Media/News Literacy:
A Guide to Sources

Presented by Ann Libbey and Carolyn Burton
Researchers at Stanford University assessed students’ “civic online reasoning,” or how they evaluate online information. According to the authors … “Despite their fluency with social media, many students are unaware of basic conventions for indicating verified digital information…”

The Majority of...

- **Middle school** students failed to distinguish [sponsored content](#) (native advertising) from news stories.
- **High school** students failed to distinguish legitimate from dubious evidence, such as shared photographs.
- **College level** students “need further instruction in how best to navigate social media content, particularly when that content comes from a source with a clear political agenda.”

[Video with Lead Authors of Study: Assessing Students’ Ability to Engage with Online Evidence](#)
Executive Summary

Interview with study author, Stanford Professor Sam Wineburg: Stanford Study Finds Most Students Vulnerable To Fake News
The Rise of “Fake News”

What is fake news?

- Not “news” - completely fabricated!
- Manipulated to resemble (sensational) journalism
- Purpose is to drive traffic clicks to fake hoax news sites, hyper-partisan blogs, Facebook pages, etc.
- A few cents is paid each time a reader sees or clicks on ads (Google AdSense)
- Native advertising - a paid story branded as “sponsored content.” Clicks attached to ad revenue.
  - (versus) Traditional ads: include prices, coupon codes, special offers, labeled as “ad” or with a blue “x”

“Koran and Holy Bible are the same”

“Ireland is now officially accepting Trump refugees from America”

“U2’s Bono rescued during terror attack, issues sick message to victims”

The Guardian, 2016

CNBC, 2016
Why it Matters: Impacts of Fake News

Real world Impacts:
- Pizzagate
- Climate Change
- JunkScience
- 2016 Election

Societal impacts:
- Information overflow
- Journalists vs. “citizen journalists”
- Increase in mis-/dis-information
- Confirmation bias/Echo chamber/Filter bubbles
- Polarization of public
The Problem with “Filter Bubbles”

Click on the book for a TED Talk by Eli Pariser, Chief Executive of Upworthy (upworthy.com)
Google provides vast amounts of information, but the onus for fact-checking is on us. Students may not be aware that sponsored content, not the most relevant sites, may be at the top of the results list. Students need to investigate the origin of a site, and its reliability, prior to reading the information it contains. Lines are often blurred between news, opinion, entertainment, satire, and propaganda. The web's professional looking content makes it difficult for students to detect bias, false claims, or misleading arguments.
The Benefits of Media and News Literacy Skills

Media and news literacy skills:

- Strengthen critical thinking and inquiry-based learning skills.
- Build media creation skills.
- Strengthening their civic online reasoning and decision making skills.

See Also: National Association for Media Literacy Education
# Core Concepts and Key Questions

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<tr>
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<th>Core Concepts</th>
<th>Key Questions</th>
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<tr>
<td><strong>Authorship</strong></td>
<td>All media messages are constructed.</td>
<td>Who created this message?</td>
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<tr>
<td><strong>Format</strong></td>
<td>Media messages are constructed using a creative language with its own rules.</td>
<td>What creative techniques are used to attract my attention?</td>
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<td><strong>Audience</strong></td>
<td>Different people experience the same media message differently.</td>
<td>How might different people understand this message differently from me?</td>
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<tr>
<td><strong>Content</strong></td>
<td>Media have embedded values and points of view.</td>
<td>What lifestyles, values, and points of view are represented in, or omitted from, this message?</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>Most media are organized to gain profit and/or power.</td>
<td>Why is this message being sent?</td>
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Center for Media Literacy
What is news literacy?

News literacy is the acquisition of 21st-century, critical-thinking skills for analyzing and judging the reliability of news and information, differentiating among facts, opinions, and assertions in the media we consume, create, and distribute...it is a necessary component for literacy in a contemporary society.
Components of News Literacy

- Recognize the difference between journalism and other kinds of information and between journalists and other information purveyors;
- In the context of journalism, recognize the difference between news and opinion;
- In the context of news stories, analyze the difference between assertion and verification and between evidence and inference;
- Evaluate and deconstruct news reports across all news media platforms, based on the quality of evidence presented and the reliability of sources;
- Distinguish between news media bias and audience bias.

Center for News Literacy, 2016
Whether you call it media literacy, news literacy, digital literacy, information literacy, it all deals with building critical thinking skills.

-Clark Bell, McCormick Foundation, Journalism Program Director
Tip 1

Model and encourage “lateral reading”

- Read about the story or issue from multiple sources
- Rather than trust the “about” section of the site, research the org and author
Encourage “Lateral Reading”

Test your lateral reading skills with these examples:

MinimumWage.com
American Academy of Pediatrics vs. American College of Pediatrics
Tip 2

Encourage students to think like reporters and create their own news.
Weave in information literacy, media literacy, and news literacy into your curriculum.

- How search rankings work (not based on trustworthiness)
- Spotting online ads & sponsored content
- Search algorithms
- Filter bubbles
- Echo chambers
More Ways to Verify Information:

● Adopt a **critical thinking** stance
● Emphasize the use of **multiple sources**
● Become familiar with more **traditional news outlets**
● Check your own **confirmation bias**
● Information? **Satire**? Propaganda? **Infotainment**? Opinion? - Know the difference
● Check **fact-checking sites** like Snopes, Politifact, FactCheck.org, Know-Your-Meme, etc.
● Check for **inflammatory language**, excessive advertising
● Steer research towards published, peer-reviewed sources, such as library databases.
Share Responsibly...

HOW TO RECOGNIZE A FAKE NEWS STORY

1. Read past the headline
2. Check what news outlet published it
3. Check the publish date and time
4. Who is the author?
5. Look at what links and sources are used
6. Look out for questionable quotes and photos
7. Beware confirmation bias
8. Search if other news outlets are reporting it
9. Think before you share

https://www.huffingtonpost.com/entry/fake-news-guide-facebook_us_5831c6aae4b058ce7aaba169
Source Evaluation Checklists

- **CARS Test**: Credibility, Accuracy, Reasonableness, Support
- **CRAAP Test**: Currency, Relevancy, Authority, Accuracy, Purpose
- **TRAAP Test**: Timeliness, Relevance, Authority, Accuracy, Purpose/POV
- **IMVAIN**: Independent, Multiple, Verify, Authoritative/Informed, Named

Lesson Plans:
http://drc.centerfornewsliteracy.org/resource/evaluating-sources-using-imvain-middle-schoolers-new-york%E2%80%99s-is303
http://drc.centerfornewsliteracy.org/gutenberg-zuckerberg-14-lessons
Online Resources

- AllSides: https://www.allsides.com/unbiased-balanced-news
- Common Sense Media 5 Ways to Spot Fake News: https://www.commonsensemedia.org/videos/5-ways-to-spot-fake-news
- Fake New or Real? How to Self-Check the News and Get the Facts: http://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts
- ISTE: Top 10 sites to help students check their facts: https://www.isle.org/explore/articleDetail?articleid=916
- Media Bias/Fact Check: https://mediabiasfactcheck.com/
- NAMLE (National Association for Media Literacy Education): https://namle.net/
- Stanford History Education Group (SHEG): https://sheg.stanford.edu/home_page
Stanford History Education Group

Online Assessments

Free, downloadable assessments that guide students on how to evaluate online information

https://sheg.stanford.edu/civic-online-reasoning
Checkology Virtual Classroom (The News Literacy Project):
http://www.thenewsliteracyproject.org/checkology

Factitious (American University) http://factitious.augamestudio.com

Identifying High Quality Sites (Common Sense Education):
https://d2e111jq13me73.cloudfront.net/sites/default/files/6-8-unit3-identifyinghighqualitysites-8_2016.pdf

PBS Newshour Extra: How to teach your students about fake news
http://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-how-to-teach-your-students-about-fake-news/

Teaching Tolerance: “Speaking of Digital Literacy”/ Toolkit for “Speaking of Digital Literacy”
https://www.tolerance.org/magazine/toolkit-for-speaking-of-digital-literacy

10 Fake Questions for Fake News Detection (The News Literacy Project):
http://www.thenewsliteracyproject.org/sites/default/files/GO-TenQuestionsForFakeNews_0.pdf