

That Face When Your Class is Fake News

Critical Librarianship in the For-Credit Classroom



Buzz & Woody (Toy Story) Meme, <https://makeameme.org/meme/fake-news-fake-5a370b>



Library

Course metamorphosis

Old course

Discussions with Associate Provost



Concurrent course



Collaboration with Undergraduate Research Office



Instruction Council - "What is RESEARCH?"



Collaboration with Honors College

*They Wouldn't Put It on the Internet if It Isn't True:
Information Literacy in a "Post-truth" Era*



Critical librarianship

"There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom,' the means by which men and women deal critically with reality and discover how to participate in the transformation of their world."

Richard Shaull, drawing on Paulo Freire

- Critical pedagogy + information literacy + non-neutrality
- “Information for good” shift in course focus
- New outcomes
 - Undergraduate Instruction & Outreach mission/vision
 - Course learning outcomes



Library

Undergraduate Instruction & Outreach

Vision

We will work toward creating information literate persons who are discerning and ethical consumers and creators of information; value common humanity through the use of shared inquiry and dialogue; demonstrate lifelong learning skills; and critically question and engage with structures, systems, and sources that inhibit justice and equity; in order to positively impact their communities.



Library

Outcomes weaved throughout course

Fall 2017

- Articulate how access to and awareness of information has a demonstrable impact on social, economic, and political well-being.
- Connect research skills to practical, lifelong uses within personal, academic, and professional needs.

Fall 2018

Add:

- Engage with alternative voices and viewpoints that challenge the dominant narrative as it relates to information and society.



Library

Practical course applications

- Caulfield, fake news, fact-checking, & info environmentalism
- Fake news creation
- Filter bubble bursting
- Expert guests



Practical course applications

- Wikipedia & gender
- Google, Pokemon Go, & race
- News related to AI, machine bias, & social media platforms
- Database searching, controlled vocabulary, & bias

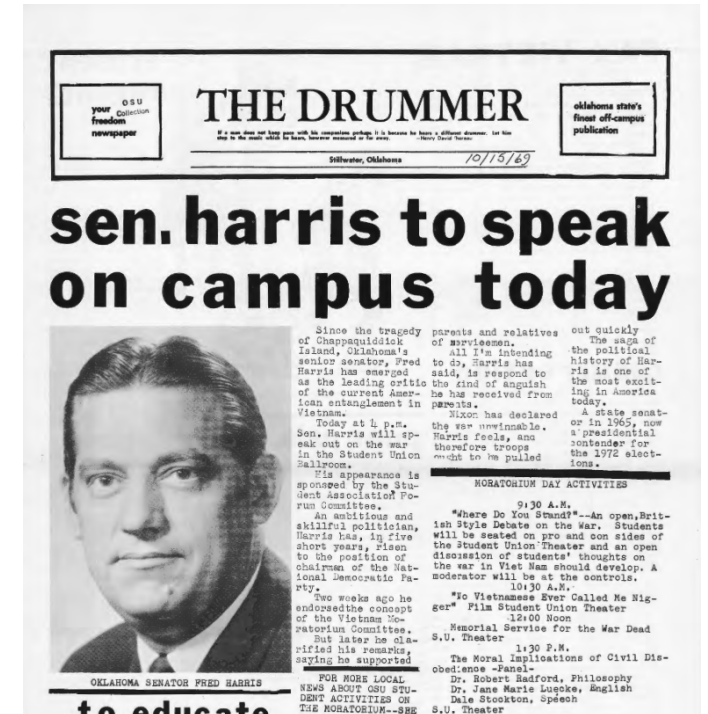


"Sophia (robot).jpg" by Ritchie333,
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Changes for Fall 2018

- Collaborative lesson & assignment with Archives, Oral History, and Government Documents
- Increased focus on “information environmentalism” and every day information sources
- Add an intersectional lens requirement for final projects



The Drummer, via OSU Archives at <https://dc.library.okstate.edu/digital/collection/p17279coll1/id/58/rec/9>



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Sample Student Work

[Fake News Story 1](#)

[Fake News Story 2](#)

[PSA 1](#)

[PSA 2](#)



Library

Student feedback - Mid-semester

“The wikipedia article about discrimination with women. Because I had not realized that a site as well-known as wikipedia would be openly discriminatory based on its popularity and reputation.”



Student feedback - Mid-semester

“I loved the fake news assignment. It was both creative and informational, and it was fun to see how clever I could be. I liked being on the production end of fake news, and not the receiving end for once.”



Student feedback - Mid-semester

“[This class] has made me think twice before choosing what to click on when it comes to google and facebook since they choose what you see based on the things you click on.”



Student feedback - Mid-semester

“I would recommend this class to people who aren't already familiar with fake news. Anyone who would ask "whats [sic] the big deal?" about fake news would benefit from this class.”



Student feedback - Course evaluations

“I wish this course had included more discussion on the Fake News stigma that has surrounded absolute rulers or dictators or new presidents that claim the media is lying. Since ‘Post-Truth’ Era is in the title of the class, I was hoping for more of a discussion on politics and their trustworthiness on declaring if America's journalists can be trusted.”



Student feedback - Course evaluations

“I liked the many news articles we discussed in class. It showed how relevant this knowledge is to everyday life and situations. I also liked seeing the peer-reviewed journal articles that had false information. I have always trusted these, but now I will look at them differently.”



Student feedback - Course evaluations

“I always learned something new every lecture and enjoyed being up to date on current events.... There were so many useful links that we used in class. I wish there could be a master sheet of all of the websites we used in this class because there are so many I want to go back to but I cannot remember them.”



Resources & further reading

Inform Your Thinking (video series): <https://info.library.okstate.edu/informyourthinking>

News Literacy Guide (Libguide): <https://info.library.okstate.edu/newsliteracy>

Hapgood by Mike Caulfield (blog): <https://hapgood.us/>

Web Literacy for Student Fact Checkers by Mike Caulfield (open book):

<https://webliteracy.pressbooks.com/front-matter/web-strategies-for-student-fact-checkers>

Algorithms of Oppression by Safiya Umoja Noble (book)

Critical Library Pedagogy Handbook, Vols. 1-2. Eds. Nicole Pagowsky and Kelly McElroy (book)

Weapons of Math Destruction by Cathy O'Neil (book)



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Questions?

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