



Teaching the Teachers:¹

Faculty Workshops to Build Evaluation Strategies in the Classroom

1. With Fake News As the Hook




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Read All About It!

Connecting Source Evaluation and Fake News Literacy in the
Classroom

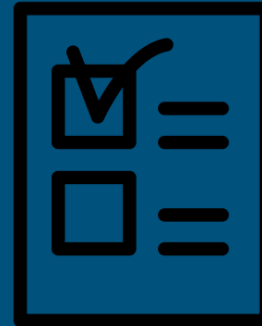


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Workshop Learning Objectives

Participants will be able to:

- Name some of the characteristics of fake news
- Discuss source evaluation in the classroom with students
- Rework an assignment to support better source selection and evaluation by students



Created by Hans Gerhard Meier
from Noun Project

Workshop Agenda

- Introduction
- Rorschach test of formats
- Spot that Fake News
- Discussion of source evaluation in your classroom
- Rework assignments to better support quality source selection



Created by Aneeque Ahmed
from Noun Project

(Our) Meta Agenda & (Subliminal) Learning Objectives

- Encourage integrating SOURCE EVALUATION into class syllabi, since we cannot reach every class on campus
- Get faculty thinking of the importance of SOURCE EVALUATION in the process of RESEARCH, via the “hook” of fake news
- Demonstrate that librarians have always taught SOURCE EVALUATION as part and parcel of the LIBRARIANLY GIG, via the “hook” of fake news

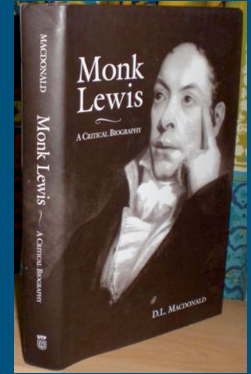
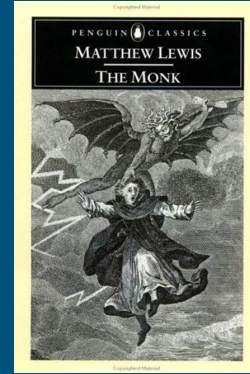
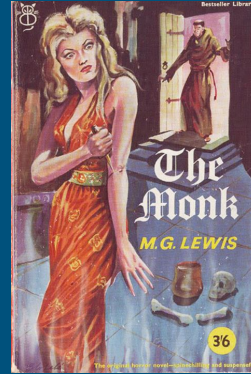
Active Learning Strategies

You wouldn't lecture to students for 90 minutes, so don't lecture to faculty either

Exercise 1: Rorschach Test of Formats

Exercise 2: Spot that Fake News

Exercise 3: Reworking assignments



Discussion and opportunities for faculty to share their own strategies

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Exercise 2: Spot that Fake News

'No One Is Safe': Ex-North Carolina Police Chief Rips Customs Agents for Detaining Him Because of His Name

Anyone can be profiled, even when they can prove they're also in law enforcement.

Photo Credit: Hassan Aden—via Facebook

A retired police chief from Greenville, North Carolina harshly criticized immigration officials who pulled him out of line, stripped him of his possessions and detained him due to his name.

Writing on Facebook on Saturday, retired cop Hassan Aden said he was returning from Paris where he helped his mother celebrate her 80th birthday when he was singled out and pulled from line by a customs official at John F. Kennedy International Airport who asked, "Are you traveling alone? Let's take a walk."

"I was taken to a back office which looked to be a re-purposed storage facility with three desks and signs stating, 'Remain seated at all times' and 'Use of telephones strictly prohibited—my first sign that this was not a voluntary situation and, in fact, a detention,'" Aden wrote. "By this point I had informed CBP Officer Chow, the one that initially detained me, that I was a retired police chief and a career police officer AND a US citizen—he stated that he had no control over the circumstance and that it didn't matter what my occupation was."

According to Aden after handing his passport over he was told that someone was using

The screenshot shows the AlterNet website interface. At the top is a navigation bar with categories: ENVIRONMENT/FOOD, ECONOMY, EDUCATION, RIGHTS, MEDIA/CULTURE, HEALTH, ACTIVISM, THE PERSONAL, and TRUMP/TRAUMA. The article title is 'No One Is Safe': Ex-North Carolina Police Chief Rips Customs Agents for Detaining Him Because of His Name. The byline is 'By Tom Boggioni / Raw Story' and the date is 'March 19, 2017, 3:14 PM GMT'. There are 122 comments. The article text begins with 'Anyone can be profiled, even when they can prove they're also in law enforcement.' Below the text is a photo of Hassan Aden in a police uniform. To the right of the article is a 'Sign Up!' box for the newsletter and an advertisement for 'ADJUSTABLE NOISE CANCELLING WIRELESS HEADPHONE'.

Exercise 3: Reworking your assignment

Some suggestions:

Include definitions for words like “scholarly,” “peer-review” and even “research article” (we often assume students know what they mean. Research has shown that they often don’t!)

Include transparent teaching best practices (thank you Darryl!)

Include (if you don’t already) where students can go for help- the writing center, the library (even if it’s already in your syllabus)

Make scope evident- we all know students who try to fit a Master’s Thesis worth of thoughts into a 10 page paper. Help guide students to the appropriate scope for the assignment

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Challenges and Opportunities

Challenges:

- Trying to “think like a faculty member” who teaches discipline-specific content, rather than as a librarian for whom information literacy is first and foremost.
- Finding and selecting fake news stories that were not in circulation at the time and that sometimes had elements of both true news and fake news. This was not an easy task!
- Finding a time to schedule the workshop

Opportunities:

- Interacting with faculty in a new way
- Encouraging integration of IL concepts into the curriculum outside of librarian IL sessions
- Working more closely with valuable campus partners

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Collaboration

Collaboration with our Center for Teaching and Learning was important!

- Use the trust (and listserv) the CTL has built with faculty
- Use the pedagogical expertise of the CTL when planning the workshop
- CTL added a workshop to their semester lineup without having to plan/present the whole thing
- CTL staff learned more about IL concepts and how librarians approach them

Future Directions and Suggestions

- Hope to present the workshop again, possibly with a different hook, and using what we learned last time
- If you want to present a workshop like this:
 - Plan for planning to take longer than expected!
 - Reach out to campus collaborators
 - We encourage other librarians to build sessions like this

Thank you!

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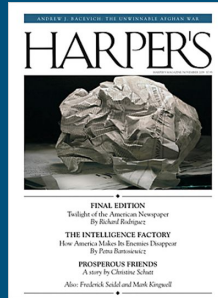
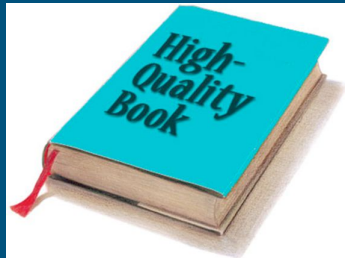
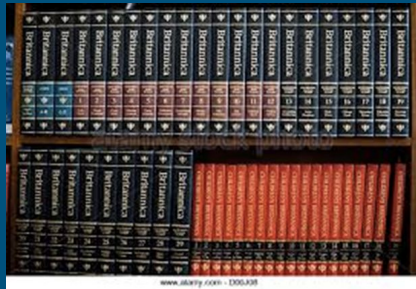
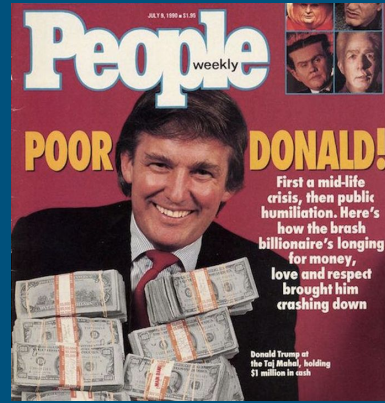
Supplementary Materials

- Format examples
- Fake news discussion questions
- Claremont Colleges Library Habits of Mind Rubric
- Further resources for faculty

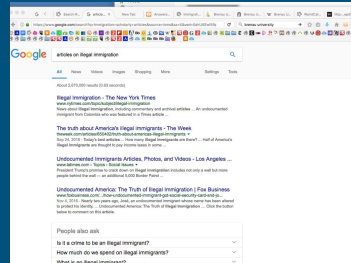


**WORKING WITH
ACADEMIC LITERACIES
CASE STUDIES TOWARDS
TRANSFORMATIVE
PRACTICE**

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Fake News Discussion Questions

1. As pure text, what does this story communicate to you? Do you believe it is true? Do you think your students would believe it?
2. How did you decide (metacognition)?
3. How was your decision making process similar to/different from evaluating sources in your discipline?
4. Does the text in its natural habitat on the web change your mind? How does it differ from the text stripped of images, advertisements, etc?

CCL Habits of Mind Rubric

The CCL structures our information literacy teaching along five facets, our Habits of Mind. They are:

Inquiry: interpreting assignments, determining information needs, developing a research strategy, selecting preliminary tools and sources

Evaluation: evaluating sources for appropriateness to topic, evaluating sources for quality, distinguishing between types of sources

Communication: effectively integrating appropriate information to support an argument, clearly distinguish between own ideas and others

Attribution: Understand that scholarship is a conversation, understand how, when, and why to cite the work of others, and do so consistently

Insight: Understand that information has value, and distinguish between library resources and open web resources

Further Resources

[Fake News and Media Literacy Syllabus](#) from Lindsay Davis, an outreach and instruction librarian at UC Merced

[Calling Bullsh*t in the Age of Big Data](#), the syllabus for a semester-long course in detecting and rebutting bad information in the sciences from U. of Washington

[The Fine Art of Sniffing Out Crappy Science](#), an interview from the Chronicle of Higher Ed. with the authors of the Calling Bullsh*t syllabus