Fake News Resources Library Guide

Spring 2018

Videos

1. T[he Problem with Fake News (and how our students can solve it)](https://www.youtube.com/watch?v=xf8mjbVRqao) via YouTube
	1. Includes a transcript
	2. Educational License
2. [How to Spot Fake News](https://www.youtube.com/watch?v=AkwWcHekMdo) - FactCheck.org via YouTube
3. [Fake News, Real Consequences from Full Frontal with Samantha Bee](https://www.youtube.com/watch?v=AuGjK0kYBOc)\*\*\* includes bleeped out swearing

Game

1. [Factitious: a game that tests your news sense](http://factitious.augamestudio.com/#/)

Library Guides & Handouts

1. [Fake News: How to Identify and Avoid Fake News](http://iue.libguides.com/c.php?g=595482&p=4119773) from Indiana University East, Creative Commons
	1. Includes additional information via the tabs about: Resources, Let’s Check a Claim and Check your own claim!
	2. Under Resources: List of Fact Checking Websites with descriptions
2. [Post-Truth and Fake News: What does ‘Post-Truth and “Fake News” mean](http://pioguides.carrollu.edu/posttruth/home)? By Joe Hardenbrook at Carroll University

Lesson Plans

1. [Newseum museum E.S.C.A.P.E. Lesson Plan](https://newseumed.org/activity/e-s-c-a-p-e-junk-news-mlbp/), 30-60 minute activity
2. PBS Newshour, Lesson Plan: [How to teach your students about fake news](http://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-how-to-teach-your-students-about-fake-news/)
3. [Evaluating Claims Lesson Plan](http://pioguides.carrollu.edu/c.php?g=627146&p=4518541) from Joe Hardenbrook at Carroll University
4. [Course Pack of Lesson Plans about Media Literacy](http://drc.centerfornewsliteracy.org/course-pack) from the Digital Resource Center, created by the Center for News Literacy and School of Journalism, Stony Brook University. All updated in 2017.
5. [Evaluating Sources in a ‘Post-Truth’ World: Ideas for Teaching and Learning About Fake News](https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html?_r=0)

By Katherine Schulten and Amanda Christy Brown, JAN. 19, 2017.

1. [False, Misleading, Clickbait-y, and/or Satirical “News” Sources](https://docs.google.com/document/d/10eA5-mCZLSS4MQY5QGb5ewC3VAL6pLkT53V_81ZyitM/preview), List developed by Melissa Zimdars, Merrimack College. Includes ***extensive list of news websites*** and whether they are bias, unreliable, political, etc.
2. [Internet: Indispensable or Evil](https://mediaeducationlab.com/internet-indispensable-or-evil)? Using Adam Ruins the Internet episodes in 4 different lesson plans, via Media Education Lab.
3. [Mind Over Media: Analyzing Contemporary Propaganda](https://mediaeducationlab.com/mind-over-media-analyzing-contemporary-propaganda-0) in 6 lesson plans from Media Education Lab.
4. [Media Lunacy for Media Literacy](http://ml4ml.blogspot.com/): Using silly media for savvy media use, 2015. Includes 10 mini-lessons with accompanying videos.

Websites

1. [Trust Project](https://www.scu.edu/ethics/focus-areas/journalism-ethics/programs/the-trust-project/), an initiative of the Markkula Center for Applied Ethics at Santa Clara (Calif.) University.
	1. Description from home page: “The Trust Project is an international consortium of news organizations collaborating to use transparency to build a more trustworthy and trusted press… The Trust Project applies a user-centered design process. We gathered dozens of in-depth interviews with a diverse spectrum of public voices. Then, working with these, news executives identified and designed a system of “Trust Indicators,” or disclosures about the news outlet, author, and commitments behind a story, to make it easy for the public to identify the quality of news. Digital platforms, such as Google, Facebook and Bing, will be able to use machine-readable signals from the Trust Indicators to surface quality news to their users.”
2. [Media Education Lab, Teaching Resources](https://mediaeducationlab.com/curriculum/materials) “The Media Education Lab creates free multimedia curriculum materials to help learners of all ages advance knowledge, skills and competencies.” Includes a plethora of tutorials for information literacy lessons.
3. [All Sides](https://www.allsides.com/unbiased-balanced-news) “Unlike regular news services, AllSides exposes bias and provides multiple angles

on the same story so you can quickly get the full picture, not just one slant.” Lists current news headlines from newspapers and news channels and assigns a media bias rating, letting students know the bias of an article. Search for a specific topic using the Balanced Search tab.

Articles

1. [Fighting Fake News: How libraries can lead the way on media literacy](https://americanlibrariesmagazine.org/2016/12/27/fighting-fake-news/) from American Libraries Magazine, December 2016
2. List of ‘[Fake News in the News’](http://iue.libguides.com/fakenews/resources) from Indiana University Fake News LibGuide, contains 15 news articles, TED talk and NPR reports
3. [No, we’re not in a ‘post-fact’ era](https://www.poynter.org/news/no-were-not-post-fact-era) by Alexios Mantzarlis. Poynter Institute
4. [Four Hard Truths About Fake News](https://daily.jstor.org/four-hard-truths-about-fake-news/) by Alexandra Juhasz, JSTOR. Includes hyperlinked reading list of articles covering topics such as Memes, use of fake news by Trump and Hitler, race and cyberspace, ‘digimodernism’ and more.

Studies

1. [Evaluating Information: The Cornerstone of Civic Online Reasoning](https://purl.stanford.edu/fv751yt5934) from Stanford University, Digital Repository, Creative Commons, 2016
	1. Abstract: “Over the last year and a half, the Stanford History Education Group has prototyped, field tested, and validated a bank of assessments that tap civic online reasoning—the ability to judge the credibility of information that foods young people’s smartphones, tablets, and computers. Between January 2015 and June 2016, we administered 56 tasks to students across 12 states. In total, we collected and analyzed 7,804 student responses. Our sites for field-testing included under-resourced, inner-city schools in Los Angeles and well-resourced schools in suburbs outside of Minneapolis. Our college assessments, which focused on open web searches, were administered online at six different universities that ranged from Stanford, an institution that rejects 94% of its applicants, to large state universities that admit the majority of students who apply. In what follows, we provide an overview of what we learned and sketch paths our future work might take. We end by providing samples of our assessments of civic online
	reasoning.”