced Information Literacy in the Classroom

- In a “post-truth” society how do we know what we “know” – how can we tell what news is “fake” and which facts are “alternative”? Moreover, how do we educate students to evaluate the information they encounter in a variety of contexts and disciplinary conversations?
- We’d like to explore approaches to teaching information literacy skills such as evaluation of information and understanding the nuances of authority and credibility, especially given the ubiquity of these issues in modern media and politics. Ideally, the group that comes together will represent a wide variety of disciplines, in order to enable mutual exploration of familiar and unfamiliar contexts in our discussions.

Facilitators: Debbie Morrow & Hazel McClure
Books we considered:

- **Speculative Fiction**

- **Journalism & Media Studies**


- **Social & Evolutionary Psychology**

- **Behavioral Neuroscience**

- **Philosophy**
“...our digital form of life has, indeed, increased transparency in some ways—but not in all. It has increased transparency for those who already desire and value it. But as the use of sock puppets and bots demonstrates, the ability of the Internet to allow deceptive communication leads in precisely the opposite direction” (p.85)
Outreach beyond the classroom: CLAS Teaching Roundtable, November 2017

The CLAS Teaching Roundtables bring together faculty from across the college for lunch, round table discussions, and sharing of ideas about effective teaching. Faculty members will present teaching techniques in small group settings to encourage discussion.

- **Table 4. Fake news and evaluating sources? Evaluating Resources, Misinformation, and Fake News: Promoting Advanced Information Literacy in the Classroom** (Debbie Morrow & Hazel McClure)
  - In a “post-truth” society how do we know what we “know” – how can we tell what news is “fake” and which facts are alternative”? Moreover, what strategies can we use and refine to educate students to evaluate the information they encounter in a variety of contexts and disciplinary conversations? This session will explore approaches to teaching information literacy skills such as evaluation of information and understanding the nuances of authority and credibility, especially given the ubiquity of these issues in modern media and politics. Ideally, the group that comes together will represent a wide variety of disciplines, in order to enable mutual exploration of familiar and unfamiliar contexts in this roundtable discussion. This topic is essentially the basis for our Fall ’17 Faculty Learning Community, minus the book the FLC is reading and discussing as well.
Our small group included:

- Kevin Strychar, Marine biology, Annis Water Resources Institute
- Pablo Mahave-Veglia, Music
- Ed Aboufadel, Mathematics
- Kin Ma, Geography
- Haiying Kong, Health Communications
- David Zwart, History
- Steven Peters, Visual & Media Arts
- Shaily Menon, (formerly) Biology
Tom Gauld Retweeted

New Scientist 🌟 @newscientist · Apr 3

by @tomgauld

TOM GAUDL NEW SCIENTIST

FOUNT OF ALL KNOWLEDGE

TAP OF OCCASIONAL INSIGHT

BUCKET OF USELESS TRIVIA

SPRINKLER OF DUBIOUS FACTS

PUDDLE OF MISLEADING STATISTICS

Questions/ Discussion?

Thank you!

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Abstract

In a “post-truth” society how do we sustain an informed citizenry, the underpinning of our democracy? What news is “fake” and which facts are “alternative”? Crucially, how do we educate students to evaluate the information they encounter in a variety of contexts and disciplines? How can librarians take the lead in teaching that "authority is constructed and contextual"? This session offers some ideas culled from outreach and contact opportunities around campus during the last year.