CCDPP Overview of Changes Made to LIBS 110G
Lucinda Wittkower and Lindy Brown

Assignment Updates (See Appendix):
Revised Misinformation Assignment
Revised Algorithms of Oppression Assignment
Revised Using the ODU Libraries/Information Privilege Assignment
Updated topic choices on Discussion Board
Revised Dissecting a Scholarly Article Assignment
Created Extra Credit Reflection Assignment

New Tutorial
New tutorial on Misinformation/Disinformation that highlights the history of this topic and its roots in racism as well as the current impacts on our communities. Storyboard is included in this report, tutorial will be piloted Fall 2021

Readings and Videos added to course content

- Read: White Lies: A racial history of the (post)truth
- Read: The Contagion of Stigmatization: Racism and Discrimination in the Infodemic Movement
- Read: The Myth of the Welfare Queen
- Read: The Central Park Five: The Scottsboro Boys, and the Myth of the Bestial Black Man
- Read or listen: How the Media Covered the Civil Rights Movement: Black Newspapers
- Watch: The Truth About Algorithms
- Watch: Are We Automating Racism: Algorithms Don't Fail Everyone Equally
- Read: Biased algorithms Learn From Biased Data: 3 Kinds of Biases Found in AI Datasets
- Read: Garbage In, Garbage Out: Face Recognition on Flawed Data
- Read: Machine Bias
- Read: Google has a Striking History of Bias Against Black Girls
- Listen: She's Taking Jeff Bezos to Task
- Read: Cite Black Women: A Critical Praxis
- Read: The Racial Politics of Citation

Other work completed
Conducted an audit of the Information Literacy Research guide to assess for diversity in authorship and representation of topics. Removed four resources, added 45 sources to increase diversity among authors and scope of topics.

Plan to do for Fall 2021
Create new lectures for each of the six modules
Create rubrics for new and updated assignments

Revised Syllabus
OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION
Norfolk, VA 23529-0161
LIBS 110: Information Literacy for the Digital Age
*purple text = added or revised for CCDPP project
New assignments are attached at the end of this document

Online Asynchronous
Credits: 3 undergraduate credits

Instructor:

Office hours*: On Zoom, by appointment
* I can always be reached via email.

REQUIRED TEXT:

Lanning, S. (2017). Concise guide to information literacy, Second Edition. Santa Barbara, CA: Libraries Unlimited. ISBN: 978-1-4408-5138-4 (print); 978-1-4408-5139-1 (e-book)

Available for free via the ODU University Libraries in electronic format using this link: https://bit.ly/2Mi0By3

NOTE:

LIBS 110 is a project and assignment-based course. There are required readings, videos, and assignments included in each module. The instructor may add additional articles and resources at their discretion. Independent reading and research is encouraged. LIBS 110 is NOT a "go at your own pace" course. Although we do not meet at a specific time/day, there are due dates for each assignment. Assignments are scaffolded such that feedback received should be incorporated into the next assignment. It is not possible to complete this course without pacing according to the schedule.

 ATTENDANCE:

LIBS 110 is an online course and is offered asynchronously (meaning that not everyone will be online at the same time) with limited synchronous elements. In order to fully meet course expectations, regular participation in Blackboard is necessary. This is a three-credit course. **Students should plan to spend at least nine hours per week engaging with course content for this course, in addition to the time spent completing assignments.**

COURSE DESCRIPTION:

Students require a comprehensive understanding of information literacy so they can become effective users of ideas and information and guide others in activities of knowledge use and creation. This course will provide an introduction to the process and methods of retrieving information using digital literacies. Students will learn to identify an information need, then locate, evaluate, and use appropriate resources while embedding the dispositions of academic integrity and ethical use. Topics include use of collaborative tools for development of information, including social media. The content focuses on implementing effective digital information literacy strategies situated in various content areas with the intent to incorporate these strategies into future professional and instructional practices.

MISSION STATEMENT OF THE DARDEN COLLEGE OF EDUCATION

Our Mission: Educator as Professional

The Darden College of Education is committed to excellence in teaching, scholarly activities, and service. Within the context of a diverse student body and faculty, the college strives to achieve its goals of excellence by meeting the educational needs of the Commonwealth of Virginia, the nation, and world. The College excels through the achievement of national and international prominence in the disciplines of the college and through the preparation of outstanding educators, leaders, and professionals. The mission of the Darden College of Education is to prepare distinguished professionals who become leaders in their fields.

The course goals and learning outcomes align with the following Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (Framework) (2016):

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

UNIVERSITY GENERAL EDUCATION LEARNING OUTCOMES:

- Define the needs and types of information to address a topic or solve a problem
- Conduct a strategic search for information to address a problem
- Critically evaluate information and its sources
- Synthesize information from multiple perspectives in order to enhance understanding of a topic or problem
- Use sources of information responsibly, safely, ethically, and legally

COURSE REQUIREMENTS: Students are expected to complete all assignments and required tasks, to engage in discussion and reflection, and to model the behaviors expected of today's professional. All written work should be cited appropriately. Assignments are accepted only via Blackboard assignment links and not via email. All assignments should be submitted in MS Word, PDF, or a plain text format, with the exception of the final presentation which can be submitted in PowerPoint or another presentation software. Assignments submitted in "Pages" or Google Docs will not be accepted (Users can save as .doc, .docs, or .pdf from Pages and Google Docs).

Assignments in the course total 100 points. Consult the detailed assignment schedule for specifics, including dates when modules will be made available and the date when each assignment is due.

ORIENTATION: Review all items in the Orientation folder prior to starting on Module One. Introduce yourself on the Discussion Board.

ASSIGNMENT SCHEDULE: The assignment schedule is on a separate document in the Orientation Folder. This lists the assignments in each module, number of points, and due dates. They are also included in the syllabus below.

MODULES:

Module One: Plagiarism, the ODU Honor Code, and Introduction to Information Literacy (19 points)

Module One Readings and Videos

Introduction to Information Literacy and Course Expectations

Lecture video

Monarch Citizenship Webpage

Lanning, Chapter One

Misinformation and Disinformation Readings:

Read Article: Fake News, It's Complicated

Choose one of the following:

- Read: White Lies: A racial history of the (post)truth
- Read: The Contagion of Stigmatization: Racism and Discrimination in the Infodemic Movement
- Read: The Myth of the Welfare Queen
- Read: The Central Park Five: The Scottsboro Boys, and the Myth of the Bestial Black Man
- Read or listen: How the Media Covered the Civil Rights Movement: Black Newspapers

Algorithmic Bias Readings and Videos:

Watch: The Truth About Algorithms

Watch: Are We Automating Racism: Algorithms Don't Fail Everyone Equally

Choose one of the following:

- Read: Biased algorithms learn from biased data: 3 Kinds of biases found in AI datasets
- Read: Garbage In, Garbage Out: Face Recognition on Flawed Data
- Read: Machine Bias

- Read: Google has a Striking History of Bias Against Black Girls
- Listen: She's Taking Jeff Bezos to Task

Module One Assignments

- Introduction (1 point)
- Information Literacy Tutorial #6 (4 points)
- Chapter One Reflection Assignment (2 points - remove plagiarism questions, keep information literacy reading questions)
- Information Literacy Tutorial #8 (4 points) (Storyboard for this new tutorial is attached at the end of this document. The tutorial will be available to all information literacy classes in Fall 2021)
- Misinformation Assignment (4 points)
- Algorithmic Bias Assignment (4 points)

Module Two: Exploring Information Needs (15 points)

Module Two Readings and Videos

Lecture video
Lanning, Chapter 2
Picking Your Topic is Research
Information Literacy Research Topics LibGuide (added additional topics and resources related to cultural competence, assessed guide for diverse representation of topics and authors and made adjustments- spreadsheet with assessment included at the end of this report)

Module Two Assignments

- Information Literacy Tutorial #2 (4 points)
- Information Literacy Tutorial #1 (4 points)
- Choose a broad research topic (Discussion post) (1 point)
- Research Question Part One Assignment (4 points)
- Research Question Part Two Assignment (2 points)

Module Three: Searching for Information Using the ODU Libraries (12 points)

Module Three Readings and Videos

Lecture video
    Information on information privilege will be incorporated in to the Module Lecture for Fall 2021
Lanning, Chapters 3 and 4
The Top 5 Things New ODU Students Should Know About ODU Libraries
Several search strategy videos:
    How to improve your database search results
    Searching in library databases LibGuide

Module Three Assignments

- Information Literacy Tutorial #3 (4 points)
- Using the ODU Libraries assignment (assignment revised to include information privilege) (4 points)
- Search Strategies Assignment (4 points)

Module Four: Rigor and Relevance: Evaluation of Information (16 points)

Module Four Readings and Videos

Lecture video
Lanning, Chapter 5, 6, 7, 8
Peer-reviewed, scholarly articles presentation
Quality and Value: The true purpose of peer-review
Cite Black Women: A Critical Praxis
Making Sense of Scholarly Journal Articles
Video: Anatomy of a Scholarly Article

Module Four Assignments

- Information Literacy Tutorial #4 (4 points)
- Catalog Search & Evaluation (4 points)
- Database Search & Evaluation (4 points)
- Dissecting a Scholarly Article Assignment (4 points)

Module Five: Copyright and Citation: Ethical Uses of Information (14 points)

Module Five Readings and Videos

Lecture video
ODU Cite Your Sources Guide
Citation: An Introduction (self-guided tutorial)
Lanning, Chapters 9, 10, 11
The Racial Politics of Citation
ODU Libraries' Guide: Finding Images, Audio, and Video
Video: Copyright and Fair Use
Fair Use Basics
What is Creative Commons?
Video: What is Creative Commons?
Legal Music for Videos

Module Five Assignments

- Information Literacy Tutorial #5 (4 points)

- Information Literacy Tutorial #6 (4 points)
- Citation Assignment (3 points)
- Creative Commons Assignment (3 points)

Module Six: Creators of Information (24 points)

Module Six Readings and Videos

Lecture video
Video: Formatting Annotated Bibliographies
Lanning, Chapter 11
Video: Types of Plagiarism: Patchwriting
ODU Writing Center website

Module Six Assignments

- Annotated Bibliography (6 points)
- Discussion Board Peer Review (4 points)
- Research Presentation (10 points)
- Reflection (4 points)

Revised or Added Assignments

Revised Module One Misinformation Assignment

Directions: After completing Information Literacy Tutorial #8 and reading/viewing the following, respond to the reflection prompts below.

Required Reading:

Article: Fake News. It's Complicated, and watch the videos provided in the "Misinformation" folder.

Choose one of the following to read:

Read: White Lies: A racial history of the (post)truth
Read: The Contagion of Stigmatization: Racism and Discrimination in the Infodemic Movement
Read: The Myth of the Welfare Queen
Read: The Central Park Five: The Scottsboro Boys, and the Myth of the Bestial Black Man
Read or listen: How the Media Covered the Civil Rights Movement: Black Newspapers

Reflection Prompts:

1. Describe two of the seven types of misinformation or disinformation and find and provide an example from current or historical news for each. Note: you must cite your example. You may use Google, the ODU Libraries, or any other search engine to find an example. Citation format will not be graded. (150 word minimum excluding citation)

2. Answer the following about the reading that you selected:
   a. Title and author
   b. Main idea (3-5 sentences)
   c. What did you learn from this reading that you did not already know? (Note: if you did not learn anything new, go back and select a different reading). (200 word minimum)

Revised Algorithms Assignment

After reading/viewing the following, respond to the reflection prompts below.

<u>**Required**</u>:

Watch (2:38m): <u>The Truth About Algorithms</u> (Cathy O'Neil, 2018)
TIP: Pay attention to how she describes algorithms like a recipe.

Read and Watch (23m): <u>Are We Automating Racism: Algorithms Don't Fail Everyone Equally</u> (Joss Fong, 2021). TIP: Pay attention to how machine learning algorithms process information and the unintended consequences that can happen.

<u>**Choose one**</u> **of the following to read/listen:**

Read: <u>Biased algorithms learn from biased data: 3 Kinds of biases found in AI datasets</u> (Forbes, 2020)

Read: <u>Garbage In, Garbage Out: Face Recognition on Flawed Data</u> (Clare Garvie from the Georgetown Law Center on Privacy & Technology, 2020)

Read: <u>Machine Bias</u> (ProPublica Report, 2016)

Read: <u>Google has a Striking History of Bias Against Black Girls</u> (Safiya Noble, 2018)

Listen (podcast): <u>She's Taking Jeff Bezos to Task</u> - Kara Swisher interviews Joy Buolamwini, founder of Algorithmic Justice League

Reflection Prompts:

1. After watching the videos, consider how algorithms work and explain how societal stereotypes and biases are perpetuated through predictive analytics. Provide at least one example of this. Several are mentioned in the second video, but you are welcome to use Google or another search engine to find an example. (500 word minimum excluding citation)

2. Answer the following about the reading that you selected:
   a. Title and author
   b. Main idea (3-5 sentences)
   c. What did you learn from this reading that you did not already know? (Note: if you did not learn anything new, go back and select a different reading). (200 word minimum)

EXTRA CREDIT—4 points

Watch Safiya Noble's TED Talk Video

In her TED Talk from 2016, Safiya Noble discusses how stereotypes can be reinforced through the algorithms Google uses in their image search results and search suggestions. Let's try our own image searches and analyze what we see.

Part I (2 points extra credit):
Select a phrase to search from the following list: working mom, lead singer, doctor, handsome, beautiful women, cute children, happy family, professor, (or "professor style"), expert, CEO, flight attendant, best hairstyles for men, best hairstyles for women.

1. Type your phrase into the Google Search Box. Take a screenshot image of your results and include it below.

2. In a short paragraph (4-5 sentences), describe what you see and answer the following questions: As you type in your phrase, what auto suggestions does Google recommend? What perspective do you see represented by these searches? What impression do the results give off?

Revised Using the ODU Libraries/Information Privilege Assignment

Please read Chapter 3 before completing this assignment. To complete this assignment, you will need to consult Chapter 3 and the ODU Libraries' website (odu.edu/library)

Part One: Questions for Reflection, Chapter 3

1. What is library anxiety? Have you ever experienced it? How can it be overcome?

2. How can interlibrary loan help you with your research? Have you ever used interlibrary loan?

Part Two: The ODU Libraries (odu.edu/library)

1. Go to the library website and find the "Help" section. What are three ways that you can get help from a librarian at the ODU Libraries?

2. Find a Research Guide related to your major, or if you are undecided something that you are interested it. Who is the librarian for that subject, and how can you get in touch with them?

3. From that Research Guide, choose one database or resource to explore. What is the name of the database or resource? How is it related to your area of study?

4. Find the "Help and How To" guides. Choose a Help & How To guide that you think you may use in the future. What is the name of the guide and what is one tip from the guide that you might use in the future?

Part Three: Module Lecture Reflection: Information Privilege

1. What types of libraries have you used or encountered prior to coming to ODU?
   Examples could include K12 libraries, public libraries, or community college libraries?
   What did these libraries have in common and how were they different from each other
   and how do they compare to the ODU Libraries?

2. What information do you have access to as a current university student that you likely
   will not have access to after you graduate? Do you think that it is fair that only university-
   affiliated people have access to these types of information? Why or why not?

Revised Dissect A Scholarly Article Assignment

Directions: Select <u>one</u> of the peer-reviewed articles that you found in your Search Statement (multidisciplinary) or Subject Database searching assignment. If you are not happy with any of those articles, find another peer-reviewed article related to your research question to review for this assignment. Complete an in-depth reading of the article using the tips provided in the module. Complete these items for the article.

1. Author/Title/Year/Journal/and permalink to article

2. Big Question (at least 75 words): What is the main purpose of this article?

3. Context (at least 100 words): Why does the author claim that this study/article is important?

4. Methodology (at least 100 words): Who is the population studied or examined? Age, gender, location, etc. If there is no population, what phenomena is examined? How is the study conducted? (Examples: theoretical framework, literature review, survey, experiment, etc.)

5. What population groups or voices are missing from this study that you may need to find in other sources to balance out your research? (Examples: if this was a study of college students, what were the demographics of the students? Is more diversity needed? If this was a survey, what other methods might give you additional information?) PRO TIP: If you aren't sure how to answer this question, re-watch the lecture video.

6. Results (at least 100 words): What are the conclusions or findings of this article?

7. RQ (at least 50 words): How is this article related to your research question?

8. What aspects of your research question were not addressed in this article you will try to find information about in other resources or information types?

Resources Added to the Information Literacy Research Guide

Algorithmic Justice League

DataJournalism.com

Online article from NBCNews: In a Pennsylvania town, Facebook fills the local news void by Brandy Zadrozny

Book chapter (navigate to chapter 14): Media Deserts: Monitoring the Changing Media Ecosystem by Michelle Ferrier, Baurav Sinha, and Michale Outrich in the Book The Communication Crisis in America, And How to Fix it.

Who's Downloading Pirated Papers? Everyone by John Bohannon

Online article from the Atlantic: Locked in the Ivory Tower: Why JSTOR imprisons academic research by Laura McKenna

Online article from Library Journal: Costs Outstrip Library Budgets: Periodicals Survey 2020

COVID-19 and the Digital Divide in Virtual Learning by Paul Ong, Don Mar, Tom larson, James Peoples

Journal Article: The More Things Change? Social Identity Representations in "50 of the Best Kids' Books Published in the Last 25 Years" by Donnalyn Pomper and Debra Merskin

Online article from Nature: Is facial recognition too biased to be let loose? By Davide Castelvecchi

Online article from POGO (Project on Government Oversight): Unmasking the Realities of Facial Recognition by Jake Laperruque

Online article from the Wall Street Journal: How Google Interferes with its search algorithms and changes your results by Kirsten grind, Sam Schechner, Robert McMillan and John West

Online article from Wired: Big Data Brokers are a Threat to Democracy by Justin Sherman

News article from the Wall Street Journal: How Google Interferes with its search algorithms and changes your results

Online article from Pew Research Center: Gender and Jobs in Online Image Searches

Online article from TIME Magazine: Google Has a Striking Bias Against Black Girls by Safiya Noble

Online article from Vox: [Why Algorithms can be racist and sexist](#)

Online article from Forbes: [Biased Algorithms are based on biased data](#) by Annie Brown

Report from Project Information Literacy: [Algorithm Study: Information LIteracy in the Age of Algorithms](#)

Video from Vox/*Glad You Asked* host Joss Fong: [Are We Automating Racism?](#)

[The Black Box Society: The Secret Algorithms that Control Money and Information](#) by Frank Pasquale

[Race after technology: abolitionist tools for the New Jim Code](#) by Ruha Benjamin

[Automating Inequality: how high-tech tools profile, police, and punish the poor](#) by Virginia Eubanks

Website tool from The Markup - [Split Screen: How Different Are American's Facebook Feeds?](#)

Online peer reviewed article from [Misinformation Review](#): [Cross-Platform Disinformation Campaigns](#) by Tom Wilson and Kate Starbird

Online article from NPR News: [Just 12 people are behind most vaccine hoaxes on social media, research shows](#) by Shannon Bond

Peer-reviewed article: [Vulnerable populations and misinformation: A mixed-methods approach to underserved older adults' online information assessment](#)

Online article/newspaper article: [How does Google's monopoly hurt you? Try these searches](#) by Geoffrey A. Fowler

Peer reviewed article: [Open to the public: paywalls and the public rationale for open access medical research publishing](#) by Suzanne Day, Stuart Rennie

Would we consider including a tweet thread? Here's one about the info Google/Facebook stores: by Dylan Curran: https://twitter.com/iamdylancurran/status/977559925680467968

Peer-reviewed article: [How Effective is Third-Party Consumer Profiling and Audience Delivery?: Evidence from Field Studies](#) by Nico Neumann

Online article from Ars Technica: [96% of US users opt out of app tracking in iOS 14.5, analytics find](#) by Samuel Axon

Online article from freeCodeCamp: [Web Tracking: What you should know about your privacy](#)

online by Princiya

Online article from Clare Garvie/Georgetown Law Center on Privacy & Technology: Garbage in, Garbage Out: Face Recognition on Flawed Data

Tweet thread of resources curated by Autumn Caines about academic surveillance: https://twitter.com/Autumm/status/1365753387644518405

Peer reviewed article: We're being tracked at all times": Student perspectives of their privacy in relation to learning analytics in higher education by Kyle J. Jones

Newspaper article from the Washington Post: Student tracking, secret scores: How college admissions offices rank prospects before they apply by Douglas MacMillan, Nick Anderson

Online article from CNBC: To show how easy it is for plagiarized news sites to get ad revenue, I made my own by Megan Graham

Peer reviewed article in Hybrid Pedagogy: Our bodies encoded: algorithmic test proctoring in higher education by Shea Swauger

Online article from REI (Ireland's National Public Service Media): Facebook Content Moderator Speaks About Mental Health Impact of Her Job by Tommy Meskill

Online article from The Verge: The Trauma Floor: The secret lives of Facebook moderators in America by Casey Newton

Video from Field_of_Vision/First Look Media: The Moderators directed by Adrian Chen and Ciaran Cassidy

Online article from the New Yorker The Software that Shapes Workers' Lives by Miriam Posner

Ebook: Custodians of the Internet: platforms, content moderation, and the hidden decisions that shape social media by Tarleton Gillespie

Publishers are Using Ebooks to Extort Schools and Libraries by Jennie Rose Haleperin

Starter Topics Added to the "Choose A Broad Topic" Discussion Board Post

- Politics of Citation
- News Deserts
- Information Cost
- Big Data
- Facial recognition
- Journalism
- Healthcare
- Platform regulation
- Predictive analytics
- Content moderation

Misinformation and Disinformation Tutorial

About

This tutorial will be created using the Articulate Storyline software and will be made available through the Information Literacy Tutorials Blackboard Organization. All LIBS 110G students will be required to complete this tutorial. It will also be made available to any faculty member who would like to have their students complete it.

The tutorial uses formative assessment, incorporating quiz questions and activities throughout to enhance student learning by providing continuous feedback. Students receive a grade at the end that they can save and submit for a grade if needed.

Learning Objectives
- Students will be able to define misinformation and disinformation
- Students will identify various types of misinformation and disinformation
- Students will understand the impacts of misinformation and disinformation on communities and marginalized people
- Students will identify ways to stop the spread of misinformation and disinformation

DRAFT Storyboard (Tutorial will be complete and piloted during the Fall 2021 semester)

Slide	Type	Text	Image/Activity
	Title Slide	ODU Libraries Information Literacy Tutorial #8: Misinformation & Disinformation	
	Instructions		Use template from other tutorials
	Informational: Learning Objectives	In this tutorial you will: ● Define misinformation and disinformation ● Identify various types of misinformation and disinformation ● Understand the impacts of misinformation and disinformation on communities and marginalized people ● Identify ways to stop the spread of misinformation and disinformation	Visual with learning objectives

	Quiz 1 pt	Definition	True or False: Misinformation and disinformation can be defined as "fake news."
	Quiz 1 pt	Types	Which of the following are types of misinformation?
	Quiz 1 pt	Impact	Multiple choice: What is impacted by misinformation and disinformation? (Check all that apply) Individuals Marginalized groups of people Community health The economy (All of these and more!)
	Quiz 1 pt	Stop the spread	Who has the ability to stop the spread of misinformation and disinformation? Check all that apply. News media outlets Journalists Politicians Social media platforms Individuals All of the above
	Informational	Historical aspects	Although the term "fake news" has become popular since the 2016 presidential election, fake news, misinformation, and disinformation have existed and have impacted marginalized people throughout history. You could actually think of this the other way around: misinformation and disinformation campaigns are a result of systemic racism. We can't blame this on technology or social media. It has existed throughout history. Treating this as something new would be ignoring the deeper problems in our societies. This tutorial is not

			intended to be a quick fix, rather it is to serve as an introduction that will hopefully lead to further learning. As Rhana Gittens argues, "while much of America coins the 21st century as the 'post-truth era', for many minorities this is nothing new." There are many examples throughout history that reveal the importance of this topic. For example, in 1998 Andrew Wakefield published an article that posited that vaccines cause autism, and although he later retracted it, this myth persists today and cases of measles and polio have re-emerged in our society. In this tutorial, you will examine 3 case studies that reveal the damage that misinformation and disinformation has done to marginalized people and communities. First, let's start with some definitions.
	Informational	Definition misinformation	Misinformation is generally defined as information that has been manipulated or taken out of context. It has an element of truth, but the information has been altered.
	Informational	Definition disinformation	Disinformation is false or misleading information that is intentionally spread. The goals of disinformation could be to make money, to harm others, or to persuade. Malinformation?

	Informational	Differences between dis and mis	The main difference between misinformation and disinformation is intent. The spread of misinformation is not always intentional. Think about the game of telephone. The spread of disinformation is intentional and to serve a specific purpose.
	Quiz 5 Points	Definition Disinformation	True or False: Disinformation is false information that is spread intentionally for a specific purpose.
	Quiz 5 points	Definition Misinformation	Which of the following best describes misinformation? (choose one) a. Information that has been unintentionally taken out of context or altered. b. Information that is purposefully designed to deceive.
One slide for each type with an example	Informational	Types of Mis and Dis Information According to First Draft (source: https://firstdraftnews.org/latest/fake-news-complicated/) Include a definition and an example on each slide	Satire or Parody (Totally made up to entertain) Misleading Content: Misleading use of information to frame an issue or individual in a particular way Imposter Content: When genuine sources are impersonated Fabricated Content: Totally false information designed to deceive and do harm False Connection: (aka Clickbait) When headlines, visuals, or captions are misleading or don't accurately capture the content False content: When content that is true is shared with false contextual information Manipulated content: When genuine information or images is manipulated to deceive

	Quiz (5 points)	Drag and Match	Match the type of information to its definition
	Informational	Case Study: Leveraging Inequality in Disinformation and "Fake News"	Case study will be illustrated on these slides with some flashcard interaction
	Informational	Case Study: The AIDS Epidemic	Case study will be illustrated on these slides with some flashcard interaction
	Informational	Case Study: COVID-19	Case study will be illustrated on these slides with some flashcard interaction
	Informational	Misinformation and Algorithmic Bias	Information on algorithmic bias, a few simple examples
	Informational	Strategies for identifying misinformation and disinformation	By now we know that disinformation and misinformation, and even malinformation exist and always have. How do we identify it? There's no one step by step solution, but the next slide will give you some pointers.
	Informational/F Flashcards Activity- Possible several slides or one for each step in the process.	Flashcards	We like the 4 moves and a habit process recommended by Michael Caufield. (add link) HABIT: Do a gut check. How does this information make you feel? (Remember, confirmation bias is real) Warning: Be prepared to open multiple browsers! Now for the moves. You won't end up completing every move each time. You'll have to determine what you need on a case by case basis. 1- Check for previous work. Look around to see if someone else has already fact-checked this claim or written about this before. 2- Go upstream to the source.

			Going upstream means go to the original source. Most of time you can find it in a Google search, by clicking on a link within the article, or by asking your librarian. Looking at the original source will help you understand the if the information you were reading is trustworthy. 3- Read laterally- Basically, do a search to find out what other people are saying about this source. 4- Circle back- If you fall down into a deep deep rabbit hole, go back to the beginning and start again. This process is sometimes quick, and sometimes long and frustrating. But it's worth it to find out if what you are reading is true, false, or somewhere in between.
	Quiz	Practice with a headline	Let's practice. Here's a recent headline. Open up a browser window and see what you can find out about this headline by following the 4 moves and a habit.
	Informational	Strategies for stopping the spread of misinformation and disinformation: steps individuals can take.	It's difficult to know how an individual person can help to combat this problem, which, as we learned when we started this tutorial, has a big impact on our already marginalized people and communities. But there are some steps you can take. First, be in tune with your own beliefs and biases, and consider how they may impact your evaluation of information. Second, evaluate and fact check information before

			believing it and sharing it. This is especially important on social media, where news spreads fast and we are all stuck in our own filter bubbles and echo chambers.
	Wrapping Up	This is just an introduction to misinformation and disinformation. If you are interested in learning more, check out some of these readings and resources!	List of additional resources
	Quiz	Multiple choice	Which of these is disinformation?
	Quiz	Multiple choice	Which of these is misinformation?
	Quiz	True False	True or False: "Fake news" began to exist in 2016.
	Quiz	Multiple Choice	Which of these is an important HABIT to use when it comes to evaluating information? 1. Do a gut check
	Quiz	True False	True or False: There is nothing that we can do about the spread of disinformation and misinformation because the corporations and politicians control everything.
	Sources	If you are interested in learning more, here are some "must reads on this topic" as well as the sources that were cited in this tutorial.	List of sources with links.
	Instructions on how to capture quiz score		
	Final slide with score		

References/Resources:

https://citap.unc.edu/research/critical-disinfo/
https://firstdraftnews.org/latest/fake-news-complicated/