Beyond CRAAP: Critical thinking in the age of fake news

Jennifer Thiessen, Colleen MacKinnon, Brock University
Amanda Pemberton, Halton Catholic District School Board

http://bit.ly/FakeNewsOLA

Who are we?

http://bit.ly/FakeNewsOLA

About Brock

Who is here?

Photo by Tom Plouff on Unsplash

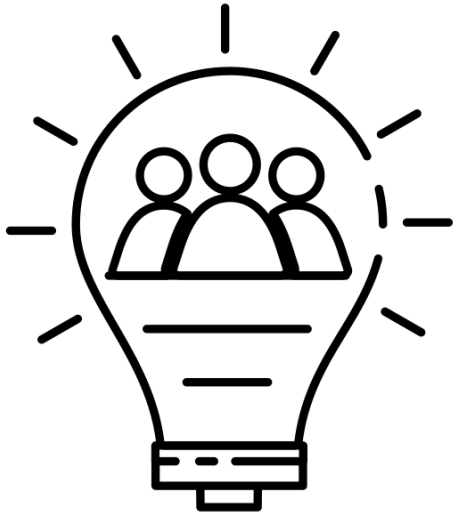
Learning Outcomes

Recognize the importance of critical thinking

Understand the limitations of traditional checklist tools

Identify strategies to help students evaluate information

Recall Brock Library's online learning content addressing critical thinking



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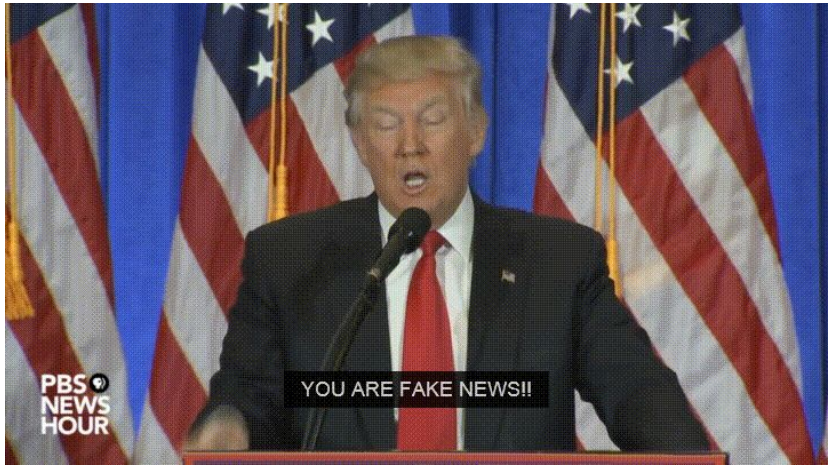
Top 10 reasons you won't believe fake news isn't new

Ubiquity of media culture

Social media

Forms of media



Source: https://gph.is/2mtjtfB

imgur upload images Search sign in sign up

Fukushima Nuclear Flowers

by pleasegoogleShakerAamerpleasegoogleDavidKelly • a month ago

Not much more to say, this is what happens when flowers get nuclear birth defects

/FakeNewsOLA

Washington Post (March 26, 2018): A fake photo of Emma González went viral on the far right, where Parkland teens are villains

jessamyn west
@jessamyn

Follow

This is how you do Information Literacy in 2019. Don't just look at the source. Look at the source's sources. And if it's just a bunch of angry dudes on Twitter with "fewer followers than Agri has toes" consider moving on.

s backlash and boycott
/ert'

Agri Ismaïl @a9ri

Oh hi. Let's look at this bullshit article on the Bl

First of all it's on the BBC so you're like oh wow deal.

Show this thread

BBC News Sport Weather Shop Reel Travel More Search

NEWS

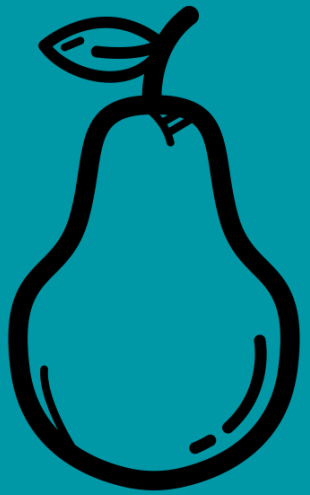
Home Video World UK Business Tech Science Stories Entertainment & Arts More

Newsbeat

Gillette faces backlash and boycott over '#MeToo advert'

By Michael Baggs
Newsbeat reporter

Have you ever fallen for a fake news story?



Created by Vladimir Belochkin
from Noun Project

Teacher Education: I/S Resources

Critical Evaluation

- Lesson Plans: Google Search Education
- Digital Literacy & Citizenship Classroom Curriculum (Common Sense Media)
- Critical Evaluation of Information (Kathy Shrock)

Online Resources (public)

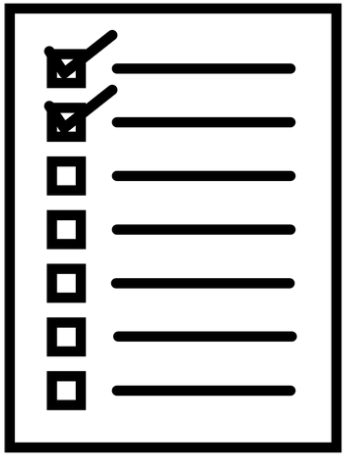
- Ontario Curriculum: Secondary
- Trillium List
  Textbooks approved by the Minister of Education for use in Ontario schools.
- Curriculum Services Canada
- Lesson plans/resources (Brock Library)
- Think Literacy: Grade 7 -12 Subject-Specific Documents (MOE)

The CRAAP Test

Currency	•Is it current? Does it matter? •Has info been updated/revised?
Relevance	•Does info relate to your topic? •Who is the intended audience? Is it biased? •Appropriate level?
Authority	•Who is the author/publisher/source? What are the author's credentials? Organization affiliations? •Contact info available? Domain name (.edu, .gov)?
Accuracy	•Info supported by evidence? Reviewed/refereed? •Unbiased? •Is info reliable? Can it be verified?
Purpose	•What is the purpose? To sell, entertain, inform, persuade... •Fact, info or propaganda?

The checklist approach...

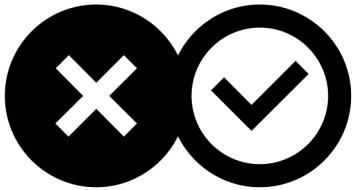
"...promote[s] a mechanical and algorithmic way of evaluation that is at odds with the higher-level judgment and intuition that we presumably seek to cultivate as part of critical thinking."



Checklist by Ainsley Wagoner from the Noun Project

Meola, M. (2004). Chucking the checklist: A contextual approach to teaching undergraduates Web-site evaluation. *portal: Libraries and the Academy*, *4*(3), 331-344.

“Determining who’s behind information and whether it’s worthy of our trust is more complex than a true/false dichotomy.”



Created by Vicons Design from Noun Project

Mcgrew, S., Ortega, T., Breakstone, J., & Wineburg, S. (2017). The challenge that’s bigger than fake news: Civic reasoning in a social media environment. *American Educator,* (3), 4.

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Checklist approach

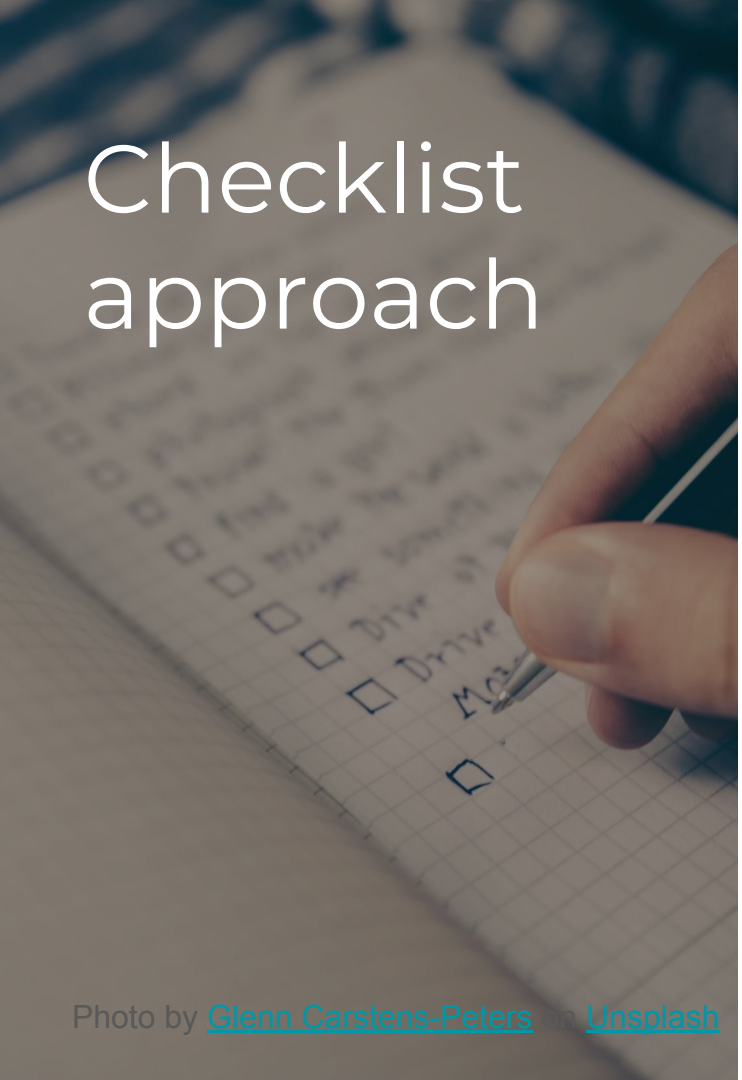

Photo by Glenn Carstens-Peters on Unsplash

- Impractical
- Internal
- Resists higher-level thinking
- Not contextual

The Information Literacy Framework

https://libguides.volstate.edu/instruction/info

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Critical Thinking Strategies

Authority
is
Constructed
and
Contextual

Motivations

Is the information meant to evoke an emotional response?

Does it contribute to a particular worldview or ideology?

Was it meant to discredit someone else?

Searching as Strategic Exploration

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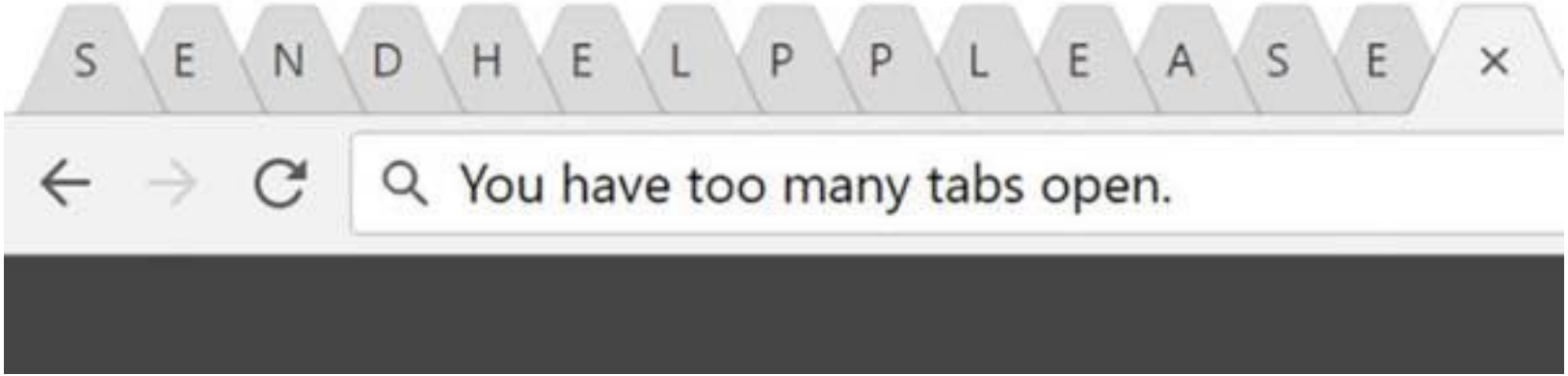
Confirmation Bias

http://chainsawsuit.com/comic/2014/09/16/on-research/

Research As Inquiry

http://kidskunst.info/40/01535-alice-in-wonderland-disney-rabbit-hole.htm



Lopez, N (2017) https://goo.gl/images/RBEBGK

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Lateral Reading

Traditional evaluation methods focus on the source at hand which can lead you to *more* fake and biased information.

Instead

Consult *other* sources and piece together information & commentary from across the web to get a better understanding of the site you're investigating.

M. Caulfield (2017).

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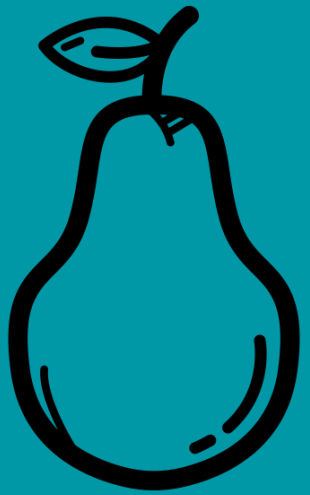
What useful investigative technique have you used in your classes to help students evaluate news information?



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Investigative Techniques

- Site searches
- Account verification
- Page changes over time
- Identify original publication dates
- Look at # of shares & who's sharing
- Look for cases of "astroturfing"
- Look up direct quotes
- Selective keyword searching

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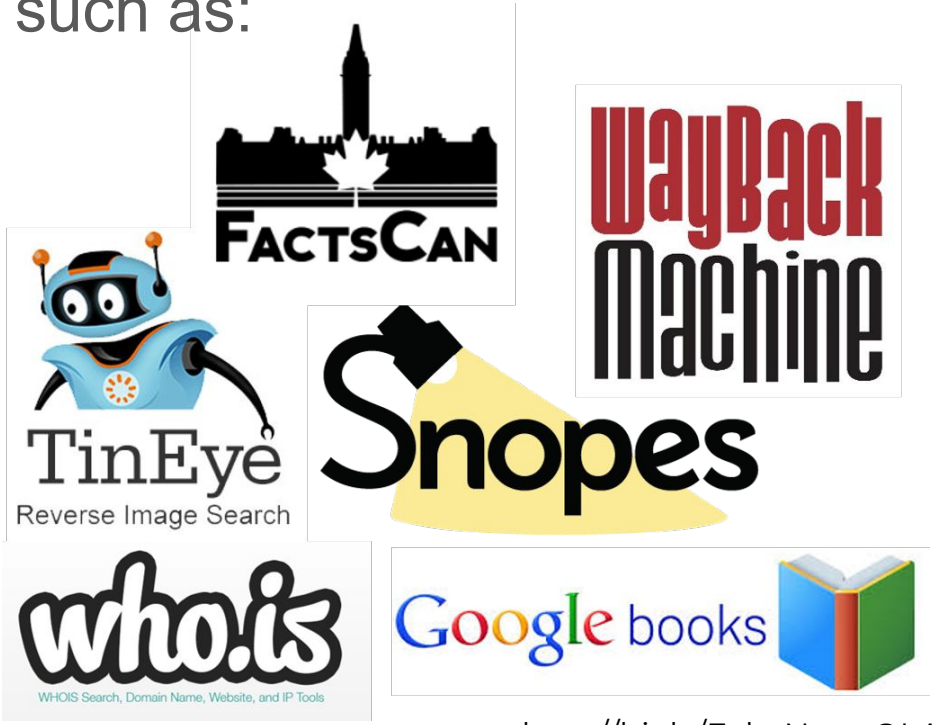
Online Resources

Using online tools & Websites, such as:

- WHOIS
- Snopes
- Wayback Machine
- FactsCan
- Google Books



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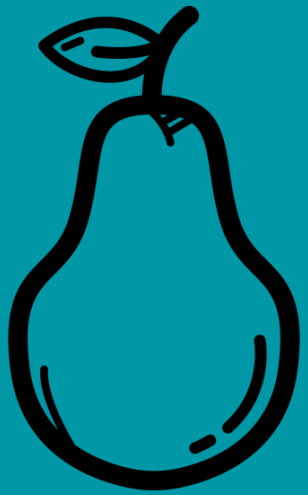
What other tools are you aware of that can help readers evaluate the information they find online?



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Critical thinking @ Brock

Digital & Media Literacy for Teacher Candidates

Online Fake News tutorial

Digital and Media Literacy Tutorial

Welcome!

This is a tutorial that will increase your digital, media, and critical thinking skills. When you have completed the tutorial, you have the option of taking a quiz. Pass the quiz and you can add this workshop to your Experience Plus Co-Curricular Transcript.

(To add this experience to your co-curricular transcript, first take a screenshot (or print and scan) of this page showing your successful completion of the workshop. Next, go to your student portal at my.brocku.ca. Under *Applicant and Student Self Serve* select Plus Programs, then Experience Plus and follow the instructions.)

The tutorial is made up of 3 modules. Use the options on the left to navigate through the tutorial. Questions? Need help? Contact Jennifer Thiessen.

Module 1: What is digital and media literacy?

What is media literacy? Digital literacy?

How is media consumed?

Key concepts

Module 2: Media literacy in the classroom

Why do we need media literacy education?

Media literacy education in Ontario

Approaches to teaching digital and media literacy

Module 3: Finding and evaluating digital and media literacy resources

Search strategies for finding resources

Critically evaluating curriculum resources

Why digital/media literacy?

Stanford study:

“...students have a lot of trouble discerning the credibility of online information. For example, 82 percent of middle schoolers couldn’t distinguish between an ad labeled “sponsored content” and a real news story on a website.”

Snelling, J. (2017). What media literacy means in the age of alternative facts. International Society for Technology in Education (ISTE).

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- define digital and media literacy
- describe how young people use media
- recall the key concepts of media and digital literacy

Module examples

Media literacy? Digital literacy? 21st century skills? Information

What do all these terms mean? Do they mean the same thing?

While there are many similarities among concepts like media literacy, digital literacy and others

One report uses the terms **digital and media literacy** "to encompass the full range of cognitive competencies that includes the use of texts, tools and technologies; the skills of critical thinking message composition and creativity; the ability to engage in reflection and ethical thinking; as v teamwork and collaboration" (Digital and Media Literacy: A Plan of Action).

Both digital and media literacy require the development of our critical thinking skills, but, as Me most digital media are **networked and interactive** raises additional issues and requires additic **literacy** generally focuses on teaching youth to be critically engaged consumers of media, whil enabling youth to participate in digital media in wise, safe and ethical ways (The Intersection of MediaSmarts).

To review:

Media Literacy is the ability to access, analyze, critically evaluate and create messages in a va digital.

Digital Literacy builds on media literacy to focus on the following principles: developing the sk

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Module examples

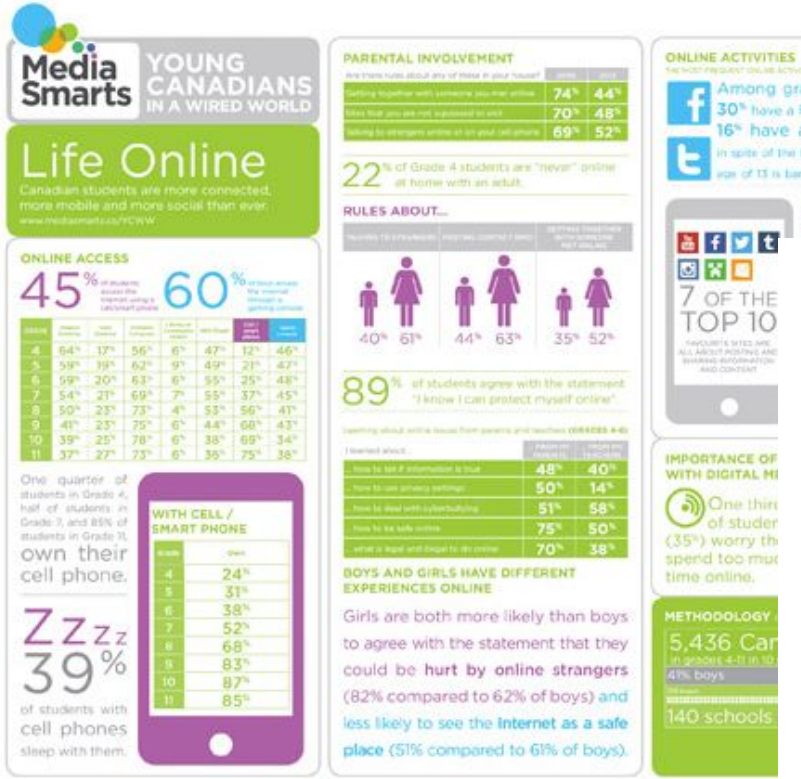
Some questions to think about

How does a controversial subject motivate students?

What key concepts of media literacy does Ms. Koch introduce?

How could Ms. Koch expand this lesson to address concepts of digital literacy?

Module examples



Why do we need media literacy education?

Jean Kilbourne, an author, speaker and filmmaker, speaks about the importance of m
exposed to and consume a barrage of messages.

Critically Evaluating Online Resources

In addition to using library resources and curated online collections, you and your students will likely be s
the library resources and items in the collections above, the stuff you find on the internet has not been ve
accuracy or quality. How do you know if you are finding credible, reliable, and unbiased information? It is
and skeptical when using information found on the internet. Start with thes

Module examples

1. What am I looking at? What is this?

This is your first step. Asking yourself these types of questions will help yo

These days, this is actually pretty tricky. Almost everything is on the internet. You could be looking at a n
the New York Times, a report from the United Nations, or an eBook that you got to from the library websi

This lesson is focused on materials found using the 'open web' likely via Google or Yahoo. So, not links f
engine like Google Scholar, SuperSearch, or another library tool.

2. What is the context of your inquiry?

Is a blog allowed? Is a tweet okay?

An information source's context--where it came from, its audience, format, and how it is used--help deter
appropriateness:

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What was most helpful?

...definitions of media, and digital literacy

...the information on how to think critically about sources and how to know the validity of what you are reading.

...the video clip that showed real interactions and teaching in the classroom. It was useful to see how the teacher went about media literacy in her classroom and the questions she asked students to check for their understanding...

97% rated their knowledge of media literacy as average or below average PRIOR to taking the tutorial.

71% rated their knowledge of media literacy as above average AFTER taking this tutorial

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Fake News Workshop

https://pixabay.com/en/people-man-reading-newspaper-2666677/

http://bit.ly/FakeNewsOLA

Brock University Library

Learning Outcomes

After completing this workshop, you will know how to:

- Identify characteristics of fake news
- Understand how fake news can spread
- Recognize motivations behind fake news
- Apply critical thinking strategies in order to identify fake news
- Locate tools and resources to help identify fake news

You deserve
the truth
Click

Washington Post (March 26, 2018): A fake photo of Emma González went viral on the far right, where Parkland teens are villains

http://bit.ly/FakeNewsOLA

Click to start timeline →

Reporting Timeline for Private Lynch Story

ewsOLA

Activity: Identify the Motivations (Picture 2)

Hi Colleen, when you submit this form, the owner will be able to see your name and email address.

* Required

1. What was the motivation? *

- [ ] Evoke emotion
- [ ] Political polarization
- [ ] Contribute to conspiracy
- [ ] Discredit others
- [x] Contribute to a particular world view

Submit

Activity: Identify the Motivations (Picture 2)

1. What was the motivation? *

- [ ] Evoke emotion
- [ ] Political polarization
- [ ] Contribute to conspiracy
- [ ] Discredit others
- [x] Contribute to a particular world view ✓

That's right! The paper says it removed all women from the original photograph due to "reasons of modesty" and so that the highly devout Orthodox readers of the paper would not be offended. The paper has since been criticized for disrespecting the unity of the march.

Go back to thank you page

This content is created by the owner of the form. The data you submit will be sent to the form owner. Never give out your password.

Powered by Microsoft Forms Privacy and Cookies

Successes

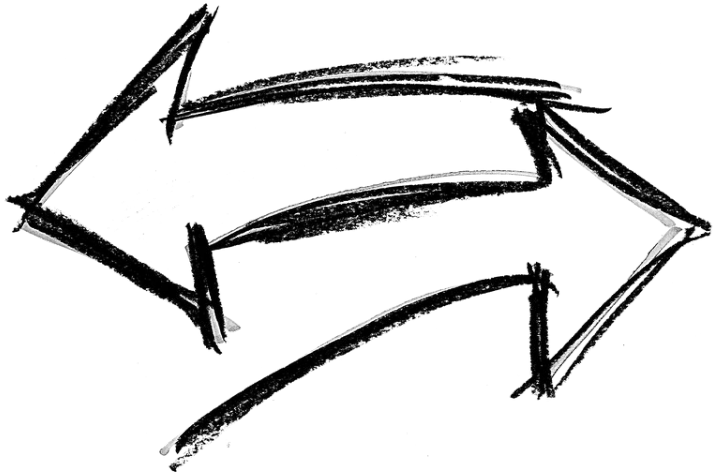
- Positive feedback
- Meeting an expressed need from faculty
- Being used in courses

http://bit.ly/FakeNewsOLA

https://pixabay.com/en/stick-people-high-five-teamwork-2324013/

Future Directions

- Loss of content
- Ownership
- Currency
- Open access
- Making content appropriate for elementary/secondary students



http://bit.ly/FakeNewsOLA

https://pixabay.com/en/arrow-directory-signposts-direction-2085195/

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Photo by Evan Dennis on Unsplash

Select Resources

Caufield, M. (2017). Web Literacy for Student Fact-Checkers (https://webliteracy.pressbooks.com/)

Couros, A., & Hildebrandt, K. (2018). Developing Critical Literacies: What We Need to Know in a "Fake News" World. Retrieved January 01, 2019, from http://journal.canadianschoollibraries.ca/developing-critical-literacies-what-we-need-to-know-in-a-fake-news-world/

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015.http://www.ala.org/acrl/standards/ilframework (Accessed January 28, 2019) Document ID: b910a6c4-6c8a-0d44-7dbc-a5dcbd509e3f

Horton, A. (2018). A fake photo of Emma González went viral on the far right, where parkland teens are villains. The Washington Post. Retrieved from https://www.washingtonpost.com/news/the-intersect/wp/2018/03/25/a-fake-photo-of-emma-gonzalez-went-viral-on-the-far-right-where-parkland-teens-are-villains/?utm_term=.7475a49ad763

Select Resources, cont'd

Mcgrew, S., Ortega, T., Breakstone, J., & Wineburg, S. (2017). The challenge that's bigger than fake news: Civic reasoning in a social media environment. *American Educator,* (3), 4.

Meola, M. (2004). Chucking the checklist: A Contextual approach to teaching undergraduates web-site evaluation. *Portal: Libraries and the Academy*, 4(3), 331-344. doi:10.1353/pla.2004.0055

Snelling, J. (2017). What media literacy means in the age of alternative facts. International Society for Technology in Education (ISTE).

Warner, J. (2017, October 5). Teaching Without Learning: The Limits of Checklists | Inside Higher Ed. Retrieved from https://www.insidehighered.com/blogs/just-visiting/teaching-without-learning-limits-checklists

Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. Available at: http://purl.stanford.edu/fv751yt5934