



MIAMI UNIVERSITY

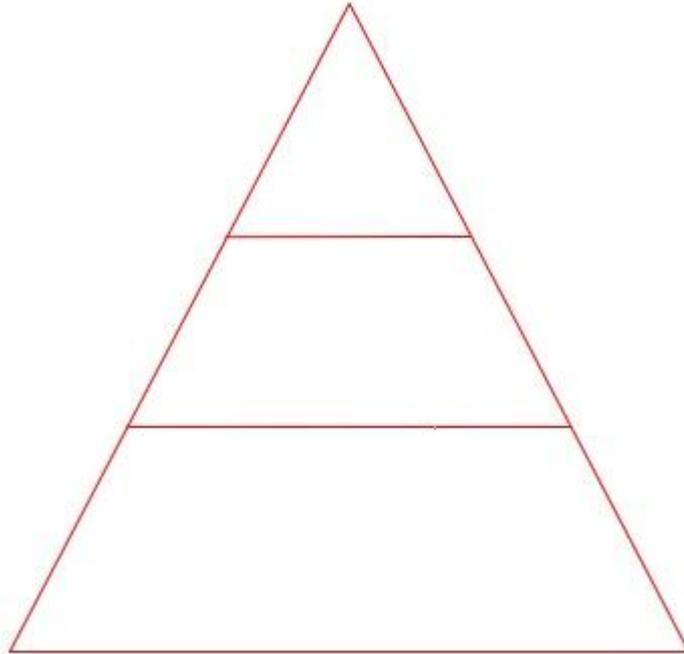
UNIVERSITY LIBRARIES

*Developing Informed Digital News
Consumers in the Era of Misinformation*

Nate Floyd - Lindsay Miller - Jenny Presnell

2018 Original Lilly Conference on College Teaching

News Diet Pyramid



Why It's Important



- “Fake news”
- Citizen reporters
- 24 hr news cycle
- [Stanford study 2016](#)
- Info literacy

Why Librarians Care

- Information literacy
- Core of what we do
- Lifelong learning
- Access information / evaluation
- More critical because of the amount of information we have

Center for Teaching Excellence and Learning Communities

- Faculty learning communities
- Mix of faculty from different disciplines and includes librarians
- Purpose is to pick a topic, learn something, and produce a usable product
- 10 meetings over the academic year
- Faculty incentive for participation

Developing Informed Digital News Consumers in the Era of Misinformation

- Sociology and Gerontology
- Global and Intercultural Studies
- Media, Journalism and Film
- Teacher Education
- Political Science
- Family Science and Social Work
- Librarians from Oxford and Middletown Campus

Topics Discussed

- Definition of fake news
- Definition of propaganda
- Info/media/news literacy
- Types of news sources
- News industry
- Types of cognitive bias
- Confirmation bias



Evaluation Tools

R	Rationale
A	Authority
D	Date
A	Accuracy
R	Relevance

**BE AWARE BEFORE YOU SHARE:
FAKE NEWS IS EVERYWHERE**

HOW TO SPOT FAKE NEWS

CONSIDER THE SOURCE	Consider the source of the story - have you heard of them and do you know them to be reliable? Click away and search for the story on Google.com/News, check it on Politifact.com, FactCheck.org, and Snopes.com
CHECK THE URL (SITE ADDRESS)	Beware "tricky" URLs! (DoctorOz.com is real, DoctorOz.com.diet.co is not). Look out for URLs that have another dot after the ".com" or ".net", and URLs using .co, us, or .net.
ALL CAPS & BAD GRAMMAR	Typing in all CAPITAL letters in the headline or article, bad grammar and punctuation, and salacious language are also red flags.
ARE THERE REAL SOURCES?	Beware of stories that use anonymous sources as their main source of "facts". These might include, "a party close to", "a source who wishes to remain confidential", and "the source alluded to" type of comments. Usually the "source" is the writer in those cases.

What makes a news story fake?

- 1. It can't be verified**
A fake news article may or may not have links in it tracing its sources; if it does, these links may not lead to articles outside of the site's domain or may not contain information pertinent to the article topic.
- 2. Fake news appeals to emotion**
Fake news plays on your feelings - it makes you angry or happy or scared. This is to ensure you won't do anything as pesky as fact-checking.
- 3. Authors usually aren't experts**
Most authors aren't even journalists, but paid trolls.
- 4. It can't be found anywhere else**
If you look up the main idea of a fake news article, you might not find any other news outlet (real or not) reporting on the issue.
- 5. Fake news comes from fake sites**
Did your article come from abcnews.com.co? Or mercola.com? Realnewsrighnow.com? These and a host of other URLs are fake news sites.

Evaluation Tools

Guided Research Worksheet

Name: _____ Date: _____

How to Identify Fake News in 10 Steps

Beware fake or misleading news. Be skeptical. Ask Questions. Verify. It's up to you.

ProQuest

Select "Yes" or "No" to the following questions. The more thumbs-down icons you select, the more likely the news article is fake.

- 1. Do a Visual Assessment**
 Assess the overall design. Fake news sites often look amateurish, have lots of annoying ads, and use stolen or stolen images.
 Overall, does the news article and website seem high quality? Yes No
- 2. Identify the News Outlet**
 The Wall Street Journal and CNN are examples of news outlets. If you haven't heard of the news outlet, search online for more information.
 Is the news outlet well known, well respected, and trustworthy? Yes No
- 3. Check the Web Domain**
 Many fake news URLs look odd or end with ".com.co" or ".lo" (e.g., abcnews.com.co) to mimic legitimate news sites.
 Does the URL seem legitimate? Yes No
- 4. Check the "About Us" Section**
 Trustworthy news outlets usually include detailed background information, policy statements, and contact information in the "About Us" section.
 Does the site provide detailed background information and contacts? Yes No
- 5. Identify the Author**
 Fake news articles often don't include author names. If included, search the author's name online to see if he or she is well known and respected.
 Does the article have a trusted author? Yes No
- 6. Identify the Central Message**
 Read the article carefully. Fake news articles often push one viewpoint, have an angry tone, or make outrageous claims.
 Does the article seem fair, balanced, and reasonable? Yes No
- 7. Assess Spelling, Grammar, and Punctuation**
 If the article has misspelled words, words in ALL CAPS, poor grammar, or lots of "!!!," it's probably unreliable.
 Does the article have proper spelling, grammar, and punctuation? Yes No
- 8. Analyze Sources and Quotes**
 Consider the article's sources and who is quoted. Fake news articles often cite anonymous sources, unreliable sources, or no sources at all.
 Does the article include and identify reliable sources? Yes No
- 9. Find Other Articles**
 Search the internet for more articles on the same topic. If you can't find any, chances are the story is fake.
 Are there multiple articles by other news outlets on this topic? Yes No
- 10. Turn to Fact Checkers**
 FactCheck.org, Snopes.com, and PolitiFact.com are widely trusted fact-checking websites.
 Do the fact checkers say the news story is true? Yes No

Based on your research, do you think the article is more likely to be true or false? Explain.

ProQuest Guided Research products equip students to learn information literacy skills. Free trials are available.

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.

IFLA International Federation of Library Associations and Institutions

Checklist

Following is a short checklist of other tips, developed by the editors of *CQ Researcher*, to help students and teachers avoid the pitfalls posed by the rise of fake news.

- Consider the source of the information. Is it legitimate and trustworthy? Does it have high standards for accuracy, balance and fairness? Are the articles bylined – and if so, what do searches on the authors' names tell you about their qualifications and trustworthiness? When you read an article, ask yourself: Why should I believe it?
- Watch for bias among media personalities, whether liberal or conservative, especially on cable news shows. Are they fair and impartial or are they promoting their own views or those of a political party, pressure group or other entity?
- Be wary of bloggers who lack expertise on a subject or who don't follow conventional editorial standards. Check blog posts against coverage of the same topic in the mainstream media.
- Are the people being quoted in a news story qualified to speak on the subject? Do a quick online search to check their qualifications and background. In a story on a controversial subject, a lack of quotes from qualified sources can signal that the article lacks balance, depth, context and authority – and that it might simply reflect the writer's opinion.
- Be wary of articles labeled "sponsored content." Such content typically means a company, organization or perhaps even a government entity paid for it.
- Look out for strange or unfamiliar URLs or domain names, such as those that end in .com.co or .lo. They can be the first clues that a site may be trafficking in fake news. Check the site's "About" section – if it has one. Often, you'll find clues to whether the site is legitimate and whether it follows acceptable editorial standards. Some bogus publications have fake mailing addresses, a clear sign of their intent to deceive.
- Be skeptical of "news" shared on social media. Rumors disguised as facts often take on a life of their own. Use common sense. Does the information seem logical when viewed impartially and critically? Can the facts be verified?
- When in doubt, don't. Don't use information in an assignment, broadcast it on social media or tweet it in a way that implies it's true if you suspect it is not. Nothing kills fake news faster than healthy skepticism and a commitment to quality research.
- Use Google as a starting point, not an ending point, in your research. And remember, the first hits in an internet search aren't always the most reliable.

CQ Researcher, founded in 1923, is an award-winning, single-topic newsmagazine published by SAGE Publishing. Each in-depth, scrupulously balanced weekly report is written by an experienced journalist and professionally fact-checked.

CQ RESEARCHER
library.cqpress.com/cqresearcher

Evaluation Tools

DO YOUR RESOURCES PASS THE C.R.A.P. TEST?

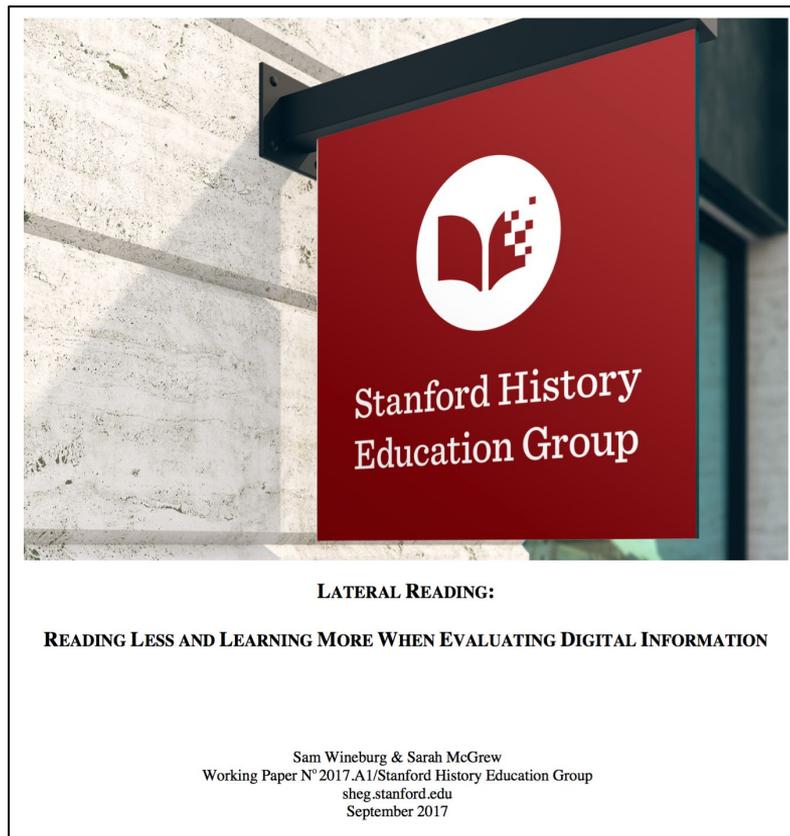
	0 Points	1 Point	2 points	3 points
CURRENCY	<input type="checkbox"/> No updates shown	<input type="checkbox"/> Updates shown but long past	<input type="checkbox"/> Updates shown <input type="checkbox"/> Slightly dated	<input type="checkbox"/> Regular, current updates
RELIABILITY	<input type="checkbox"/> Inaccurate information <input type="checkbox"/> Incomplete information	<input type="checkbox"/> Amateur <input type="checkbox"/> Borrows from other sources <input type="checkbox"/> No citations <input type="checkbox"/> No links to other resources	<input type="checkbox"/> Passed some editorial control <input type="checkbox"/> Largely borrows from other sources <input type="checkbox"/> Some citations <input type="checkbox"/> Some links to reliable resources	<input type="checkbox"/> Scholarly <input type="checkbox"/> Original <input type="checkbox"/> Bibliography or citations provided <input type="checkbox"/> Links to and from other reliable resources
AUTHORITY	<input type="checkbox"/> No author <input type="checkbox"/> No publisher	<input type="checkbox"/> Author or group author <input type="checkbox"/> No credentials <input type="checkbox"/> No publisher <input type="checkbox"/> No organizational support	<input type="checkbox"/> Author or group author <input type="checkbox"/> Publisher or organizational support	<input type="checkbox"/> Expert author or expert group of authors Credentials provided <input type="checkbox"/> Reputable publisher or organization
PURPOSE	<input type="checkbox"/> Unfairly biased* <input type="checkbox"/> Holds an agenda	<input type="checkbox"/> Some bias* <input type="checkbox"/> More opinion than fact <input type="checkbox"/> Unbalanced to a fault	<input type="checkbox"/> Small biases* <input type="checkbox"/> Shows some balance	<input type="checkbox"/> Largely unbiased* <input type="checkbox"/> No clear agenda <input type="checkbox"/> May be balanced with multiple viewpoints

• Your judgements in each of the categories are merely guidelines; ultimately, you have to take the whole into consideration.

• *Bias is in everything we read. Your job is to determine how much the bias influences the piece.

Lateral Reading

- Lateral Reading: Reading Less and Learning More (2017)
- Source evaluation strategies
- Stanford undergraduates, history PhDs, and professional fact checkers



Lateral Reading



The screenshot shows the homepage of MINIMUMWAGE.com. The header features the site's name in large white letters on a dark background with a pattern of currency notes. Below the header is a navigation menu with links for HOME, IN YOUR STATE, BLOG, RESEARCH, MEDIA, ABOUT, and ADS, along with a Twitter icon. The main content area displays an article titled "Denmark's Dollar Forty-One Menu" posted on October 30, 2014, by minimumwage. The article text discusses the challenges of raising the minimum wage in the US by comparing it to Denmark's model. A sidebar on the right contains four promotional tiles: "In Your State" (Minimum Wage and Teen Unemployment), "Blog" (with a megaphone icon), "Myths About the Minimum Wage" (with a document icon), and "New Research" (with a lightbulb icon).

MINIMUMWAGE.com

HOME IN YOUR STATE BLOG RESEARCH MEDIA ABOUT ADS

Posted on October 30, 2014 by minimumwage [← Previous](#) [Next →](#)

Denmark's Dollar Forty-One Menu

Proponents of raising the minimum wage often point to Scandinavian countries like Denmark as models for American labor policy. But the devil is in the details. Take this week's [New York Times profile](#) of the comparatively high Danish minimum wage, for example. The authors ask, if the Danes can do it, why can't the United States?

In the midst of a mostly-fawning piece on Danish labor policy, the authors unwittingly answer their own question: It would lead to higher prices and fewer job opportunities.

The piece points out that the associated higher labor costs mean that a Big Mac in Denmark costs 17 percent more than in the United States – \$5.60 versus \$4.80. [Other analyses](#) put the price discrepancy at around double this. For example, the equivalent of the "Dollar Menu" in Denmark is \$1.41, and an extra value meal is nearly 40 percent more.

As a consequence of higher labor costs, Danish fast food restaurants are also far less profitable than their American counterparts—meaning that there are far fewer locations than in the United States. For example, there are 16 McDonald's per million inhabitants in Denmark, compared to 45 in the United States. The same goes for fast-food

In Your State

Minimum Wage and Teen Unemployment

Blog

Myths About the Minimum Wage

New Research

Lateral Reading



The screenshot shows the homepage of MinimumWage.com. The header features the site's name in large white letters on a dark background with a collage of currency and documents. Below the header is a navigation menu with links for HOME, IN YOUR STATE, BLOG, RESEARCH, MEDIA, ABOUT, and ADS. The 'ABOUT' link is highlighted. The main content area is titled 'About MinimumWage.com' and contains two paragraphs of text. To the right of the text are four vertical navigation buttons: 'In Your State' (with a dollar sign icon), 'Blog' (with a megaphone icon), 'Myths About the Minimum Wage' (with a document icon), and 'New Research' (with a lightbulb icon).

MINIMUMWAGE.com

HOME IN YOUR STATE BLOG RESEARCH MEDIA **ABOUT** ADS

About MinimumWage.com

MinimumWage.com is a project of the [Employment Policies Institute \(EPI\)](#). Founded in 1991, EPI is a non-profit research organization dedicated to studying public policy issues surrounding employment growth. In particular, EPI focuses on issues that affect entry-level employment.

Among other issues, EPI research has quantified the impact of new labor costs on job creation, explored the connection between entry-level employment and welfare reform, and analyzed the demographic distribution of mandated benefits. EPI sponsors nonpartisan research which is conducted by independent economists at major universities around the country.

- In Your State
Minimum Wage and Teen Unemployment
- Blog
- Myths About the Minimum Wage
- New Research

Lateral Reading

Fight Over Minimum Wage Illustrates Web of Industry Ties



Michael Saltsman, the Employment Policies Institute's research director, late last month.
Gabriella Demczuk/The New York Times

By Eric Lipton

Feb. 9, 2014

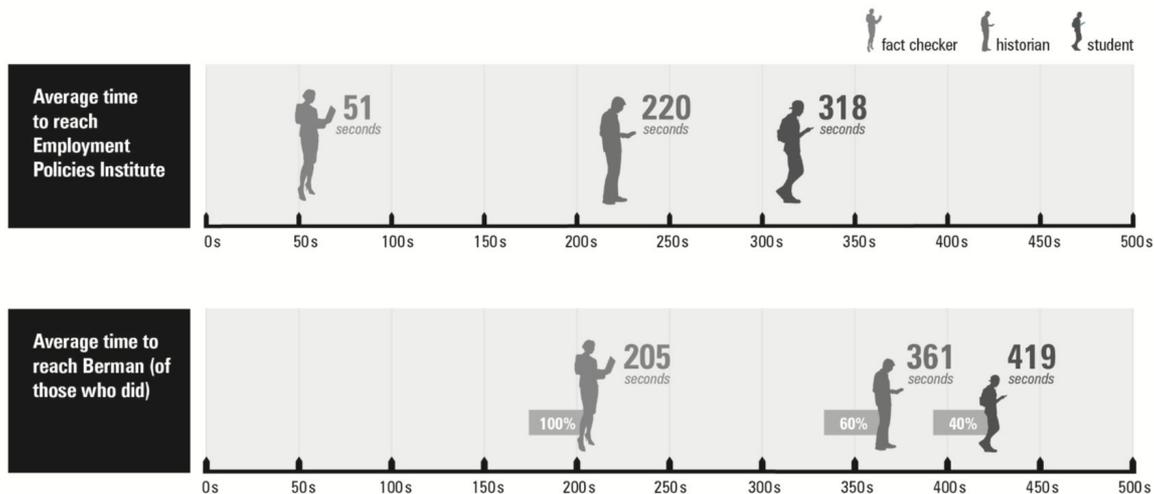


WASHINGTON — Just four blocks from the White House is the headquarters of the [Employment Policies Institute](#), a widely quoted economic research center whose academic reports have repeatedly warned that increasing the minimum wage could be harmful, increasing poverty and unemployment.

But something fundamental goes unsaid in the institute's reports: The nonprofit group is run by a public relations firm that also represents the restaurant industry, as part of a tightly coordinated effort to defeat the minimum wage increase that the White House and Democrats in Congress have pushed for.

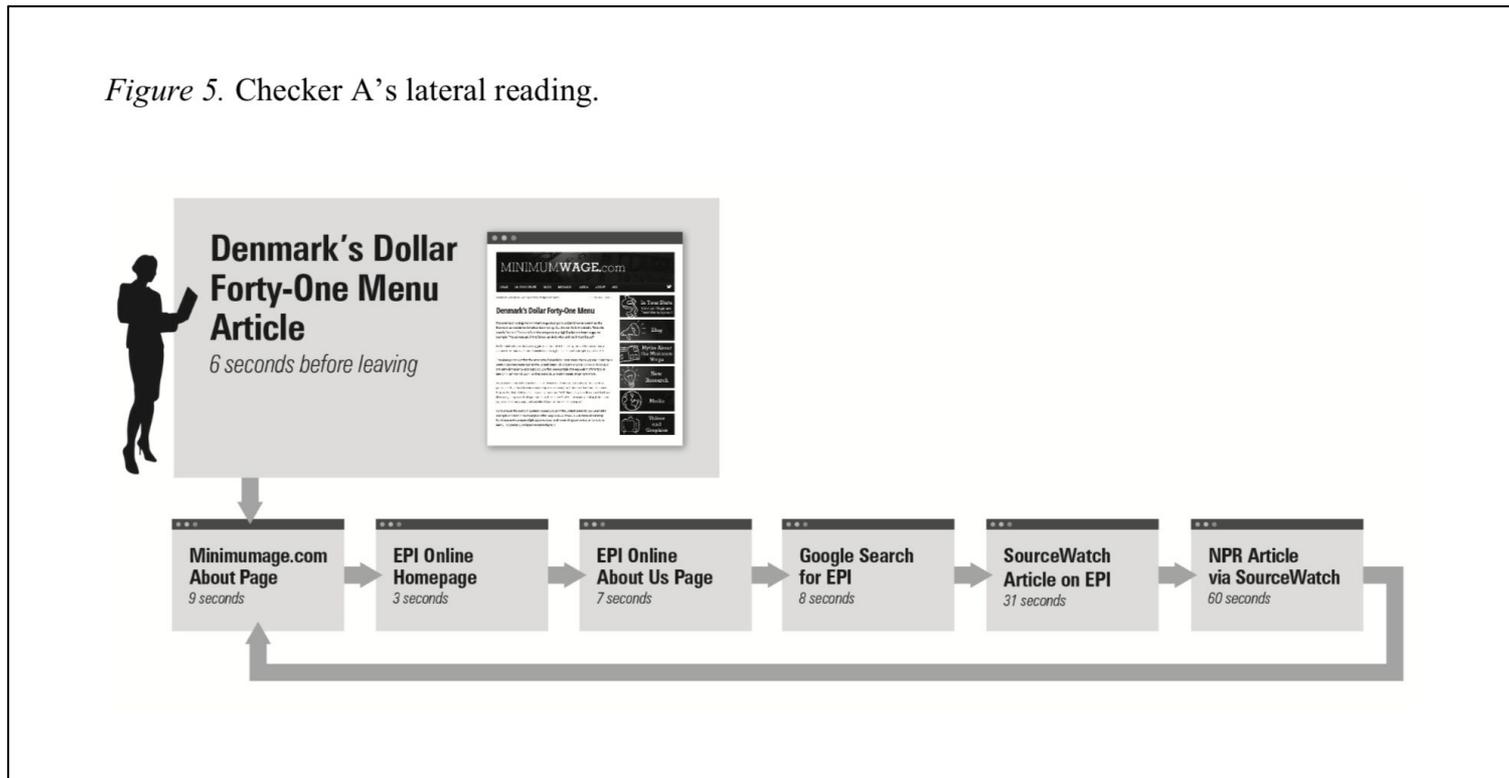
Lateral Reading

Figure 4. Average time for participants to determine Employment Policies Institute's sponsorship of minimuwage.com; average time and percentage of each participant group to determine Richard Berman or Berman and Company's sponsorship of both websites.



Lateral Reading

Figure 5. Checker A's lateral reading.



Lateral Reading

- PhDs and undergraduates read ***vertically***, staying within a website to evaluate its reliability.
- Fact checkers read ***laterally***, leaving a site after a quick scan and opening up new browser tabs in order to judge the credibility of the original site.

Projects and Outcomes

Divided into groups and produced modules to be loaded in canvas. Each module includes learning objectives, readings, activities and assignments (including variations for levels and length of class time)

- **Emerging/Legacy Media** – Content Analysis and critical analysis of stories in different types of news sources (emerging – Vice; legacy – NYT)

Projects and Outcomes:

State Owned/ State Controlled Media

- **State Owned/State Controlled News**

Understanding the difference between state owned or controlled news media outlets and state funded, partially state funded, and independent news organizations in terms of purpose and bias.

Projects and Outcomes: State Owned/ State Controlled Media

General Takeaways

- **State controlled vs private media was a revelation to many**
- **Fake News production became clearer**
- **Ranking news media outlets most meaningful**

Suggestions for Teaching

1. Lateral reading vs checklist
2. Help students understand the many ways the term “fake news” can be used
3. Talk about bias and perspective (yours & theirs)
4. Let assignments allow for a variety of sources
5. Address the role of power/privilege in academia and information production

Questions?