

**Beyond Fake News
Strategies for Evaluating Information
in an Era of “Alternative Facts”**

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**Students know about fake news
and you know that it's a problem.**

**The current issue is making
students care enough to investigate
what's real.**

**One key to making them care is to
make it personal.**

How does fake news affect YOU?

Discuss different types of fake news and ask students, “How could this affect you?”

- **Untrue news and social media reports posing as genuine news stories**
- **Real stories or images that are used in a misleading way--an old image pretending to show a recent event, for example**
- **Stories that are true but leave out inconvenient facts**
- **Theories that have been debunked still pushed as legitimate**

7 Types of Mis- and Disinformation

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False Connection

When headlines, visuals or captions don't support the content

False Context

When genuine content is shared with false contextual information

Manipulated Content

When genuine information or imagery is manipulated to deceive

Satire or Parody

No intention to cause harm but has potential to fool

Misleading Content

Misleading use of information to frame an issue or individual

Imposter Content

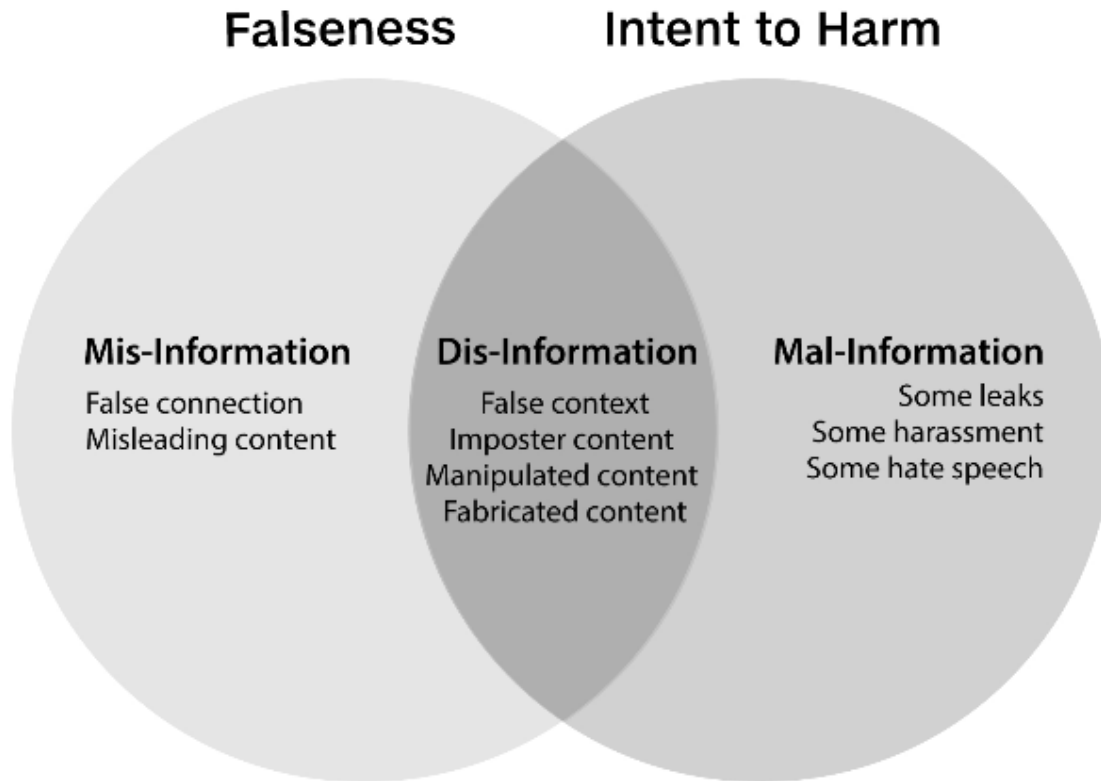
When genuine sources are impersonated

Fabricated Content

New content, that is 100% false, designed to deceive and do harm

Encourage Students to Use Precise Terms

“Fake news” is a vague and overused term. Using the right term allows students to identify how they are being manipulated and trains them to watch for various efforts to deceive and/or harm.



Psychological Tendencies to Believe Disinformation

- **Slow down!**
- **Watch your tendency to trust visuals**
- **Be aware of “the fluency heuristic” (our tendency to believe things we’ve been exposed to in the past)**
- **Know how search engines work**

10 Tips for Fake News Detection

1. Gauge your emotional reaction to the material
2. Reflect on how you encountered it
3. Consider the headline or main message
4. Is the information designed for easy sharing?
5. Consider the sources of the information
6. How current is the information?
7. Does the source cite other, quality sources? Do other sources echo what this source says?
8. Does the source link to other quality sources?
9. If there are images, are they authentic?
10. Is the information fact-checked as less than true on Snopes or a similar site?

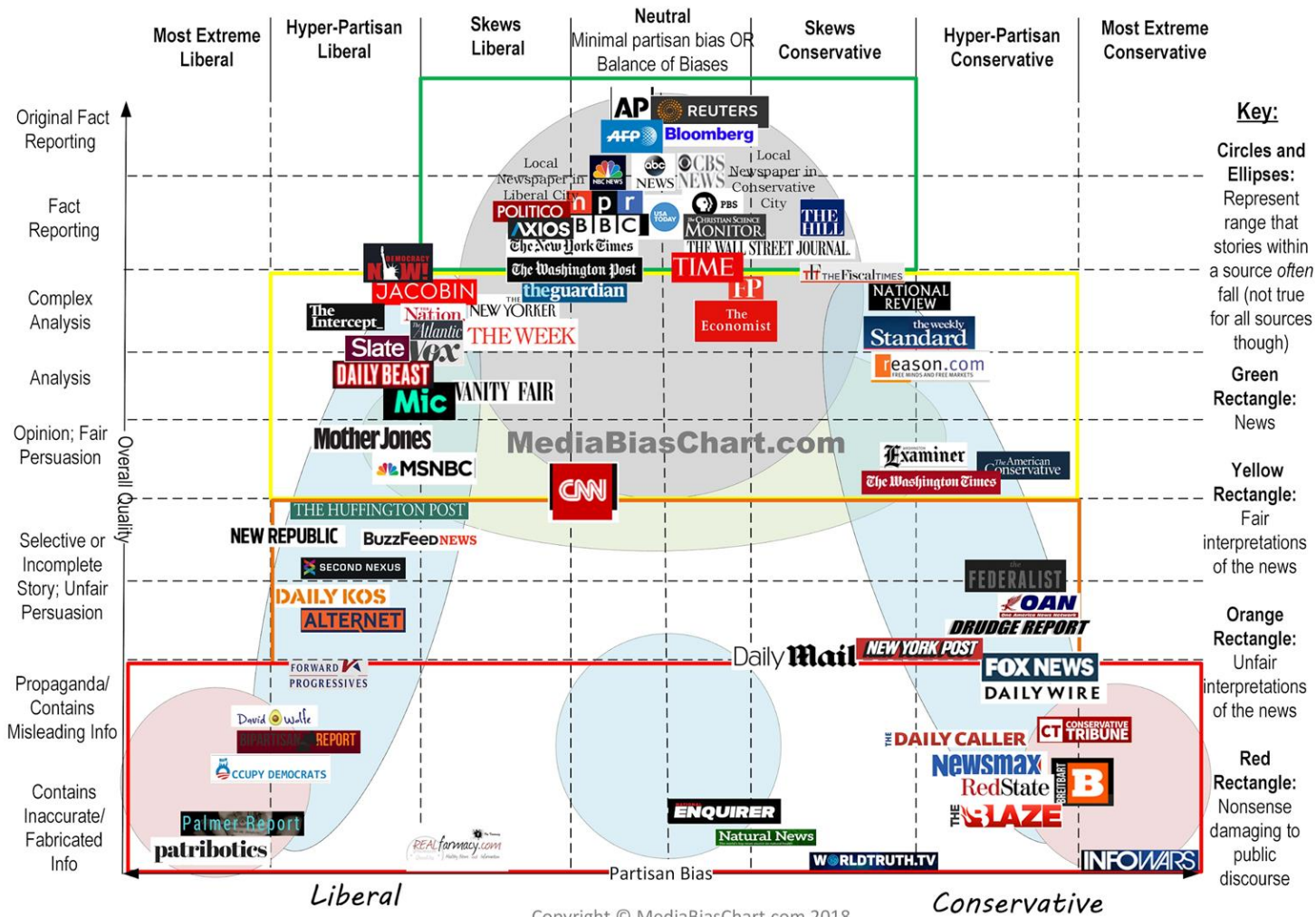


Classroom Activities

How Google Works for and Against Us

- Introduce students/patrons to Safiya Noble's *Algorithms of Oppression*
- TED Talk by Noble at <https://www.youtube.com/watch?v=iRVZozEEWIE>
- Related lesson plan “Exploring Algorithmic Bias with a Summer Bridge Program” at Project CORA, projectcora.org

Media Bias Chart



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<http://factitious2017.augamestudio.com>



FACTITIOUS

A game that tests your news sense
by [JoLT](#) and [AU Game Lab](#)

**can you tell real news from
fake news?**

Swipe **right** or click if you
think the article is **real**

Swipe **left** or click if you
think the article is **fake**

quick start

full start

Any Questions?



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