Combating "Fake" News and Misleading Information in the Classroom: Resources

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Eastern Michigan University Library
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For Students:
Interactive lesson, evaluation checklists, books, and other resources.

For Faculty:
Evaluating News Sources: For Faculty http://guides.emich.edu/newseval/faculty
Resources that supplement the Research Guide including lesson plans, class activities, syllabi, and readings.

Highlighted Resources – all are linked on the Evaluating News Sources guide:

**Evaluating News Sources interactive lesson**: tests evaluation skills by presenting actual news articles and asking you to rate their reliability.
http://www.emich.edu/library/help/evaluatingNews/

**Reliability of Sources tutorial**: discusses what makes information reliable and explores one model for evaluating reliability (CRAAP). Students learn to point out and apply criteria that can be used to judge the reliability of information.
http://www.emich.edu/library/help/reliability

**Web Literacy for Student Fact Checkers**: https://webliteracy.pressbooks.com/
Open source textbook

**Reflective Judgement Model**: http://www.umich.edu/~refjudg/index.html King and Kitchner’s work that chronicles “the development of epistemic assumptions and how young adults and adults learn to make truly reflective judgments.” The page dedicated to educational implications (http://www.umich.edu/~refjudg/edimplications.html) is particularly useful as a reference for developing classroom activities and assignments.
Get real news!

Get a **free** online subscription to the **Washington Post** by signing up with your emich.edu email address.

Find instructions and links to other real news at: [http://guides.emich.edu/news](http://guides.emich.edu/news)
Evaluating News Sources

False, misleading, and biased news sources have been a problem for many years. Misinformation now spreads quickly through social media. You need to be an information detective and actively question the news sources that you see.

Learn more at: http://guides.emich.edu/newseval
Name: 


Exercise #1:

<table>
<thead>
<tr>
<th>What Website published it? What does the domain name stand for? (eg. “.org”=organization)</th>
<th>A</th>
<th>B</th>
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<td>Does the site have advertising?</td>
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<tr>
<td>What is the date of the article?</td>
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These articles are talking about the same event. Summarize in two sentences what happened.
Did the reporter remain impartial or did s/he try to persuade the reader in a certain direction. How can you tell?

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Which sources did the reporter use or contact when writing this article?

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(continued on back)

Find an About us page for each Website. Summarize what you found.

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Go to [https://mediabiasfactcheck.com/](https://mediabiasfactcheck.com/) and look up Reuters and Bipartisan Report. What does it say for each?

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Which source is more credible? Why?
Does Your Web Site Pass the CRAAP Test?

**Currency:** *The timeliness of the information.*

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of-date for your topic?
- Are the links functional?

**Relevance:** *The importance of the information for your needs.*

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?

**Authority:** *The source of the information.*

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given? If yes, what are they?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?
  - Examples: .com .edu .gov .org

**Accuracy:** *The reliability, truthfulness, and correctness of the informational content.*

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there obvious errors (spelling, grammar, etc.)?

**Purpose:** *The reason the information exists.*

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?
Developing Reflective Judgment

Exhibit 3: Promoting Reflective Thinking—Stage 2: Reasoning

Reflecting: Reflective Judgment in the College Years

4. Form your final judgment with hold statements of view.

3. Form your final judgment with hold statements of view.

2. Form your final judgment with hold statements of view.

1. Form your final judgment with hold statements of view.

Sample reflective statement:

"I initially made a judgment based on emotional response to the situation. However, after reflecting on the situation, I realized that my initial judgment was too quick and did not take into account all relevant factors. Therefore, I have revised my judgment to be more thoughtful and considerate of the situation as a whole."

Exhibit 4: Promoting Reflective Thinking—Stage 3: Rehearsal

Reflecting: Reflective Judgment in the College Years

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Relevant Research: Judgment in the College Years

Kroner (1999) has also developed a model of teaching, "The Learning-Teaching Relationship Model," which focuses on the interactions between the learner and the instructor. This model suggests that effective teaching involves not only the delivery of content but also the facilitation of student learning. Kroner's model emphasizes the importance of creating a supportive and engaging learning environment.

Kroner (1999) also identifies five key components of effective teaching:
1. Clear and concise instruction
2. Active and participatory learning
3. Feedback and assessment
4. Assessment of student learning
5. Continuous improvement

These components are interdependent and require careful planning and execution to ensure effective teaching.

Developing Relevant Judgment

In order to develop relevant judgment, educators must first recognize the importance of critical thinking and reflection. Critical thinking involves the ability to analyze, evaluate, and synthesize information to make informed decisions. This process requires a deep understanding of the subject matter and the ability to apply this knowledge in new and different contexts.

To develop relevant judgment, educators must also engage in ongoing professional development. This includes attending workshops, seminars, and conferences to stay current with the latest research and trends in their field. Additionally, educators can benefit from seeking feedback from peers and mentors to gain insights into their own teaching practices.

In summary, the Developmental Model of Teaching and Learning emphasizes the importance of creating a supportive and engaging learning environment, while also emphasizing the importance of continuous improvement and professional development. By focusing on these components, educators can develop relevant judgment and create effective learning experiences for their students.