The Great News
Fake Off

Fighting Fake News and Misinformation in the Library

The Collective
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Introduction – Sarah Morris

• Librarian and curriculum designer
• Co-Founder of Nucleus Learning Network, an Austin-based education nonprofit
• Former museum educator with a focus on STEM and digital and media literacy
Activity:
How would you epically fail at dealing with misinformation?
Brainstorm with a partner and share out!
Activity:
How would you totally rock at dealing with misinformation?
Brainstorm with a partner and share out!
Background: Fake News and Misinformation
Types of Misinformation

- **Satire or Parody**: No intention to cause harm but has potential to fool.
- **Misleading Content**: Misleading use of information to frame an issue or individual.
- **Imposter Content**: When genuine sources are impersonated.
- **Fabricated Content**: New content is 100% false, designed to deceive and do harm.
- **False Connection**: When headlines, visuals or captions don’t support the content.
- **False Context**: When genuine content is shared with false contextual information.
- **Manipulated Content**: When genuine information or imagery is manipulated to deceive.

FirstDraft 7 Types of Mis and Disinformation. [https://firstdraftnews.com/misinfo-types-uk-election/](https://firstdraftnews.com/misinfo-types-uk-election/) Used with permission from MisInfoCon conference [https://misinfocon.com/](https://misinfocon.com/)
Types of Misinformation

Digital Forensic Research Lab identifies three types:

• **Fake News**: “deliberately presenting false information as news”

• **Disinformation**: “deliberately spreading false information”

• **Misinformation**: “the unintentional spreading of false information”

Source: [https://medium.com/dfrlab/fake-news-defining-and-defeating-43830a2ab0af](https://medium.com/dfrlab/fake-news-defining-and-defeating-43830a2ab0af)
News Literacy and Information Literacy

Skills and competencies that help people...

• Understand information ecosystems
• Find credible information
• Evaluate information
• Synthesize and use information effectively
• Use tools to create and share information
• Keep information secure

News literacy and information literacy have a lot of overlap in terms of skills, competencies, and concepts. Both can empower people with the skills they need to consume, produce, and distribute information.
Librarians and News Literacy

Not a completely new issue:
• Librarians have equipped people to deal with all types of information, including misinformation, for a long time
• Misinformation itself isn’t a brand new problem (see conspiracy theories, yellow journalism, snake oil products, propaganda, junk science, etc.)

Future goals:
• Find strategies to frame work we are currently doing in the context of new misinformation challenges
• Find opportunities to use and develop new, interdisciplinary tools and strategies to help librarians and libraries better respond to current challenges.
Small Group Discussion: What skills, resources, tools, and concepts can librarians use to respond to misinformation challenges?
Small Group Discussion: What are some opportunities for interdisciplinary approaches and collaborations to help librarians better respond to misinformation challenges?
Mozilla’s Web Literacy

• Mozilla’s Web Literacy and Internet Health Report can act as frames for thinking about the connections between computer science, media literacy, and news literacy

Mission: Information Curriculum

Mission: Information Lessons

**Legit-O-Meter**
*Consuming News on the Web*

Created by Sarah Morris, the Mission:Information team, including Mateo Clarke, Sean Dellig, Mike Kanin, Robert Friedman, and Mozilla. Remixed from lessons created by MOUSE. Released under the CC-BY-SA license.

Learners develop the skills they need to evaluate news on the web and determine its credibility. Learners will discover strategies to help them become better consumers of media and will rate and share their thoughts on media.

**Fake Your Own News**
*Producing News on the Web*

Created by Sarah Morris, the Mission:Information team, including Mateo Clarke, Sean Dellig, Mike Kanin, Robert Friedman, and Mozilla. Released under the CC-BY-SA license.

Learners deconstruct and explore the techniques people use to create fake news, and the consequences of those techniques. Learners get a chance to remix their own fake news stories and to experience and share the emotional impacts of that process.

**Run the Presses**
*Sharing News on the Web*

Created by Sarah Morris, the Mission:Information team, including Mateo Clarke, Sean Dellig, Mike Kanin, Robert Friedman, and Mozilla. Released under the CC-BY-SA license.

Learners get a chance to make decisions common in news organizations, and to experience the consequences of those decisions. With this lesson, learners will gain a deeper understanding of how fake news fits in a broader news and information ecosystem and will explore their own role and power as distributors of news in their daily lives.

https://nucleus-network.github.io/missioninfo/
Curriculum Ideas for Librarians

• Trace and map a fake news story, from its inception to how it spreads through various media, to its consequences.
• Trace a questionable popular science news report back to the original scientific study to see what changed and how and why the changes might have occurred.
• Fact Checking Lightning Rounds – show students memes, twitter screenshots, and headlines and give them increasingly reduced amounts of time to fact check on the fly.
Breakout Sessions: Choose Your Own Adventure

• Signature Challenge - Play Fact Checking Lightning Round and add some of your own screenshots and ideas

• Technical Challenge - Check out the Mission:Information curriculum and test out lesson 2 using X-Ray Goggles (https://goggles.mozilla.org/)

• Showstopper - Work with a group (or solo) to develop ideas for activities and lessons that librarians can use to help people combat misinformation

• Other ideas (bonus points for including Bake-Off categories!)
Breakout sessions – Experiment and Explore

Handout –

http://bit.ly/2FE0DJ0
Final thoughts and questions
See the slides and other resources at: