News Literacy: Teaching Students to Be Informed Citizens

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http://hdl.handle.net/2027.42/146729
News Literacy: Teaching Students to Be Informed Citizens

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Quasicon Saturday, March 11, 2017, 9:30 a.m. - 10:30 a.m.
Today

1. Background
2. 15-minute instruction session
3. LibGuide tour
4. Future plans
5. Discussion

Link to slides: http://bit.ly/2ngfVLv
“Many assume that because young people are fluent in social media they are equally savvy about what they find there. Our work shows the opposite.”
(p. 7, Stanford Study, Executive Summary)

“Our ‘digital natives’ may be able to flit between Facebook and Twitter while simultaneously uploading a selfie to Instagram and texting a friend. But when it comes to evaluating information that flows through social media channels, they are easily duped.”
(p. 4, Stanford Study Executive Summary)
Project timeline

November/December 2016
- Identify need
- Identify LibGuide to revise

January 2017
- Create new guide
- Create tabs
- Create content

February 2017
- Launch LibGuide
- Launch 15-min. class sessions

March 2017
- Make evaluation infographics
Books, magazines, journals, and newspapers - whether in print or electronic form - have been the backbone of research papers for decades. Now, however, the internet has opened up many sources of information that fall outside those basics. Explore this research guide to discover some different ways of finding information for your papers and projects.
15-Minute Instruction Session for Classes

http://libguides.wccnet.edu/newsliteracy

http://graphics.wsj.com/blue-feed-red-feed/
Tour of the Guide

- “Get News” tab
- “Recognize Bias” tab
- “Spot Fake News” tab
- “Teach News Literacy” tab
- Forthcoming: “Evaluate News” tab

http://libguides.wccnet.edu/newsliteracy
The domain is .org, which indicates a nonprofit. Just because it's a nonprofit doesn't mean you don't need to do your research on what it is and who they are.

The author's name and medical degree are listed, but no other information about his credentials is provided. A Google search showed that he is a general practitioner, not a specialist or researcher.

The author is James P. Siepmann, MD. The article is written in an inflammatory and contains questionable evidence.

Correlation and causation are not the same. However, this article is inflammatory and contains questionable evidence.

It doesn't cost anything to read this article by going to the website.

The text has footnotes, and there are references at the end. It is up to the reader to verify the information.

The purpose of this article? It's not stated here, but this article is an editorial or opinion piece.

Bolding, underlining, and different colors of text influence objectivity. It plays on emotions. A credible article would have plain text. The only color would be from hyperlinks, which help back up claims.
Discussion

Why is it important to teach news literacy?

What are challenges that you see in teaching news literacy to students?

What is at risk when reading fake news?

Where do you go to get news? What tips do you give students?

What are ways that you burst out of your filter bubble?

What news literacy resources do you find helpful?

How do you identify fake news?
Questions?
Comments?

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HOW TO SPOT FAKE NEWS

CONSIDER THE SOURCE
Click away from the story to investigate the site, its mission and its contact info.

READ BEYOND
Headlines can be outrageous in an effort to get clicks. What’s the whole story?

CHECK THE AUTHOR
Do a quick search on the author. Are they credible? Are they real?

SUPPORTING SOURCES?
Click on those links. Determine if the info given actually supports the story.

CHECK THE DATE
Reposting old news stories doesn’t mean they’re relevant to current events.

IS IT A JOKE?
If it is too outlandish, it might be satire. Research the site and author to be sure.

CHECK YOUR BIASES
Consider if your own beliefs could affect your judgement.

ASK THE EXPERTS
Ask a librarian, or consult a fact-checking site.
References
