Information Literacy in the Era of Fake News

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• Introduction (Carrie)
  • Current Context
  • Important Issues
  • Disconnects & Challenges

• Professional Guideposts (Ethan)
  • The Fake News Syndrome and Information Literacy Practices
  • Best Practices

• Pedagogy & Instructional Approaches (Leslie)
  • Innovation
  • First-year Instruction
  • Collaboration
Mark Zuckerberg Doesn’t Understand Journalism

Either that, or he doesn’t care.

When Everything Is Possible and Nothing Is True

LETTERS: “That should give us a clue how manipulated we are.”

In ‘scorched-earth’ op-ed, a Teen Vogue writer says Trump is ‘gaslighting America’

Cambridge Analytica kept Facebook data models through US election

Misinformation Overload

IT’S TOO EASY TO BLAME FACEBOOK

Digital Literacy: Time To Shape Up Or Ship Out

Opinion: Everyone needs journalism skills
truth
Disconnect

Academic Information Literacy

Social and Personal Contexts
The Role of Libraries

Reflection  
Education

Discourse  
Neutrality

Personal Responsibility  
Inclusive Communities

Integrated + Holistic  
Myth! Busted.
Confirmation Bias

Intuition

Beliefs

Confirmation Bias
STANDARDS, FRAMEWORK, & FAKE NEWS

..... PROFESSIONAL GUIDEPOSTS .....
Reflective practice:

■ How does the Fake News phenomena play out in your discipline?
  - Discipline(s):
  - Relevant/not relevant? Why and how?

■ What do you see as your top priority in addressing Fake News?
  - Outcomes you address in your lesson plan, for example

■ How can you shift the conversations about Fake News from fact-checking to critical thinking?
THE FAKE NEWS SYNDROME: FACT ≠ TRUTH

Truth is "a statement about the way the world actually is"

(Paul Pardi (Jan 29, 2015), What is Truth, Philosophy News)

Correspondence theory: Does a proposition match a reality?

= 4 equal sides + 4 right angles

[this is what we tend to do and encourage when teaching IL]

Coherence theory [subjectivity]: Is a proposition consistent with experience?

"Burping is rude"

Postmodernists argue: Perspective & Community Agreement influence truth

[this is where we are needed & where dispositions are best addressed]
THE FAKE NEWS SYNDROME: FACT ≠ TRUTH

Whey do people have trouble crossing the threshold into the real world?

“People like to think with their gut more than they like to think with their mind”

Dana Boyd – SXSW EDU Keynote
How the *fake news syndrome* can play out in IL:

Locating & Accessing Information [Strategic Exploration; Research as Inquiry; Scholarly Conversation]

**Standards 1 & 2:**
Nature of need
Keywords; Controlled Vocabulary; Boolean, etc.
Purpose and audience

**Frames:**
Research as inquiry
Strategic exploration
Scholarship as conversation
How the *fake news syndrome* can play out in IL:

Evaluating Information [Authority is contextual and constructed, & Scholarship as Conversation]

**Standards 3:**
- Summarize ideas (3.1&3.3)
- Recognize bias & context (3.2.c&d)
- New vs. old knowledge (3.4)
- Personal value system (3.5)
- Need to revise (3.7)

**Frames:**
- Authority is Constructed & Contextual
- Scholarship as conversation

*Perspective & Experience have a big role here*
How the *fake news syndrome* can play out in IL:

Using Information [Information Creation as Process]

**Standards 4:**
Uses information to effectively accomplish *specific tasks*

[here the focus is student skills to produce information]

**Frame:**
Information as Creation Process

[here the focus is on understanding and thinking about how information is created]
How the *fake news syndrome* can play out in IL:

Valuing Information [Information has value]

**Standards 5:** Ethical, legal, social ... (i.e. values)

**Frame:** Information has value

Here standard 5 and this frame share the same objective

Perspective & Experience have a big role here
It is not a Standards vs. Framework issue

It is critical thinking vs. prescriptive pedagogy

If you get learners thinking about a prescribed skills then you hit the jackpot!
Pedagogy and Instructional Approaches

Leslie Poljak
University of Pittsburgh
Q: How do you address this in your lesson plan or activity?

• Dedicated class, workshop, or event

• During a one-shot (learning activity, demonstration)

• During consultations or reference transactions

• Other?
Evaluating Information Project at Pitt

- Student engagement
- Fake News Game
- Pitt.libguides.com/checkyourfacts
- Twitter Campaign
- End of Semester Pop-Up Event
Influence on First-Year Instruction

• First-Year Introduction to Arts and Sciences library component
• Past focus on Information Literacy Standards, shift to utilizing framework
• 2017 session focus: Identifying information need and sources including books, articles, news, editorials, websites, and a ‘wild card’

2017 IAS First-Year Programs Class Instructions

Overall Class Objectives:
• Introduce students to the University Library System
• Students will develop keywords and locate a book/eBook and article in PITTcat!
• Generate discussion about information sources. This includes discussion about authorship and bias, understanding different source types, and how information can be used.
Literacy: Media, Internet, Digital, Historical, Meta, News, Information

**POSTSECONDARY LEARNING**

**Can a New Approach to Information Literacy Reduce Digital Polarization?**
edsurge.com

**The Remedy for the Spread of Fake News? History Teachers**
Smithsonian.com

**Making Sense of the News: News Literacy Lessons for Digital Citizens**
Coursera.org
Further Reading


• Hubbard, J. *Misinformation Overload*. https://medium.com/@hubbard/misinformation-overload-9f420ab7b9f0
Further Reading (Continued)


Swanson, T. (2017). Circulating Ideas podcasts:
  Fake News, Information Literacy and Epistemology, Circulating Ideas episode 104 Interview with Lane Wilkinson: http://bit.ly/2lYW0T7
Thank You!