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# Clickbait Title!

Addressing Fake News and Misinformation In and Out of the Classroom

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# Teaching Fake News via Civic Engagement Pedagogy

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# Public Discussion Pedagogy

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Partnered with Society of Philosophers in America

Value of preparing for diversity of views

Assessment on postdiscussion reflection





## Student Reflection

I do feel that I have learned a lot about fake news from doing this assignment. Researching information for the discussion was very helpful. As well as getting insights from both sides of the argument during the discussion. With my group members unbiased approach during the discussion we were able to have a more civilized and relaxed discussion about the topic without ruffling anyone's feathers.

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# Fake News and the Lecture Circuit: Describing Fake News to Nontraditional Students

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# Addressing and Assessing Vulnerable Populations

- Most library talks were attended by persons aged 50 and above
  - This group of users was less media literate and tech literate than undergraduate students
  - “Older users shared more fake news than younger ones regardless of education, sex, race, income, or how many links they shared. In fact, age predicted their behavior better than any other characteristic—including party affiliation” (Newton, 2019).
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**Most older  
individuals are more  
vulnerable to fake  
news than younger  
individuals/users**

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# Lack of Funding for Older Digital Literacy Programs

Since the 2016 election, funding for digital literacy programs has skyrocketed.

Apple just [announced](#) a major donation to the News Literacy Project and two related initiatives, and Facebook partners with similar organizations.

But they primarily focus on younger demographics, even as the next presidential election grows closer.

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# Filter Bubbles and Older Users

Cognitive decline and vulnerabilities among older populations is an important phenomenon that is linked to multiple hoaxes perpetrated against this demographic of social media users.

For example, since older populations are most likely to be the victims of online scams and fraud, certain websites take advantage of this likelihood by creating content that looks very similar to online news.

Teaching fake news to older users illustrates ways of teaching concepts across multiple audiences.

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# News Literacy:

How Local Journalism Can Help Solve the “Fake News” Problem

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# News literacy should...

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help us understand our rights and responsibilities as they relate to the First Amendment and Freedom of Press and the changes we can, and perhaps should, make as consumers of news media to ensure the preservation of that freedom.

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Local journalism can influence and educate communities in ways national news organizations have been unable.

When you engage local journalism you are better able to recognize the difference between:

- **journalism and other kinds of information** and between journalists and other information purveyors
  - **news and opinion**
  - **assertion and verification**
  - **evidence and inference**
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By understanding that local journalism impacts civic engagement and that its loss potentially breeds corruption, the populace develops an:

- Appreciation of the power of reliable information and the importance of a free flow of information
  - Understanding of why news matters
  - Understanding of the journalistic process
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# PEARLS BEFORE SWINE

BY STEPHAN PASTIS

Once upon a time, there were corrupt local governments.



But they were watched by people paid to investigate stories.



And the bad people were caught.



Then one day an internet appeared. And everything changed.



And now people want their news for free.



So there is no one left to watch local government.



But that's okay, because governments will be good now.



EXCUSE ME WHILE I GO SUBSCRIBE TO SEVEN NEWSPAPERS.

DIDN'T YOU HEAR HIM? GOVERNMENT IS GOOD NOW!





# Information Literacy & Fake News

Information Literacy is more than using databases.

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# Information Literacy, Defined

“The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and **participating ethically in communities of learning.**”

## Fake News: Fighting Fake News

Fighting Fake News Information & Media Literacy Resources for Educators Newspapers and News Media

### Browser Extensions That Flag Fake News Sites

A variety of fake news detectors and browser plugins or extensions have been created to notify you if a site you're viewing is known for producing false or misleading information. While it's important to develop your own critical thinking, information, and news literacy skills, these plugins are useful.

**Caution:** Plugins and extensions are only as reliable as their creators and the known list of sites from which they draw. Fake news sites pop up easily and quickly so you may find yourself on a site that the plugin/extension doesn't know about.

- Fake News Alert  
Chrome Extension | Created by New York magazine journalist Brian Feldman
- B.S. Detector  
Multiple Browser Extension | Created by Daniel Seradjki | Users can submit requests and modifications for review of sites.
- FB  
Chrome Extension | Created by students at Princeton University | Detects fake news on your Facebook News Feed

### Web Articles on "Fake News"

- This Is How You Stop Fake News [Adam]. Berinsky, professor of

## 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 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.

From International Federation of Library Associations and Institutions (IFLA): <http://blogs.ifla.org/pa/files/2017/01/how-to-spot-fake-news.pdf>

### Fact Checking

#### Politics

- Politifact
- FactCheck.org
- Washington Post Fact Checker
- Snopes
- Truth Be Told
- NPR Fact Check
- Detector de Mentiras (Univision, En Español)

#### Science

Scientific studies are often misunderstood, misrepresented, or cherry-picked for content that is taken out of context in news articles. A few sites have sprung up with the mission to fact check coverage of science. Interested? Check out the article "Fact-Checking Sites Find Their Way Into Science" by Robin Lloyd from the site Underk, a digital publication supported by the Knight Science Journalism Fellowship Program.

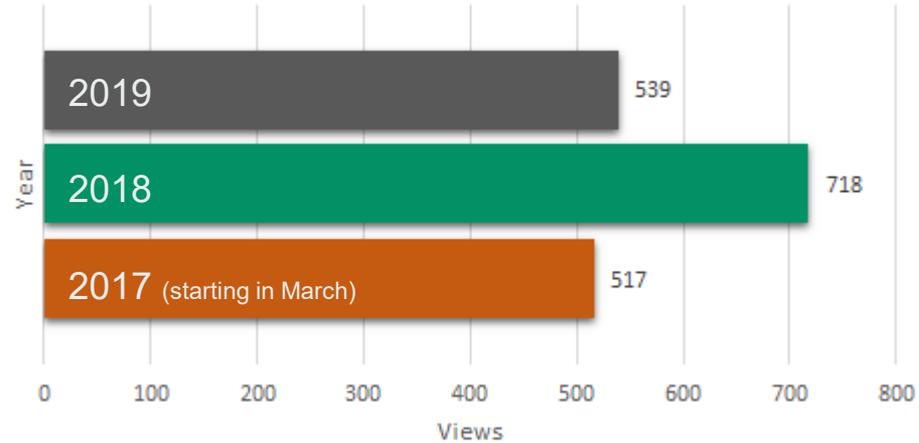
- Climate Feedback
- SciCheck
- Health News Review

#### Quote Attribution

If you have ever seen an inspirational meme or one using a quote from Abraham Lincoln, you might have taken it for granted that the person who created the meme attributed the quote to the correct persons. This is often not the case. However, there are many ways to follow up on a quote if you want to use one correctly. The New York Public Library provides a few

# Fake News Guide

## Fake News Guide Usage



[fitchburgstate.libguides.com/fakenews](http://fitchburgstate.libguides.com/fakenews)



## Suggestions

- Work with your library to engage with all forms of information.
- Don't limit the scope of research to peer-reviewed sources.
- Give students opportunities to flex their understanding of IL concepts to transfer necessary skills to everyday information gathering.
- Place more emphasis on the ethical considerations of sharing information and responsible use.
- Develop programming open to the wider community to learn about and discuss political happenings and their impact.

Information Literacy is  
more than the research  
paper.



**¿Preguntas?**