

5:30 pm CST on Monday 2/13 – Get a free recording even if you can't attend! <http://ow.ly/w14S50Mzily>

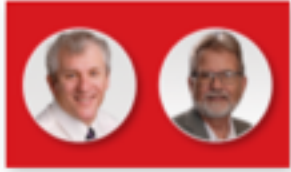


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0



What Students Need from Us to Fight Fake News

Monday, February 13, 2023 - 3:30pm PST

[REGISTER NOW](#)

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In this webinar we will discuss the imperative of teaching today's students critical thinking and online reading skills to combat fake news/information pollution. We'll explore why this is an ever-increasing problem, how it is affecting today's students, and provide strategies that can be used with the content you already teach.

In another time zone?

New York 6:30pm EST | London 11:30pm GMT | Singapore 7:30am SGT+1 | Melbourne 10:30am AEDT+1

We wish we could bring all of us together at a convenient time. If you're not able to make it, just register and we'll send you the recording afterwards.

Ready

for your next steps
in professional
learning?

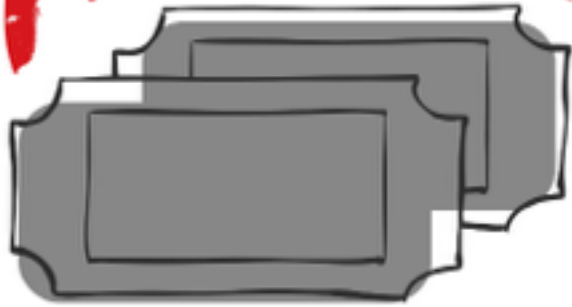
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Related Books/Services



Fighting Fake News

Giveaway



Corwin webinar on this topic
Monday, 5:30 PM CST



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Listening to our past...

Embracing our present...

Speaking to our future...

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2. Please keep the exits clear at all times.
3. Please visit exhibitors. Exhibit hours are in your program and on the app.
4. WSRA needs you! Please stop by the WSRA membership booth to find out more about the WSRA Committees, Councils, and ways you can become a more active member in WSRA.
5. Please tag us in social media [#WSRA2023](https://twitter.com/WSRA2023).
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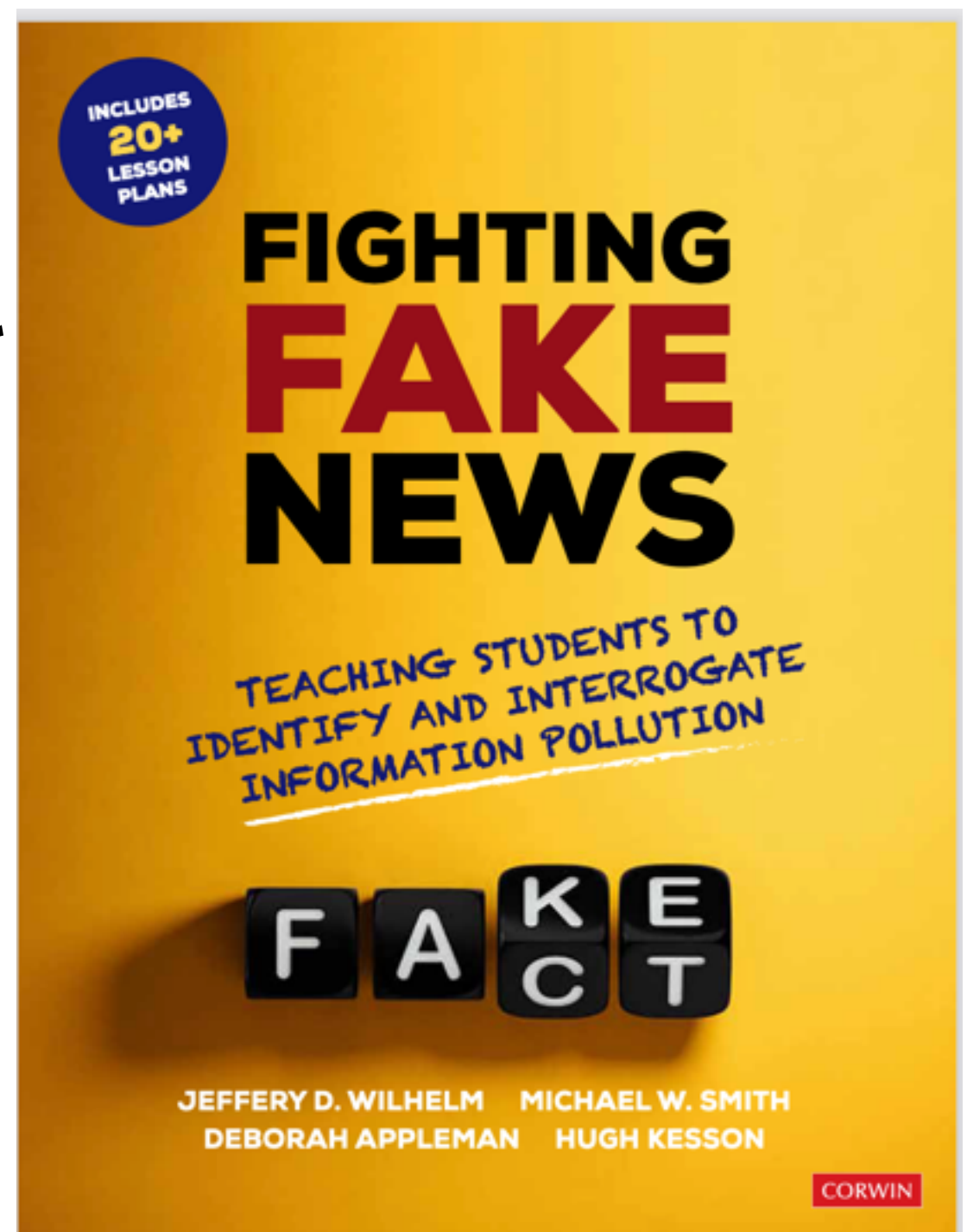
MemberClicks Conference App

Memberclicks, Inc



Let's Take the Fight to Information Pollution!

Jeffrey D. Wilhelm
Boise State University
@ReadDRjwilhelm
Michael W. Smith
Temple University



What is at stake?

“If people don’t have the facts,
democracy doesn’t work.”

-Federal Judge Amy Berman
Jackson

“When we give up trying to
establish and verify facts,
tyranny will certainly follow.”

-Historian Timothy Snyder



What's the way forward?

“A fact-based worldview is more useful for navigating life, just like an accurate GPS is more useful for finding your way in the city.”

- Hans Rosling,
Factfulness, p. 255

But HOW?



“Today, are you going to get better or are you going to get worse?”

- Coach “One Arm” Willie Stewart

We CAN get better, and we CAN help students get better at critical reading and controlling for fake news, but only if we pay mindful attention and deliberately practice over time . . .



Misinformation Wars: We all know it's a problem. The Case of Lucrative Lying vs. The Court of Law



Worries Grow That TikTok Is New Home for Manipulated Video and Photos

Misleading edits, fake news stories and deepfake images of politicians are starting to warp reality on the popular video platform.



From the News Literacy Project: THE SIFT

- Americans [share widespread concerns](#) about the spread of misinformation, with 91% of adults saying it's a problem, according to a [new poll](#). Across the political spectrum, Democrats (80%) and Republicans (70%) also agree that misinformation increases political extremism. Many Americans report taking steps to avoid misinformation or curb its spread, from deciding not to share content on social media to checking multiple sources or using fact-checking websites and tools.
- **Resources:**
 - [“Misinformation”](#) (NLP's Checkology® virtual classroom).
 - Infographic: [“Is it legit? Five steps for vetting a news source”](#) (NLP's Resource Library).
 - [“Fact-check it!”](#) (NLP's Resource Library).

So What Can We DO? The Uniqueness of our approach

The answer is instruction. All solutions to all problems require *instruction and deliberate practice!*

Including

1) instruction and practice to support *self-study* of our minds and biases

2) Instruction and practice to develop student's capacity for *identifying and interrogating* information pollution including developing the capacity to generate and evaluate thoughtful and defensible claims



But here is the problem of current approaches . . .

Not fully recognizing:

- How the reader is implicated in the acceptance of fake news
- How much else we as teachers already have to do



More of the problem

How many deeply ingrained instructional and assessment practices conflict with preparing students to identify and interrogate information pollution

And

How it might feel unsafe to directly address information pollution in such politically charged times



**Politico headline:
Why the Culture
Wars in Schools Are
Worse Than Ever
Before**

An important starting point: Know your own mind or be manipulated!

When Jeff was growing up in rural Ohio there was a
county
highway near his home with a series of Burma Shave
signs

Don't lose

Your head

To gain a minute

You need your head

Your brains are in it



SYSTEM 1

95%

Intuition & Instinct

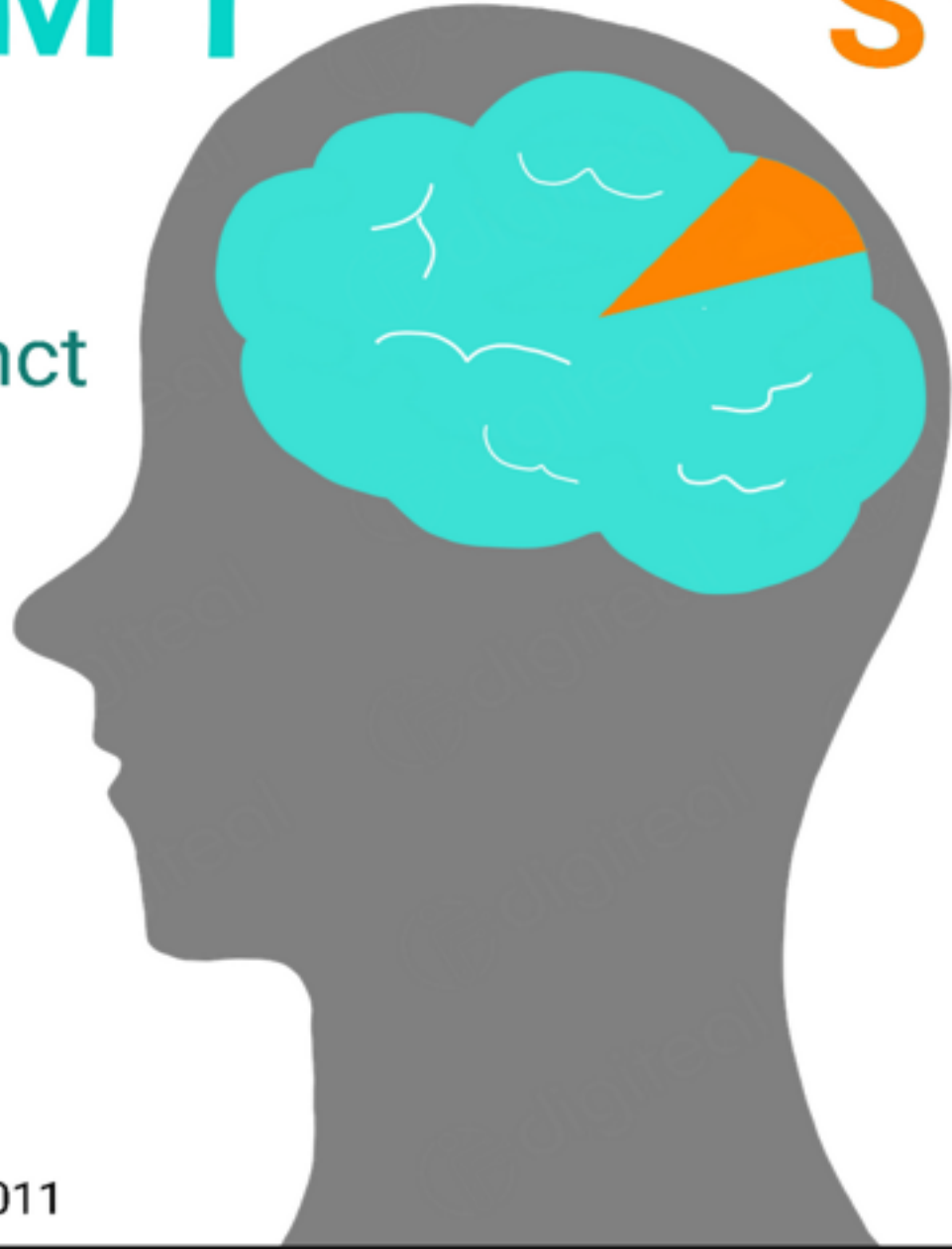
Fast

Automatic

Associative

Unconscious

Error prone



SYSTEM 2

5%

Rational thinking

Slow

Effortful

Logical

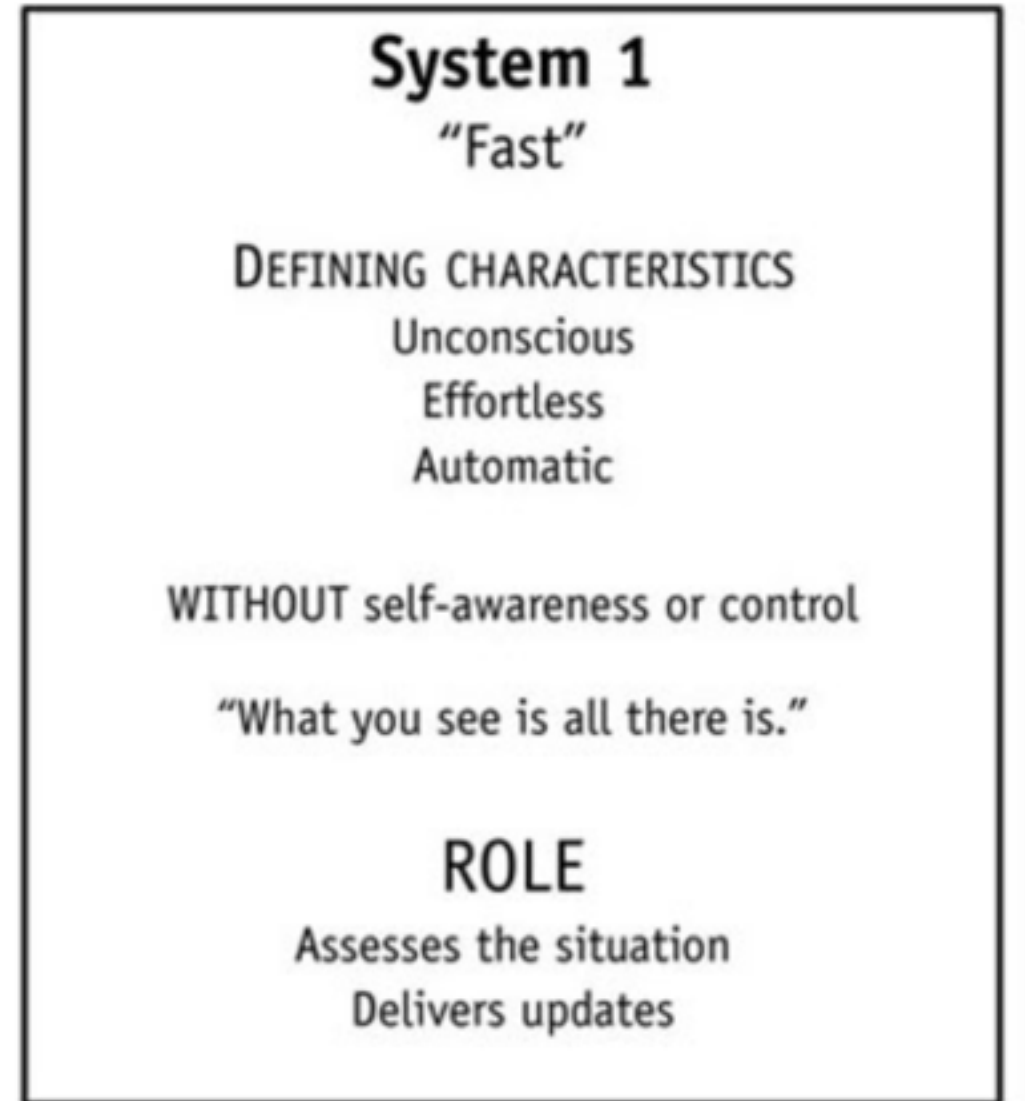
Conscious

Reliable

Why do we ALL believe and spread information pollution?

- cognitive and memory limitations, including deeply embedded cognitive biases
- pre-existing commitments, beliefs and identities
- directed motivations to defend or support our identity and group affiliations
- messages from other people, usually close to us and exercising influence on us, and the views of prominent influencers and political elites
- Anxiety + high-stakes information that matters to us

(Nyhan & Reifler, 2010)





The Power of Untruthful Information

Pollution

We are programmed to believe everything we see and hear . . .

We have a primordial brain programmed for basic survival operating in a modern world



Availability bias activity

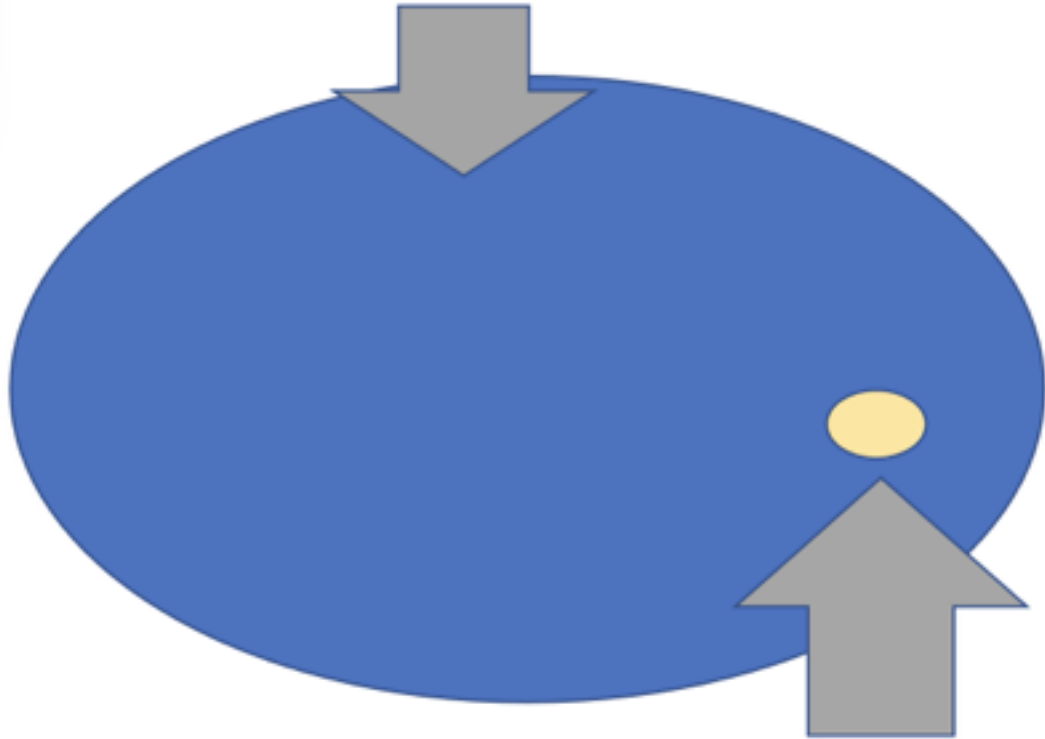
How many people die each
year in commercial airplane crashes
in the U.S.?



How many people die each year
in automobile crashes each year in
the U.S.?

Learning about cognitive bias

What's Available:

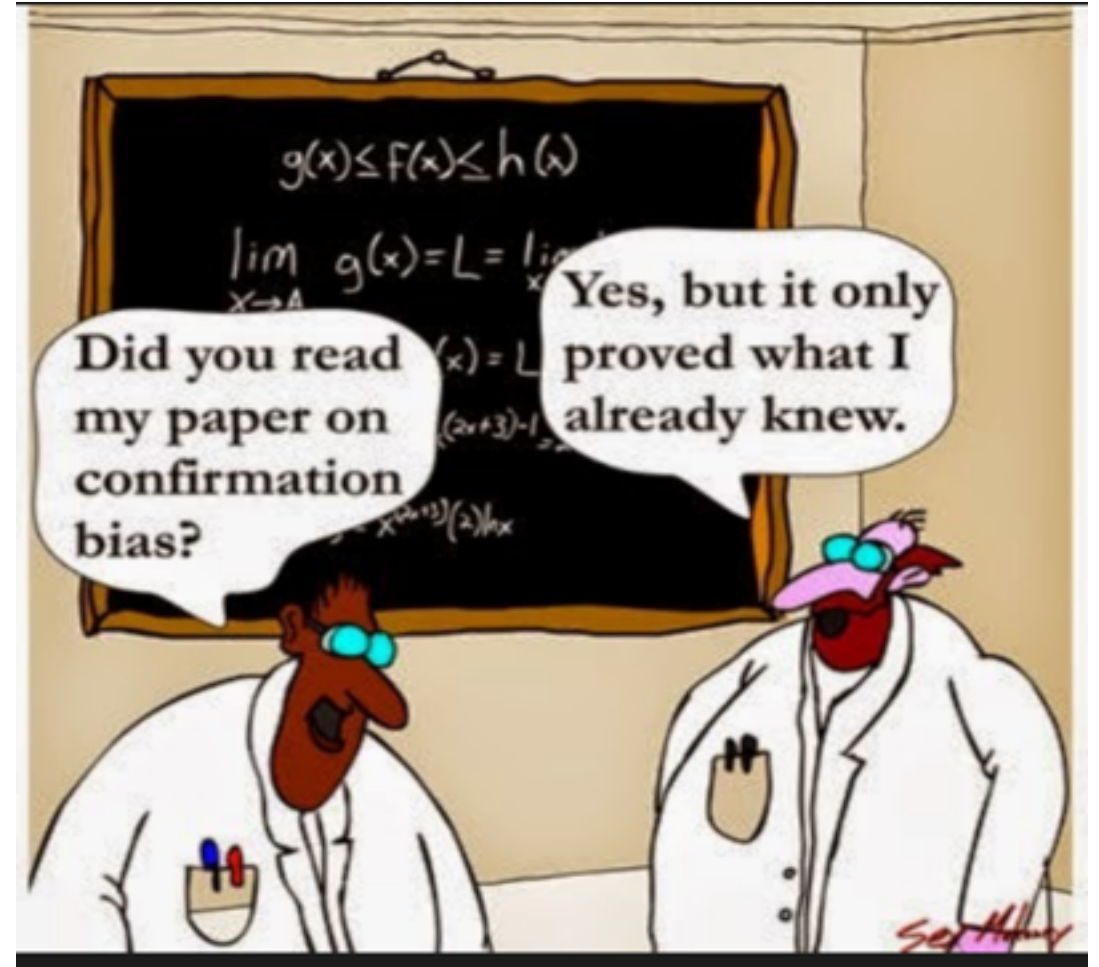


What We Use: Recent, Frequent, Personal

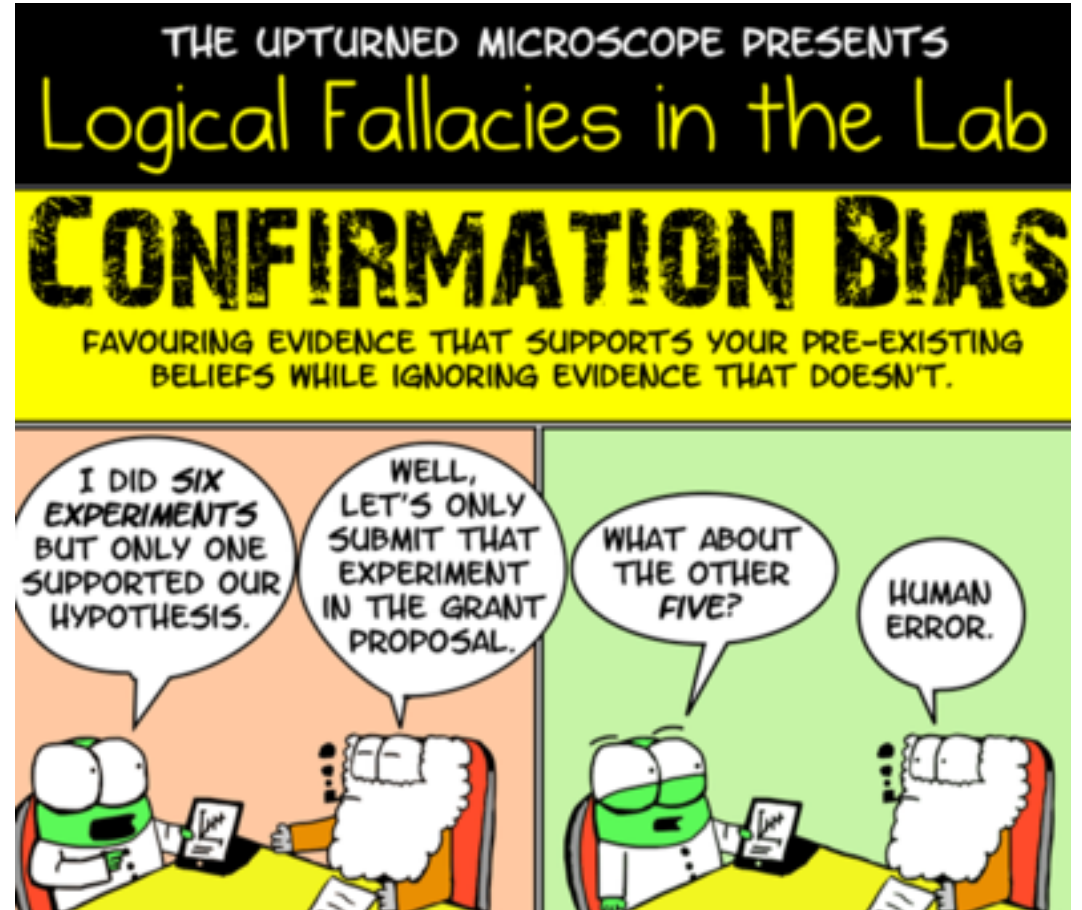
Emotional, Triggering, Anxiety Producing



Confirmation bias activity



Confirmation bias





Adam Grant ✓

@AdamMGrant

Confirmation bias is twisting the facts to fit your beliefs. Critical thinking is bending your beliefs to fit the facts.

Seeking the truth is not about validating the story in your head. It's about rigorously vetting and accepting the story that matches the reality in the world.

Confirmation Bias: Think of an example of confirmation bias from your own life?

Examples of Confirmation Bias



Not seeking out objective facts



Interpreting information to support your existing belief

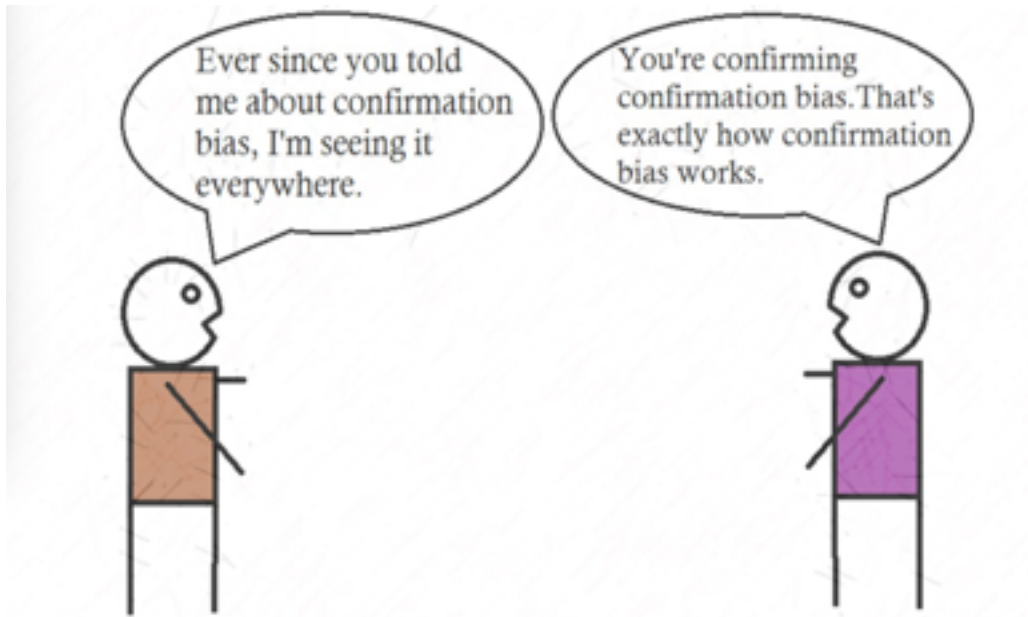


Only remembering details that uphold your belief



Ignoring information that challenges your belief

Student generated images about bias

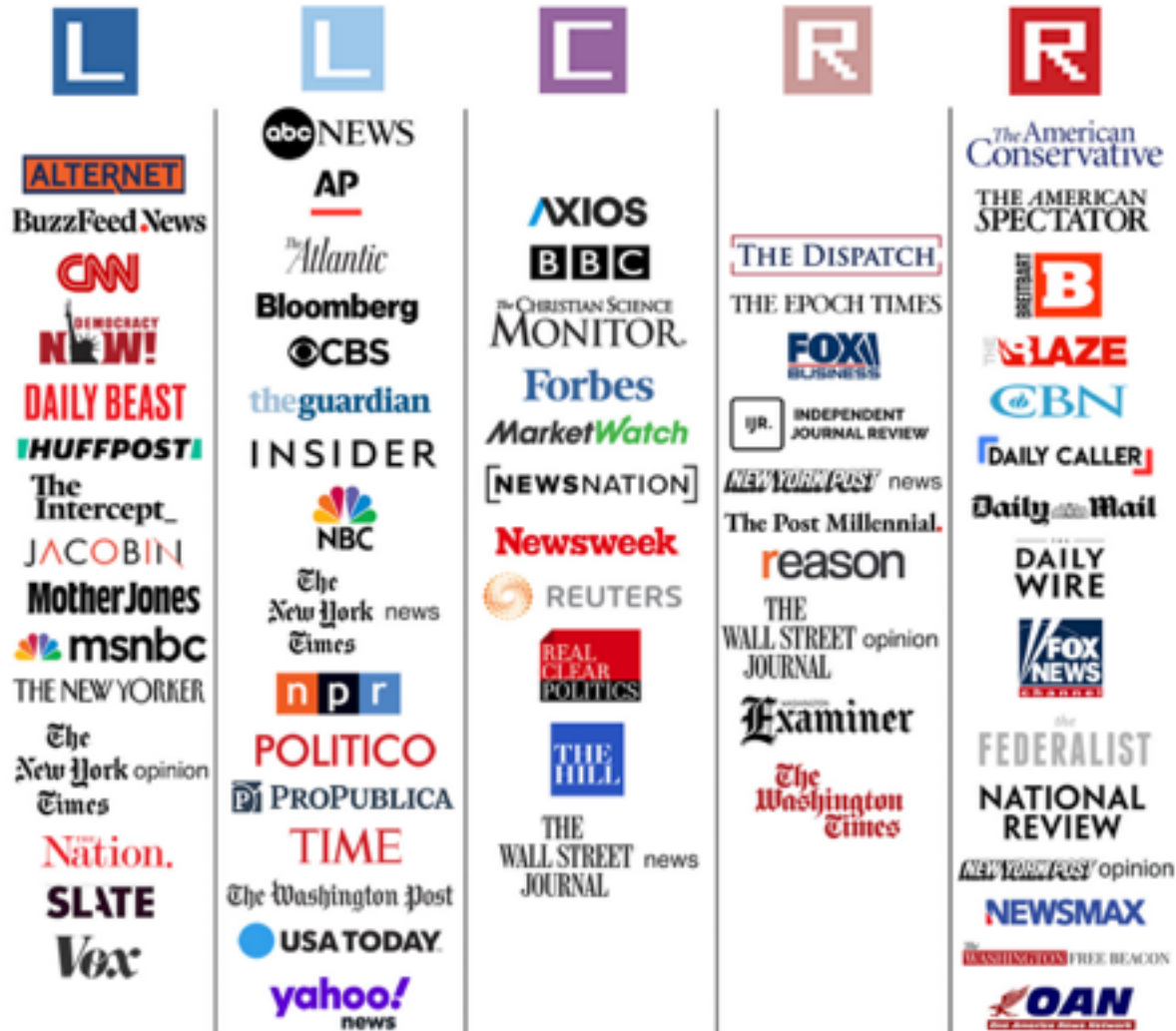


Confirmation bias is our tendency to favor information that already confirms our existing beliefs.

Use ALLSIDES

AllSides™ Media Bias Chart™

Ratings based on online, U.S. political content only — not TV, print, or radio.
Ratings do not reflect accuracy or credibility; they reflect perspective only.



L LEFT
 L LEAN LEFT
 C CENTER
 R LEAN RIGHT
 R RIGHT

AllSides Media Bias Ratings™ are based on multi-partisan, scientific analysis.
Visit [AllSides.com](https://www.AllSides.com) to view hundreds of media bias ratings.

Version 7 | AllSides 2022

Activity: True or false?

- Tigers eat people.
- Mosquitoes transmit the West Nile Virus.



Overdramatization biases: The Gap Instinct: Reality exists on a continuum, not on extremes.

- Tigers eat people.

It is the very rare and only a very weak tiger who might eat a human.

(Maneaters of Kumaon, Corbett)

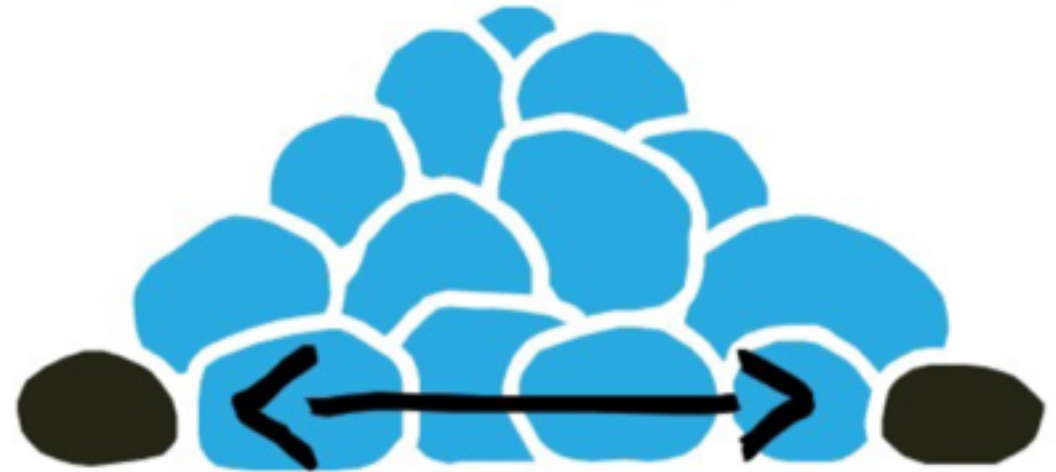
- Mosquitoes transmit the West Nile Virus.

Only 2-20% of mosquitoes are carriers in areas where there is West Nile.
Only .0002% of people bitten by a carrier have the disease transmitted to them.

(NIH)

1. Locate the majority

Look at the gap!



What gap?

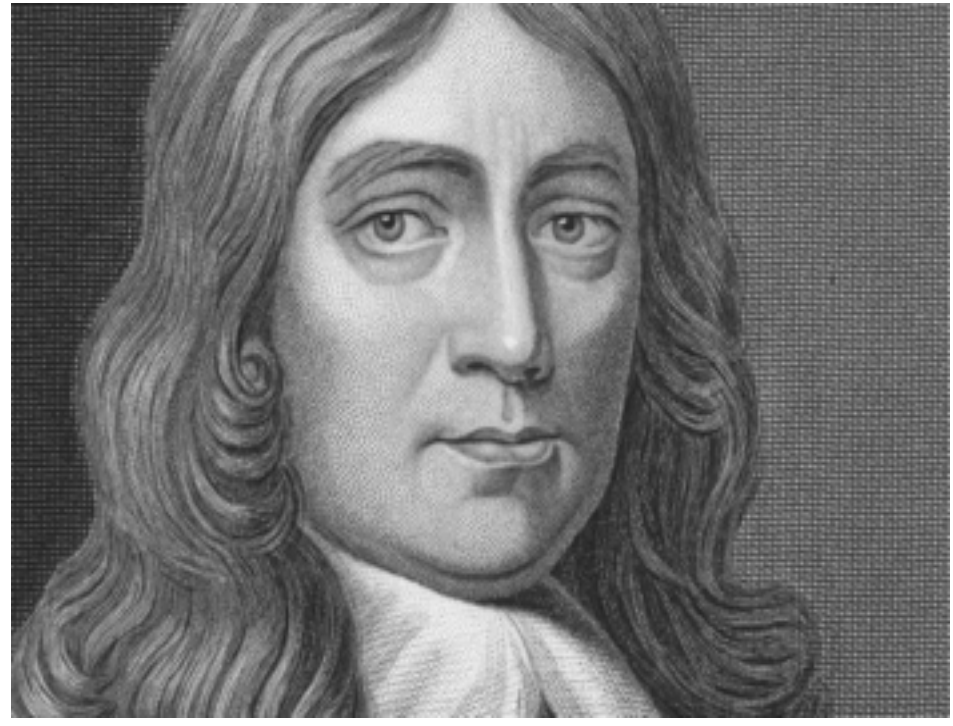
A Critical Context: Use Guided inquiry which looks at all perspectives and interrogates our own biased perspectives

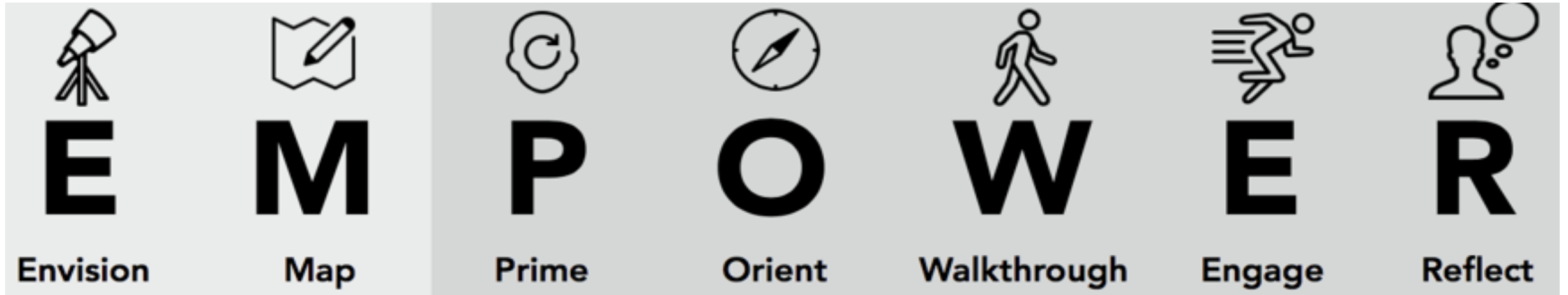
“When we must decide between believing the facts or belonging, belonging always wins.”



“Truth was never bested by a bad argument, unless all the arguments were not made.”

-John Milton





- Through guided inquiry units addressing required topics and strategies
- Embed instruction in media literacy, evidence and reasoning, positioning and point of view, cognitive bias and control, rules of notice, critical lenses in such units

LOTS OF DELIBERATE PRACTICE!! TWO-FERS PEOPLE! MAKE THE UBD CONNECTION.

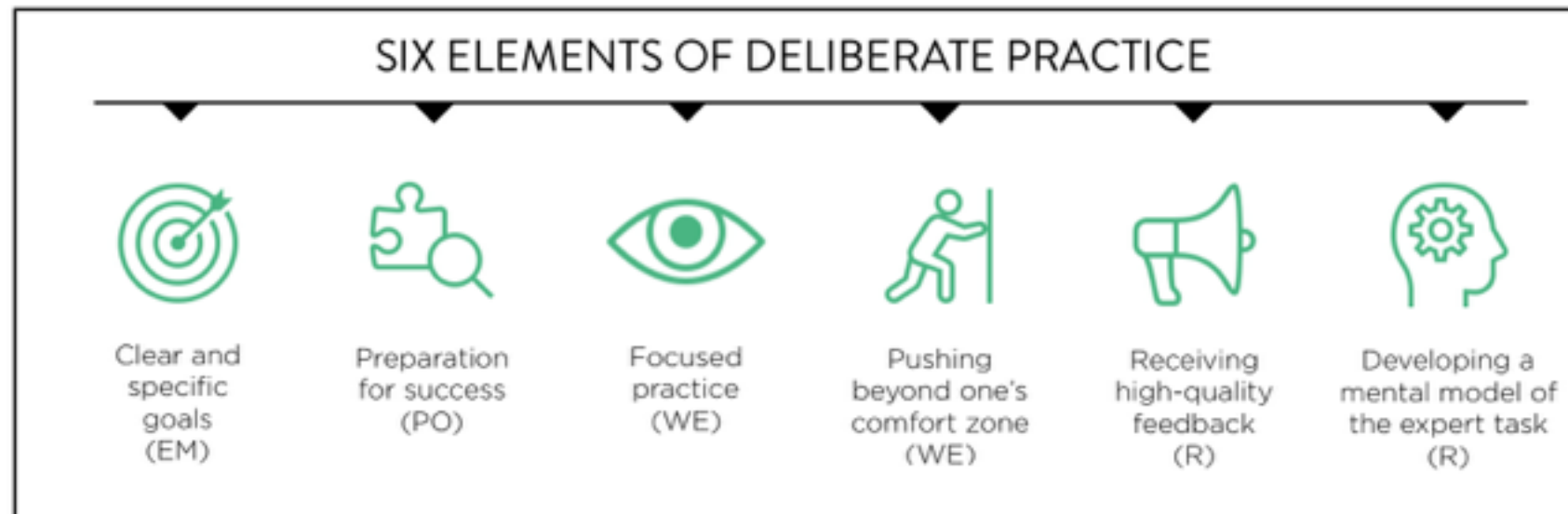
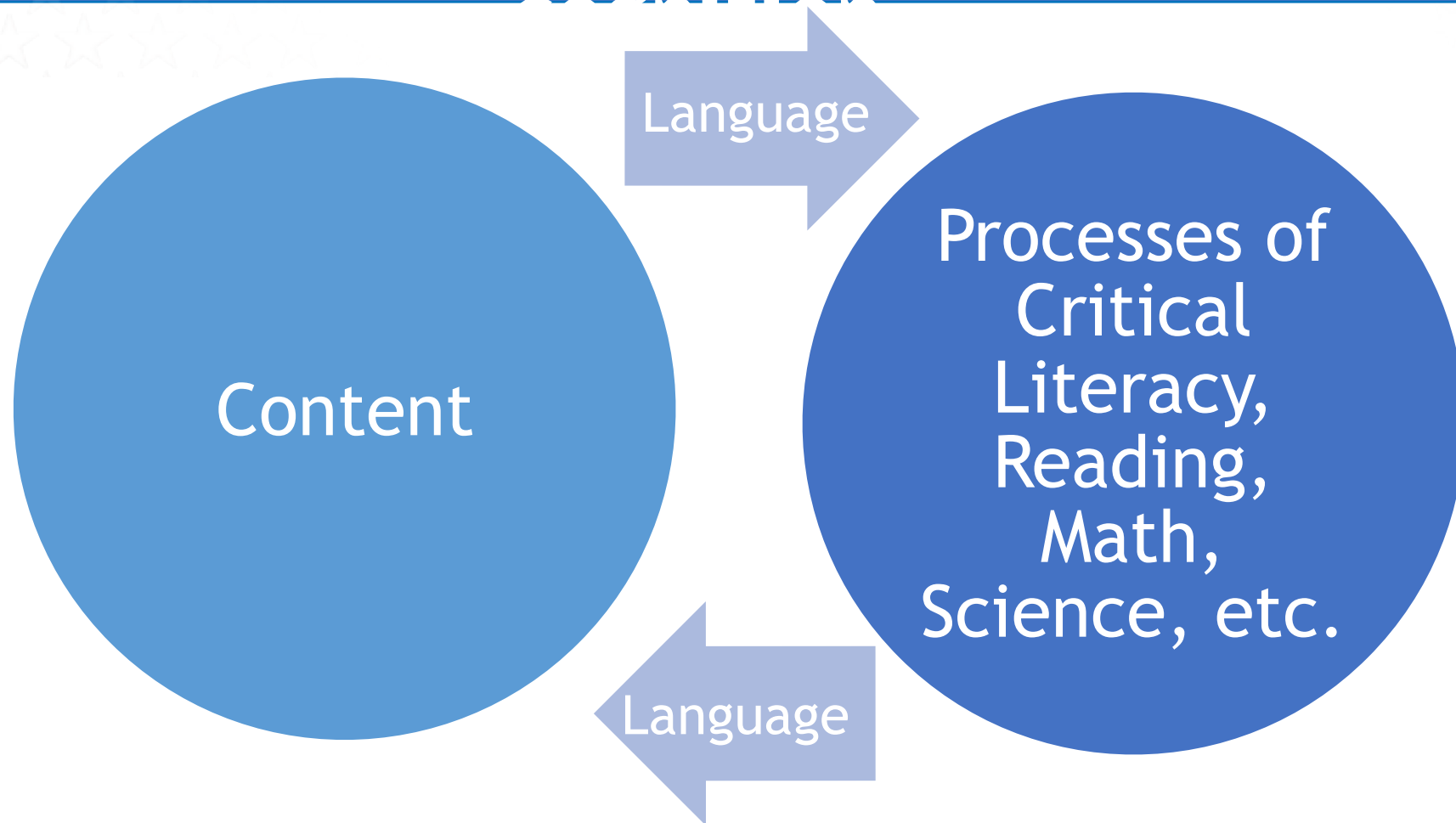


FIGURE I.1: CHART COMPARING EMPOWER TO DIFFERENT GUIDED INQUIRY MODELS

EMPOWER	SYSTEMS CONNECT	PROJECT-BASED LEARNING (PBL)	INTEGRATED INQUIRY (INTERNATIONAL BACCALAUREATE)	UNDERSTANDING BY DESIGN (UBD)	VESTED	SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)	6 E'S	TEACHING FOR UNDERSTANDING
Envision	Topic selection and learning objectives	Key knowledge	Transdisciplinary theme	Stage 1: What is worthy and requiring of understanding?	View	Lesson prep	Engage	Use topics that engage and connect to other subjects
Map	Essential/driving questions; context; define issues and measurable changes		Tuning in					
Prime		Challenging problem or question and student voice	Finding out, sorting out, going further, making conclusions	Stage 2: What is the evidence for understanding?	Experience Speak	Comp. input strategies Interaction	Explore Explain	Create engaging learning experiences
Orient	Public product							
Walk Through	Plan and conduct investigations; analyze and interpret data; construct explanations; develop claims, informed action	Sustained inquiry, authenticity						
Extend and Explore								
Reflect		Reflect					Evaluate	Develop formative and summative assessment that deepen understanding

We Only Build Expertise Through Disciplinary Literacies in a context of use: situated, integrated



Ericsson on how to achieve expertise

1. **a mental model:** a highly conscious and articulated representation of a task and how to complete it
2. **deliberate practice:** mindful focused practice aligned with “correspondence concept”



Practice makes Perfect . . .


NOT!- Practice makes PERMANENT

So, you better be darn careful what you practice and how you practice . . .

We must deliberately practice in ways that lead us towards expertise, that use the mental models of experts, that move us down the **correspondence concept** continuum.

Choose One Prompt ...

1. What was your biggest surprise from this section?
2. I used to think _____, but now I think _____.
3. How would you share a central TAKEAWAY or INSIGHT with others?
4. I am now committed to rethink _____
(e.g. beliefs, actions, materials, methods, contexts...)



Type
"takeaways"
into chat box

We must Build Bridges: TEACH CRITICAL READING of BOTH linear and digital texts in the context of what we already do in every unit

Q. But I already teach critical reading in the context of literature and other linear texts. Won't that suffice?

A. **HARD NO.** Readers, texts, and contexts are all profoundly different in the digital domain





RULES OF NOTICE:

The “codes” Authors Count on Readers noticing as they decide what to attend to

Calls to Attention/Attention grabbers

**1.
Ruptures/Twists**

Direct Statements/ Statements and Demands

Reader Response/ The Vibe

What Do You Notice? Why Do You Notice It?

Those Winter Sundays

BY ROBERT HAYDEN

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
banked fires blaze. No one ever thanked him.

I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,

Speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?



Contact: What Do You Notice? Why Do You Notice it?

FITNESS ISSUE



The Best Damn Sneakers To Wear With The Best Damn Jeans

Winter is a time for heavyweight jeans and high top sneakers. Here's one take on that perfect combo.



Teach Point of View and Positioning in Literary vs. Digital Texts

Literary Texts (Fiction or Non-fiction)	Digital Texts
Meant to be understood	Sometimes meant to deceive
We know whose reliability we are to assess (e.g. the narrator, a major character, even the author)	the source of information may be obscured
Commercial dimension is not important nor foregrounded	Commercial dimension is critical
Provides doors, windows and mirrors	Typically mirrors
Within-text information helps us determine reliability	Determining reliability requires reading across texts – lateral reading

Two Letters to the Principal

Principal Jones:

I am writing to express my concern about the online instruction my class and I have received from Ms. Edwards, my English teacher, during the COVID pandemic. My class received assignments twice a week that took me on average 1 hour to complete. Most of the materials were review, but she did not provide instruction for any of the new material. My other teachers all provided various ways for me to ask questions or seek clarification. Ms. Edwards did not. All she did was post the work. I understand that some teachers are less comfortable than others with digital platforms, but I also understand that the District provided training for how to engage classes using Zoom and other technologies. I feel as though I lost a semester. I realize nothing can be done for me, but I hope that your intervention might result in other students having a richer experience moving forward.

Sincerely,
Dana Williams

Dear Principle Jones

You need to talk to Ms. Edwards right away. I got a D in her class just cause I didn't do all of the work. But who could? She gave us assignments twice a week. I have other classes you know. And I have to watch my little sister when my mom's at work. And most of it was busy work anyways. So why do it? I feel as though nobody should get a bad grade under the circumstances. Plus, she should of told me I was going to get a bad grade, but all she ever do was post work. It's just not fair. You need to do something right away!

Chris

Two Videos

<https://www.youtube.com/watch?v=8jsUj4DqWfU>

<https://www.youtube.com/watch?v=bKjqjpePhTc>

What if? An exercise in social imagination using lenses

- You lived in the 19th Century?
- Were African American (or another race)?
- Had grown up in impoverished circumstances?
- Had grown up without access to school?
- Had a loved one denied life-necessary medical care?

The Sociological Imagination

The Sociological Imagination is stimulated by a willingness to **view the social world from the perspective of others.**

It involves moving away from thinking in terms of the individual and their problems, **focusing rather on the social circumstances that produce social problems.**



The Gender Lens (Feminism)

Assumptions

1. The work doesn't have an objective status, an autonomy; instead, any reading of it is influenced by the reader's own status, which includes gender and attitudes toward gender.
2. In the production of literature and within stories themselves, men and women, straight and LGBTQ+ have not had equal access nor treatment.

Strategies

1. Consider the gender of the author and/or the characters: What role does gender play in this work?
2. Specifically, observe how gender stereotypes might be reinforced or undermined. Try to see how the text reflects, critiques, distorts, or recuperates the place of women (and men) and others in society.
3. Look at the effects of power drawn from gender within the plot and/or form.



MY LEGS
WERE ONCE TWO HAIRY STICKS

THAT WEREN'T VERY GOOD AT JUMP ROPE
BUT BY THE TIME I REACHED THE AGE OF ALGEBRA

THEY HAD COME INTO THEIR OWN
AND NOW IN SPIN CLASS

THEY ARE REVERED,
ENVIED FOR THEIR STRENGTH

HONORED FOR THEIR BEAUTY
HAIRLESS FOR THE MOST PART

EXCEPT THAT PLACE THE RAZOR MISSES
JUST BEHIND THE ANKLES.

JUST DO IT.
NIKEWOMEN.COM ✓

The Social Class/Power Lens

Assumptions

1. The way people think and behave in any society is determined by basic economic factors.
2. Groups of people with power can exploit the rest of the population, through conditions of employment and by forcing their own values and beliefs onto other social groups.

Strategies

1. Explore the way different groups of people are represented in texts. Evaluate the level of social realism in the text and how society is portrayed.
2. Rank the access to power of various individuals and groups in the text or implied by the text.
3. Consider the effects of power drawn from economic or social class or other means.

Big insights about arguments: Evidence must be safe, and ”warrantable”.

Arguments must be built on a solid foundation of EVIDENCE - and then extended with reasoning about evidence:

You should retire to Boise:

WHAT MAKES YOU SAY SO?

It’s a great place to live

vs.

It’s high desert

SO WHAT?

Semantic Scales:
Analyzing Evidence

SAFETY OF EVIDENCE/ACCEPTABILITY AND VERIFIABILITY	
Is Safe, can be agreed upon	Unsafe, illogical and Untrue
AUTHORITY OF SOURCE/s	
Positive	Negative
REPLICABILITY OF EVIDENCE – established through lateral reading	
Repeated/Replicable	Not repeated/Not replicable
Relevance of Evidence – ON-POINTNESS for our topic, inquiry or my claim about a topic of inquiry	
Clearly Relates to Topic	Does not relate to topic
Validity of Evidence – COLLECTION OF DATA IS SOUND	
Sound collection of data	suspect collection/methodology
Sufficiency of Evidence – patterns of evidence across credible source	

One worry about text-based arguments:

Evidence isn't under dispute (vs. considering data from different sources with different levels of credibility).

A benefit: You must reason from the evidence (but that's true of all evidence).

2. Claim: I need to have an increase in my allowance.

Audience: Your parents or caregivers.

___A. All the kids in my class get more allowance than I do.

___B. The prices of the things I buy with my allowance have gone up quite a lot due to inflation.

___C. As reported in *US News and World Report*, parenting experts agree that allowances in return for chores teaches a strong work ethic, financial literacy, fiscal responsibility, a sense of what it takes to run a household and a sense of familial belonging.

___D. A recent poll of 2,505 teens showed that the average amount of allowance for 13-15 year-olds was over \$13 and I only get \$5.

___E. According to Kaitlyn Laurie, a child and adult psychotherapist in Madison WI, if kids' allowances aren't enough, it gives kids "the impression things come too hard".

Takeaway

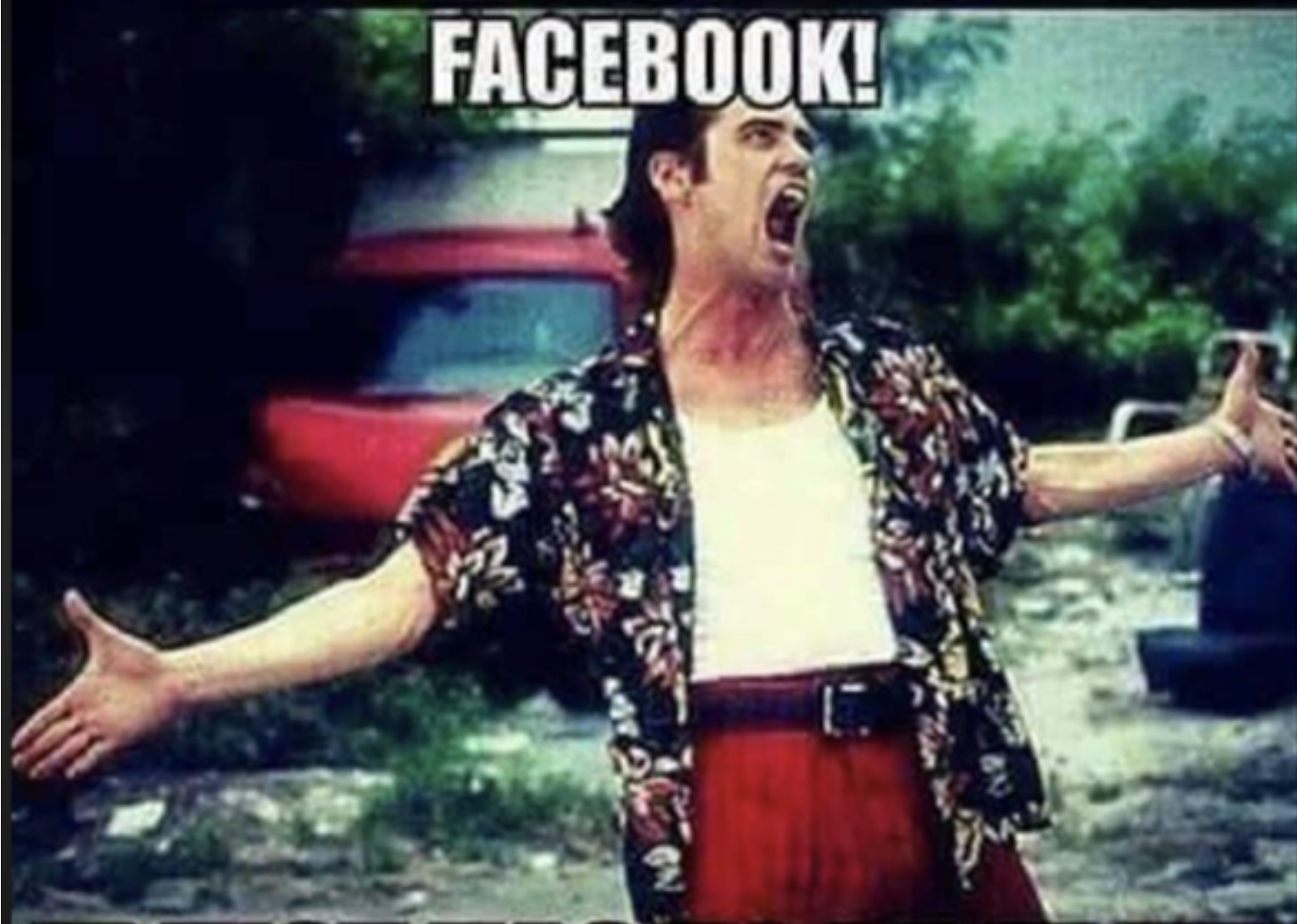
You have to search for evidence with the work you want the evidence to do (through warranting and claim generation) at least tacitly in mind



I DID MY RESEARCH!

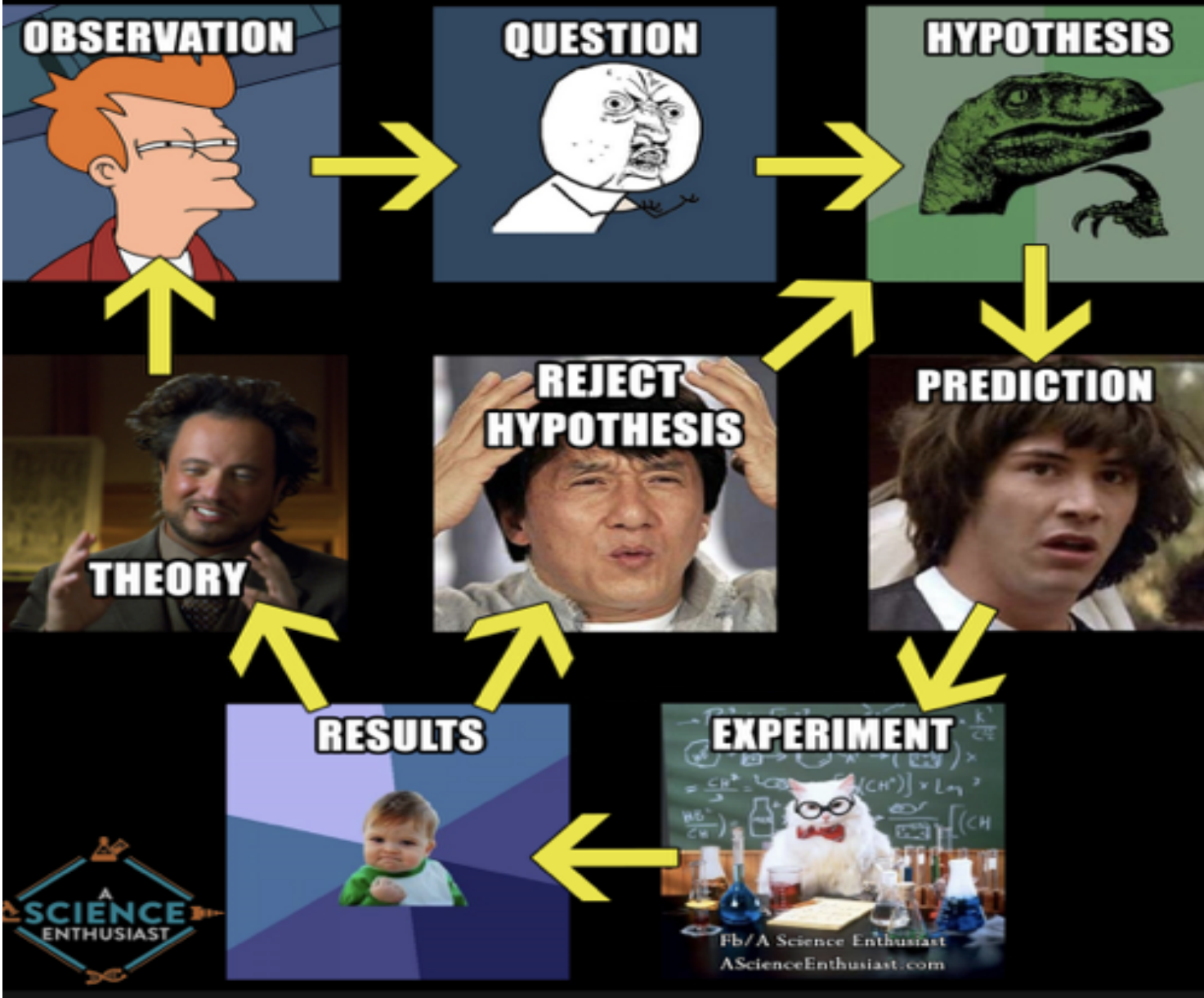


**OH WELL IF YOU HEARD IT ON
FACEBOOK!**

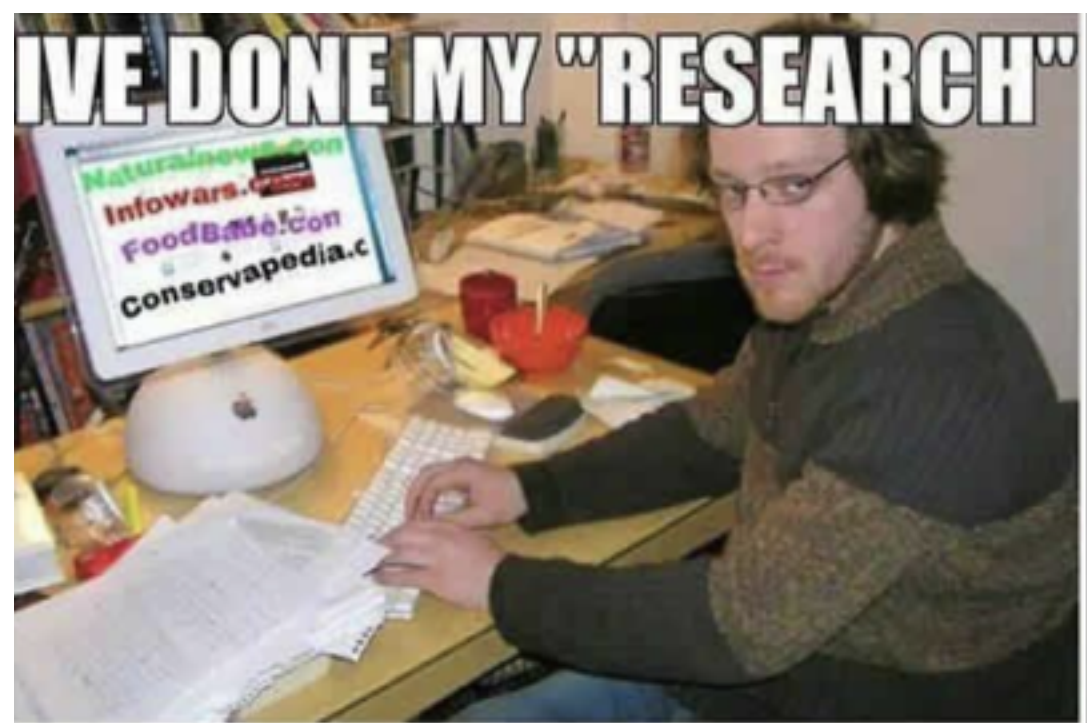


IT JUST HAS TO BE TRUE!

The Scientific Method



Develop
Respect for “the
Constitution of
Knowledge” – in
Journalism,
Science,
Social Science
or any
Discipline or
Community of
Practice



5 Key Questions: Evaluating Research and evidence from “research”

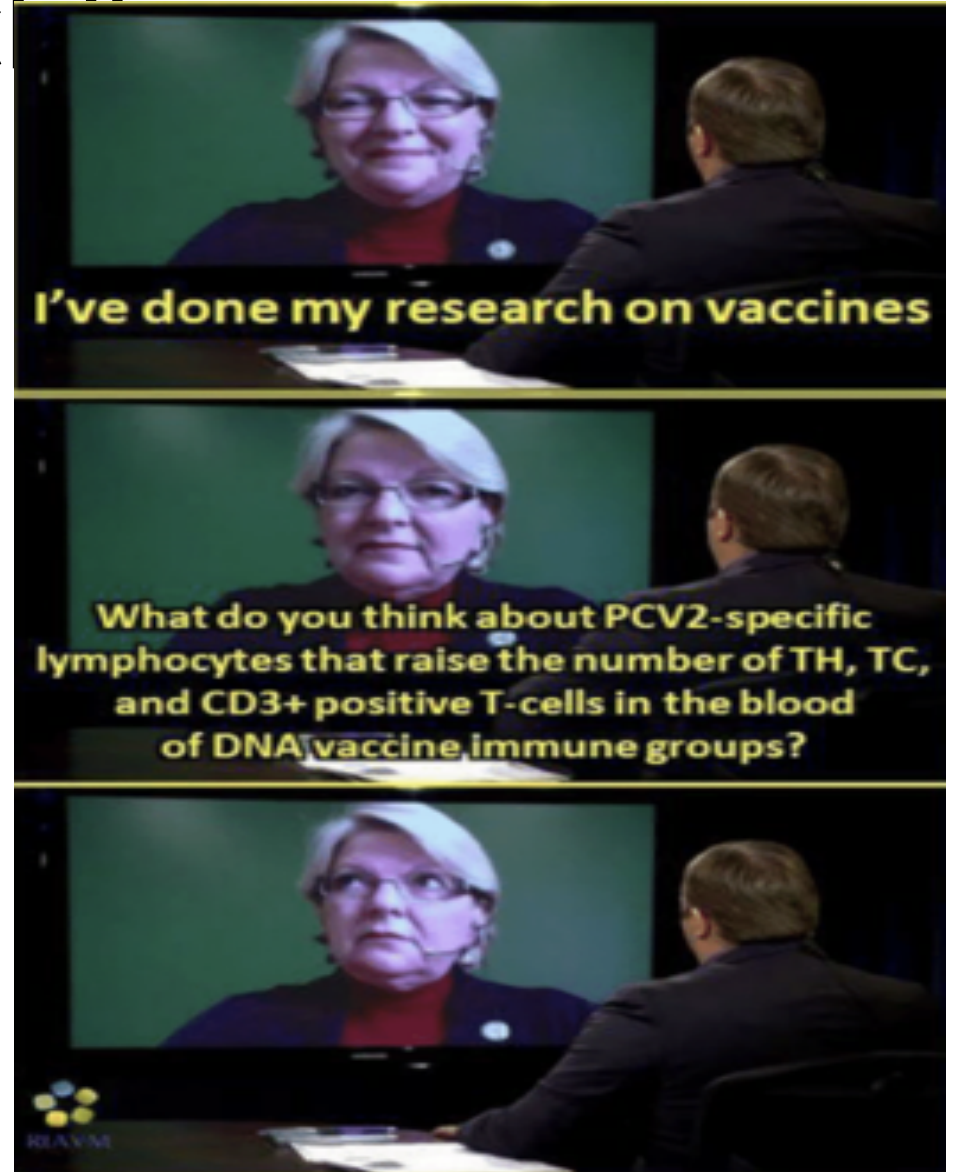
Question 1: Who’s doing the study?

Question 2: Who are the participants?

Question 3: What causes what?

Question 4: What methods and instruments are used? (is it actually a study or just somebody spewing?)

Question 5: Can I reason from a single story?



All facts are not created equal- 5 questions for evaluating research and “research” based evidence

Who is doing the study? (authoritative source? Conflicts of interest?)

Who are the participants? (underrepresentation of women, elderly, BIPOC, different education levels?)

What causes what? (correlation is not causation)

What instruments were used and are they biased or credible?

(Republican pre-election survey: “Who do you trust more to protect America from foreign and domestic threats?” and offers choices of (a) President Trump or (b) a corrupt Democrat.”)

Can I reason from a single story? (only if done deliberately, and after considering if there might be different stories and perspectives that are being ignored - if you have exercised your sociological imagination)



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We're all about great shampoo!

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Likes



influencingthings @influencingthi1 · 1m



We asked our [#HairLife](#) squad what they thought of @nutrientplusshampoo. 100% said it aided in hair regrowth [#believe](#)




Choose One Prompt ...

1. One strategy I could use in a specific lesson or unit is _____.

2. A way that I could invite students to self-assess would be _____.

3. I am now committed to rethink or recommit to _____ (e.g. beliefs, actions, systems, materials ...) because _____.



Type
"takeaways"
into chat box

Returning to the stakes

- A student writing about THE PIGMAN: “The teacher just likes quotes!”
- Right Now with ChatGPT: Students were already using it the first week of December. Teachers feeding in our writing prompts, then feeding what was generated back to GPTZero.

Your sentence with the highest perplexity is:
One analogy in this text genuinely stuck with me.


It has a perplexity of:
282

GPTZero has finished analyzing your text!

[Get GPTZero Result](#)

Your GPTZero score corresponds to the likelihood of the text being AI generated:
60.52866509551994

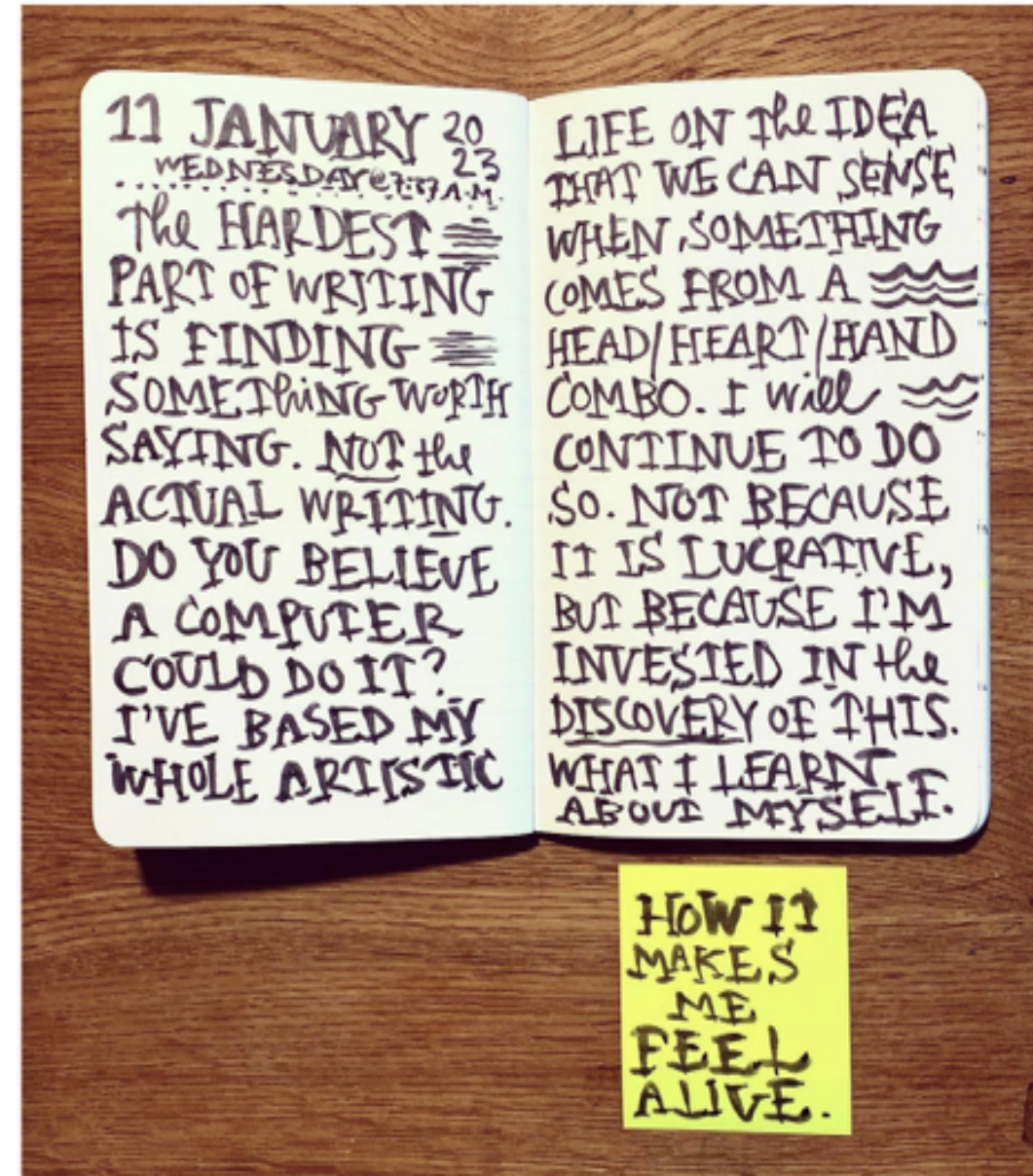
Your text is likely human generated!



Jeff's take: Idaho Education News 1/14/23

“Writing is a form of thinking, and it helps students become more competent, powerful, and informed. When students don't do their own writing, they miss out on all that.”

ChatGPT has no truth or accuracy metric - It just gleans patterns from the dross of the Internet (What could possibly go wrong with that?)



Jeff's take: Idaho Education News 1/14/23

Every text is meant to manipulate you into knowing, believing, feeling or doing something! Like listening to a joke.

So you better ask: Who wrote this? How are they positioned and positioning me? What do they want me to know, believe, feel or do? And do I want to go along?

<https://www.idahoednews.org/news/educators-are-abuzz-about-chatgpt-ai-that-writes-like-a-person/>



Major Takeaways: We need to . . .

Teach how to notice information pollution every day in every class at every grade level

Teach a user's manual for understanding and monitoring the mind and all its faults

Teach in the context of units and lessons you already teach - bridge!

Teach through guided inquiry to teach the HOW, and connect learners' lived experience to curricular content

Teach rules of notice, point of view, lenses, and evaluating evidence - in all that we do . . .



Our **free** resources and programs **for educators**



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E-learning platform used in
classrooms



The Sift® newsletter
An educator's guide to the
week in news literacy



**NewsLitCamp® and
Professional Development**
Virtual and in-person sessions



Educator Resource Library
Under NewsLit Nation's Educator Tools



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Planning Powerful Instruction

7 Must-Make Moves to Transform How We Teach--and How Students Learn
Jeffrey D. Wilhelm, Jackie Miller, Chris Butts,
Adam Fachler, Rachel Bear

Your go-to guides for transforming student outcomes through stellar instructional planning. The 7-step framework—the **EMPOWER** model—gives you techniques proven to help students develop true insight and understanding.

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What Students Need from Us to Fight Fake News

Monday, February 13, 2023 - 3:30pm PST

[REGISTER NOW](#)

Share



In this webinar we will discuss the imperative of teaching today's students critical thinking and online reading skills to combat fake news/information pollution. We'll explore why this is an ever-increasing problem, how it is affecting today's students, and provide strategies that can be used with the content you already teach.

In another time zone?

New York 6:30pm EST | London 11:30pm GMT | Singapore 7:30am SGT+1 | Melbourne 10:30am AEDT+1

We wish we could bring all of us together at a convenient time. If you're not able to make it, just register and we'll send you the recording afterwards.

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Fighting Fake News

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Questions

