Information Literacy in a Post-Truth World

A video to think about.
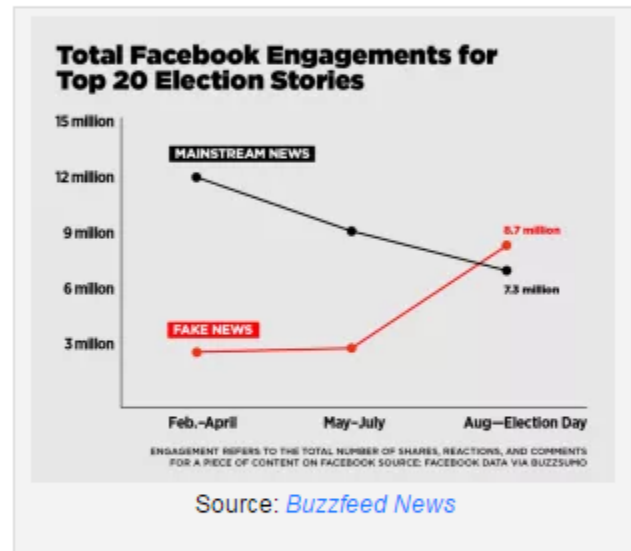
https://youtu.be/u7_DE5CDBgc

Fake news is neither news or new

It can also be called lies, distortions, or propaganda.

It's been going on for a really long time now.

Fake News, Bias, Framed News, False Balance and What to Do about It

by LIS101 | Dec 8, 2016

Total Facebook Engagements for Top 20 Election Stories

Source: *Buzzfeed News*

Fake news is in the headlines, and already a phalanx of tech-savvy students have come to our rescue by creating apps to root out verified and unverified stories. The effort is commendable, and the technology impressive. Unfortunately, the problem is harder to solve than that. In fact, it may be unsolvable in terms of creating perfect continua of information and information-based decision making. But there are ways to improve in these regards, and that is where our focus should lie.

Though fake news is a problem, it is not necessarily THE problem. The problem is the lack of objectivity among both creators and users of information, a lack which manifests itself on a sliding scale that looks something like this:

Objective Reporting > Biased Reporting > False Balance > Framing > Fake News

There is No Easy Answer

People are going to click what they are going to click.

Most People Have Bad Habits

They think uncritically (or hyper-critically).
They research inefficiently or unethically.
They are unaware of their own biases.

	YES!	MAYBE.	NO!
Authority	The publisher, author and/or source are established authorities on the subject. The work is scholarly or academic in nature and often cited by other researchers.	The publisher, author and/or source are not as highly regarded. The work may have been written for a popular or inexpert audience. Work may contain citations and references but is nevertheless less likely to be cited by other researchers.	The publisher, author, and/or source are looked down upon by experts in the field. The work is not cited by other researchers.
Objectivity	Tone is neutral and scholarly. Facts are presented without words that are meant to stir your emotions. The source cites other sources that agree with it as well as those which do not. Rebuttals are made with evidence, not personal attacks.	Source is neutral in tone but does not cite sources with differing views or refute them appropriately. Or, it may cite outside sources but be persuasive in nature.	Tone is persuasive, language displays bias, and presentation of points is one-sided.
Timeliness	Source is relevant to the time period you intend to discuss.	Source is somewhat out of the range of time you intend to discuss; however, it may still be relevant in describing context or outcomes .	Source is untimely and irrelevant.
Relation to Other Sources	Source is in broad agreement with other sources written by experts in the field. OR, source disagrees with them but provides clear, documented, verifiable evidence to the contrary. Remember that extraordinary claims require extraordinary evidence!	Source may agree or disagree with other sources accepted in the discipline but does not contain a list of works consulted or cited.	Source is an outlier among experts in the field and provides flawed, outdated, previously disproven, or unverified/unverifiable evidence.

Information Literacy as a Concept is Not New

There is a long and not very exciting history
of which I am one very small, not very exciting part.

The Old Method

Blah blah blah blah blah blah blah blah blah blah
Tada! Information Literate!

Info Lit has its own Gen Ed Objective

Harold Washington College's goals for student learning across its General Education Program are consistent with the foundation skills its faculty believes every educated adult should possess. These skills are demonstrated by the ability of students:

- To think critically and to analyze and solve problems
- To communicate effectively, orally and in writing, and use information resources and technology competently
- To use mathematics for computation, reasoning, and problem solving

Kind of.
Not really.
It should.

Enter The Framework!

Authority is constructed and contextual

Information creation as a process

Information has value
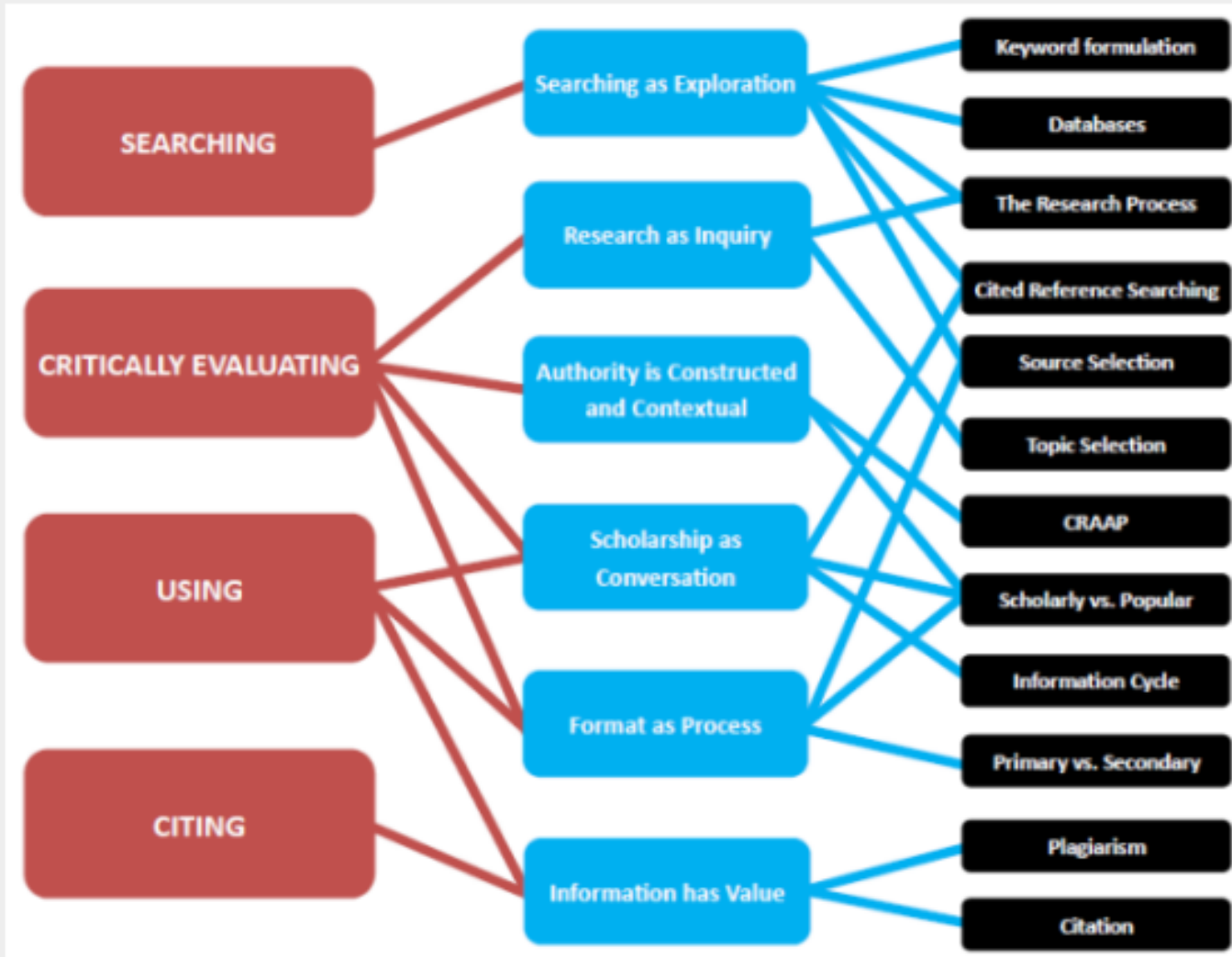
Research as inquiry

Scholarship as conversation

Searching as strategic explortion

Thinking about the Framework

More complicated

Asks us to do more

Harder to assess

Information Literacy Mapping

Graphic by Maoria J. Kirker

We were ahead of the Curve

Because our assessment data made us question how we teach information literacy.

Fake news is still a problem

Nothing has changed in the last 10 minutes

Everyone, information literacy is very important.

And it is becoming an urgent matter.

Global Warming is still a problem

It will be bad.

It can be intimidating to teach about it.

It is a great case study for information literacy.

Al Gore is probably not a bad guy in real life.

I'm not an Expert

But I am surrounded by them.

Collaboration is key.

Student Learning

Information literacy introduces students
to a lot of interesting things

Interesting projects

Personal breakthroughs

My class is squishy

Our Carnivorous Diet & its Effects on Climate Change

Y▮▮▮▮▮▮▮▮▮
V▮▮▮▮▮▮▮▮▮

What We Can Do!

▮ating locally reduces the GHG emitted
▮uring transport

▮ake on a more vegetarian lifestyle.(even
▮ slightly reducing your meat intake you
▮an help save the amount of GHG emitted
▮om animal agriculture).

▮hoose better ways to feed livestock

**▮rein-Finished Beef Uses Fewer Resources
and Produces Less Manure/Carbon**

Land	Water	Feed	Manure	Carbon
-45%	-76%	-40%	-51%	-42%

Percent Less Than Grass-Fed

Ways to Involve the Library

Libguides—Your library can create research guides, essays, and how-to tips for researching, evaluating, and writing papers.

Multiple sessions— Try three one-hour library sessions, evenly spaced throughout the semester.

Learning communities—Create credit-bearing classes and learning communities.

Talk to us about your assignments!

Your Students Interact with Information Constantly

Not just books and articles. Everything, everywhere!

What they see outside of your class affects how they perceive what they see inside of your class.

https://youtu.be/2YBtspm8j8M?t=7