

ACRL Delaware Valley Chapter, Fall 2017 Program  
**Fact, False, or Just Flawed:  
Critically Examining News in the Age of Truthiness**

Session Report  
**Lightning Round - Group 2**

By Jessica Brangiel, Electronic Resources Management Librarian, Swarthmore College

*Digital Media Literacy Workshop Series*

Vicki Karasic, University of Pennsylvania Libraries

The University of Pennsylvania Libraries Weigle Information Commons center gives students the opportunity to develop digital literacy skills. To meet student needs many different types of digital media literacy workshop series are offered. Topics include workshops on digital humanities, open access and working with primary source materials. Vicki's group noticed that attendance at the many and disparate workshops was starting to suffer. A 2016 reorganization of Weigle gave this team the opportunity to assess and revamp this program. The team figured out the main areas in which to focus their time and effort. These included data management, digital pedagogy, information literacy and digital media literacy. They developed core competencies for each of these areas and highlighted what services the library provided and how they could meet patron needs.

*Memes and Learning*

Mariya Zharova, Former Research Fellow at Drexel ExCITe Center

Mariya discussed how internet memes can be used as tools for learning. She gave practical tips on how to approach and comprehend the proliferation of memes on the internet. The use of memes or "memeing" has grown over time and has developed a large following including within many academic fields. Mariya spoke of her work with the project "[The Philosopher's Meme](#)" which is described as an "experiment in distributed research into Internet culture - at once a series of projects, a network of users, and a community of contributors." Memes are a new form of information literacy within education and can be used to combat the fake news problem.

*The Tequila Diet: Using Questionable Health Claims to Teach Undergraduates About Fake News*

Alex Pfundt, Bryn Mawr College

Pfundt is responsible for teaching students in the first year program at Bryn Mawr College. A new Presidential initiative around digital competency has inspired Pfundt to get students to reflect more deeply within areas of media literacy and fake news. The news sources he uses all involve health claims that have become viral on the internet such as "the tequila diet." He

described his process of breaking students into small groups of 2-3 and challenging them to think like a fact checker. He instructs them on how to look for sources that confirm and/or contradict the health claim, check the original sources referenced in the article and look for sources that can speak with authority on the specific topic. He finds the use of information sources around health related claims always spark discussion and helps to get the students thinking critically.

*Source Cards for Critical Consumption of Information: Active Learning for Digital Natives*  
Jess Denke, Muhlenberg College

Jess described an activity that she has adapted from a presentation she first saw at [LOEX](#) (Library Orientation Exchange) in 2015. Denke uses source cards (half sheets of paper) to highlight an information resource and citation. She asks her students to think about three main questions: what is the resource, would you use it, and why or why not. Each student gets a different card, and all of the resources are different (news article, video, scholarly article, etc.) but related to one main topic. Denke has recently used the water crisis in Flint, Michigan as an example. Students work to deduce what kind of information resource they have by formulating questions throughout the exercise. The activity is low tech but gets the students to think critically. This activity also allows Denke to use a constructivist approach to information literacy. She is able to guide her students through the activity and introduce concepts and language around information literacy throughout.

*Examining Bias and Objectivity in Journalism*  
Eleanor Goldberg, Delaware County Community College

Delaware County Community College offers many single session, 101 type, information literacy classes where Goldberg has the opportunity to work with students new to college level reading and research. While students hear from faculty about using resources based in fact not opinion and that are unbiased, for many students these concepts are new. Goldberg described a workshop she has given taking these concepts of fact versus opinion and bias and applying them to resources we see in the media. Her session includes setting up an opposing view theme of objectivity versus bias, fact or interpretation and evidence versus opinion. She defines the terms with her students and talks further about how these opposing views work together - "without evidence we can't form opinions," for example. Goldberg uses this session as an opportunity to introduce other information sources such as the [American Press Institute Primers](#) that will help students think critically about a variety of information resources.