News Literacy: Teaching Students to Be Informed Citizens

Stuit, Martha

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News Literacy: Teaching Students to Be Informed Citizens

Martha Stuit, Librarian
Washtenaw Community College
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

“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
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.

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

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

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 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.

What is the purpose of this article? It’s not stated here, but this article is an editorial or opinion piece.

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

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Discussion

What is at risk when reading fake news?

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

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

What news literacy resources do you find helpful?

How do you identify fake news?

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

Why is it important to teach news literacy?
Questions?
Comments?

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References
