

Fake News Disinformation / Misinformation

Instructions

- This quest is completed **in this document**.
- Track your *Time on Task*
- Different hand-in options:
 - **This is the option you will use:** G Suite Classroom - if this assignment was provided for you in Classroom you will hand it in there, OR
 - Not G Suite Classroom: Make your own copy by clicking File; Make a copy. Hand the Quest in by sharing it with your instructor.
- This quest includes a weave of ideas and activities which require full attention.
- Use the Table of Contents below to navigate through sections you have completed.
- [Bloom's Taxonomy](#): You will find some of the activities only hit the lower levels of learning complexity, to “understand”. As you progress in the quest, you are invited more and more to “apply” and “analyze” for deeper learning.

Bloom's Taxonomy

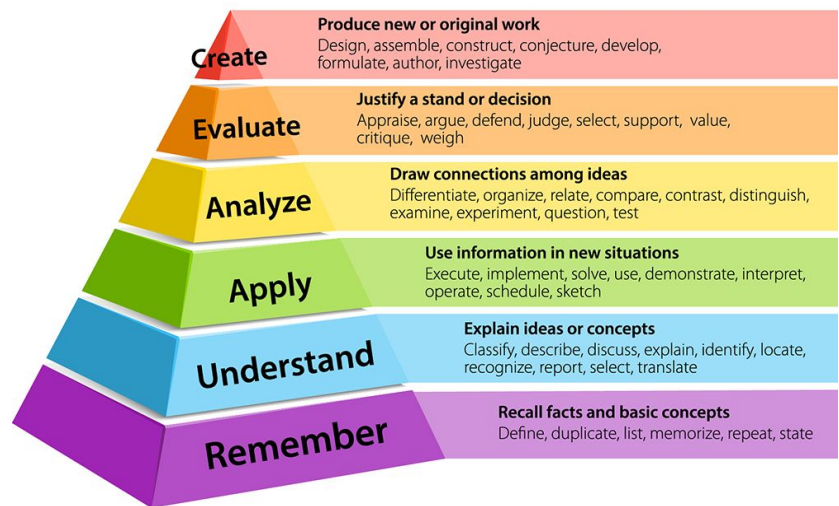


Table of Contents

Table of contents items are hyperlinks

The Learning Intentions of this quest:	2
Context (10 Min)	2
Your hosts for this Quest:	2
Part 1: Fake News Misinformation & Disinformation - The Basics (30 Min)	7
Part 2: Dark Paths (150 Min)	9

The Learning Intentions of this quest:

- Provide a short introduction to the topic and with possible base-line language.
- Understand that this issue is not just “out there” in the world, but is very much part of our education landscape:
 - In a world where information comes at them so quickly and from so many differing sources, our students need our modeling and leadership to help build critical thought.
 - As educators, we are faced with similar issues of disinformation and misinformation in our work.
 - You will engage in a couple of activities designed to facilitate cognitive dissonance.
- Build some skills in determining veracity of news and social media posts.
- Begin to gather resources that will help us and help our students.

IMPORTANT NOTES:

- This quest, like the Digital Privacy Quest, has Required and Optional components.
- This is **NOT** a complete course on misinformation and disinformation, but a starting place for your awareness and continued study.
- Make sure you track your time on this quest so you can claim your XP when you hand it in.

Context (10 Min)



Your hosts for this Quest:

- **Novi** (right) the “cup is half empty” brother (Pessimistic, cautious)
- **Yesvi** (left) the “cup is half full” brother (Exuberant, enthusiastic)
- **Avi** (bottom) the “cup is a cup” brother (Whatever works)
- Want more details about your hosts? [Click here.](#)

Yesvi:

You know that Barbra Streisand song that...

Novi:

Here we go!

Yesvi:

OK, Novi. Are you going to interrupt me all of time with your snide comments?

Avi:

Look, Novi, he's not going to be happy until he mentions Streisand, so just let him get it out.

Novi:

Fine, fine... but what IS that smell?

Yesvi:

Oh, do you like it?

It's sandalwood incense.

Avi said that we would be creating a Fake News Quest and I just got so upset even thinking about it that I needed to do some mindfulness meditation. Sandalwood incense helps me to calm down.

Avi:

(Under his breath) Oh, no.

Why can't we, just once, have a normal conversation.

Novi:

Well the odour is helping me do SOMETHING alright... but calming down is not it. It's cloying. It's as if it's crawling up my nose and sticking to the cilla there. I can't smell anything else. I can't take a deep breath. My nose is actually vibrating.

Avi:

(Under his breath) Just once I would like to talk about what we came here to talk about without the back and forth between you two.

Yesvi:

Novi, your nose is always vibrating... it's because you have that incessant scowl on your face. The muscles get so tired that they vibrate from holding on so much.

Novi:

What! My nose does not always vibrate. And the scowl on my face is only there when you are around, you muddle-brained, pixie-dusted,...

Yesvi:

Perhaps if you smiled a bit more your nose would stop vibrating.

Here, have a cupcake and relax.

I made you your favourite: Plain, colourless cupcakes with black licorice frosting.

Novi:

What?

With the black licorice icing?

Did you add sprinkles?

Avi:

(Under his breath) And I would also love to have a conversation with you two that did not include cupcakes, sprinkles,...

Yesvi:

Of course not, silly. I know sprinkles make you ill.

Novi:

Well.

OK.

That's mighty kind of you, Yesvi. Why I believe I will partake of one of those lovelies.

Yesv:

Well, now that his mouth is full, I can talk. Did you say something, Avi?

Avi:

(Under his breath)...Barbra Streisand, pixie dust, William Shatner....

Yesvi:

Avi?

I have no idea what you are going on about.

Anyway. I was saying...

You know that Barbra Streisand album she does with Barry Gibb?

Those two voices are like butter and honey on toast. It just makes me want to float around the living room, dancing and crying.

Novi:

(Sigh, through a mouthful of cupcake.)

Yesvi:

Let me finish. It's that song: Guilty. And the lyrics remind me of the problems with Fake News. The song starts with:

Shadows falling, baby, we stand alone

Out on the street anybody you meet got a heartache of their own

(It oughta be illegal)

Make it a crime to be lonely or sad

I think those lyrics say a lot about the situation we find ourselves in today.

Novi:

Oh jumping Hornpockperplers! Stop. Stop right there! What does this have to do with Fake News!?

Avi:

I must admit I am trying really hard to make the connection there, Yesvi.

Yesvi:

Well, it's about everybody having their own problems, and that is should be illegal for people to be lonely and sad....

Novi:

And?

Yesvi:

And it gives you a bit of a rationale for people's differing perspectives. Everybody has their own heartache and a right to express themselves.

Novi:

And this is connected to fake news how?

Yesvi:

Well, people should have a right to express themselves, don't you think? They're points of view, their perspectives on life, their...

Novi:

So, even if a person is choosing to dis-inform others and incite chaos with untrue information?

Yesvi:

Well, no, of course. Not when you put it that way....

Novi:

What about the guy who believed that a pizzeria in D.C. had a hidden pedophilia trafficking ring led by Hillary Clinton and her presidential campaign... and then went in there with a gun and almost killed people? This was started with a virally retweeted fake news story.

Yesvi:

I'm just saying that...

Novi:

Or what about in 2014 when a hoax caused an Ebola Crisis in the States when there was no Ebola outbreak, and there were huge repercussions and angst for hundreds of thousands.

Or what about...

Yesvi:

OK. OK. You made your point. I just find this so troubling. The dichotomy gives me a stomach ache. I do believe that people should express themselves; but you are right that they should not do so if it hurts others.

This is one situation where I guess Barbra doesn't have words of wisdom hidden in her songs. But I still love that song.

Novi:

Sorry, Did you really just say that Barbra may not have all of the answers?

Avi:

Seriously, Novi. He just said you may be right... and you are going to harrange him about Barbra? Although I do admit to being in a state of wonder at Yesvi's admission of moderation. Interesting.

Novi:

You know, I actually don't even like the phrase: "Fake News". It has almost been made into a joke phrase... and this situation is way too serious for jokes. I don't even think people are aware of what Fake News is.

Avi:

Well why don't we start the quest there. Here is what I propose we focus on:

- *A bit of a general understanding of Fake News and why it is probably best to call it Misinformation and Disinformation.*
- *Novi, since you always wear black, why don't you handle the dark side of things.*
-
-

Novi:

I like the sound of that.

Avi:

- *A bit of a general understanding of Fake News and why it is probably best to call it Misinformation and Disinformation.*
- *Novi, since you always wear black, why don't you handle the dark side of things.*
- *Maybe you could also look at the education connection, Novi.*
- *Yesvi, why don't you look at the "What to do about it". Maybe have folks do some resource gathering and do some activities.*

Yesvi:

What would be great. I will do that.

Avi:

OK. Tough topic. Let's go

Novi:

Can we please get rid of the incense!

Yesvi:

(Sigh)

Novi:

Any more of those plain, sprinkle-less cupcakes round?

Part 1: ~~Fake News~~ Misinformation & Disinformation - The Basics (30 Min)



Fake News is not new.

Of course not.

It has been around as long as there has been belief.

I mark my first real understanding of the power of words to sway opinion while I was in Junior High, when we read of Marc Antony's use of reverse psychology to sway a Roman crowd to dissent and revolution after the killing of Julius Caesar. At least that was my understanding at the time. I was astounded by the oration which swayed the opinions and beliefs of a crowd who had just been swayed by Brutus to feel quite the opposite. It was brilliant. But it was also manipulation of the highest order.

We are always going to have those who choose to act dishonourably and use disinformation, and those who, without knowing better, spread the erroneous information as misinformation.

Are we that much more savvy today that we lack the gullibility of Antony's crowd?

You have only to look around at what is happening in the world of news and social media to know that many of us are as easily manipulated as were the general Roman population in Julius Caesar's time.

The plethora of available information, which should allow decision-making to be a more enlightened process, has perhaps done the opposite by overwhelming us with daily tsunamis of information in the form of news and social media posts.

We will start with a couple of activities to get us on the same page with regard to misinformation and disinformation.

I have attempted to use as much in the way of Canadian content as I felt appropriate to the topic.

Activities

Please read all instructions before beginning

Required

A quick **read** to provide some definitions of Fake News: guides.lib.umich.edu

Watch:

<https://youtu.be/UF3TrTIZbCA>



An excellent video which provides us some definitions we will use throughout this quest.

Later, Yesvi will provide us some hands-on activities to help us determine validity of news and social media post items.

Please take notes as you go through this video to help you answer the questions below.

Optional

ted.com



Watch: Christina Amanpour discusses various topics in this interview about Fake News, including the role of algorithms in creating a tunnel vision

She discusses the notion of Moral Technology... the idea of having the technology filter out news and posts that lack veracity.

A worthwhile watch if you have an extra 20 minutes.

Required



Please write the definitions of “disinformation” and “misinformation” on the right. Yes, yes... this is the lowest form of learning... the lowest in Bloom’s

Taxonomy. Get over it. The definitions for disinformation and misinformation slide by so quickly in the video that we want you to slow things down a bit. Pause at about 1:30 in the video... and just write the definitions on the right for gosh sakes!

Disinformation is:

The deliberate creation or sharing of false information to mislead people.

Misinformation is:

The act of sharing information without realizing it’s wrong.

We know that disinformation and misinformation can have very real and very troubling effects. Read this PBS Article:

<https://www.pbs.org/newshour/science/real-sequences-fake-news-stories-brain-cant-ignore>

Take notes for yourself, as you will be discussing your reactions, thoughts, and experiences below.

- “Pizzagate” leading to pizzeria shooting
- Ebola misinformation shared by Governors
- Satire requires audience participation - the mental processing is different > enhanced attention and interest.
- Humour and sensational content more readily

remembered and recalled
- Machine learning algorithms being investigated as a way to filter fake news from legitimate articles

The resources provided above are meant to “prime the pump” of your thinking about disinformation and misinformation. Tell us your thoughts so far? What are your experiences? Would you have anything to add to the discussion so far?

The examples shared in the PBS article really do drive home the very real real world consequences that can come from disinformation and misinformation. As the article refers to, it is very easy to think, “Wow, those people really are stupid if they believed that”, but information that is designed to be purposefully misleading is also designed to catch our attention, taking advantage of how our memories and media, in particular social media, work. I get my news online and refer to several different news sites. One app I enjoy is Flipboard as I can select topics I am interested in and have stories curated and pulled into my “boards”. This however is where I have run across many examples of mis and dis-information. The headline that is overly sensational is the most common. Last week it was, Nicole Kidman in tears on the red carpet as she loses home to bushfires. I don’t particularly care about Nicole Kidman, but I clicked it anyways as I had been following news of the fires and the devastation brought by them. Turns out, Nicole Kidman’s home wasn’t actually burned. The article itself started out by stating that the home was in danger due to the close proximity of the fires. The headline was clickbait. I actually clicked out of the story and back in a couple of times to be sure I had read the headline correctly.

Videos are what I believe to be one of the biggest misinformation and disinformation challenges now. Seeing is believing, right? Well, not anymore. The Maga hat wearing teenager apparently blocking, grinning and disrespecting and Indigenous drummer near the Lincoln Memorial in Washington, D.C. is one of the recent(ish) examples of this that stands out for me. I think this one is important because so often it is the “right” that are blamed for the spread of misinformation and disinformation as well as social media, but this example shows how “reputable” news organizations such as CNN can become wrapped up in the fast moving flow of this as well.

The online world in general is so fast paced and clicking before thinking is such an ingrained habit now. The CBC video mentioned that in many cases when dis- or misinformation are shared it’s not necessarily ignorance, but an unwillingness to spend the time needed to verify information. This sounds about right to me. I think slowing down is really the key here as an extra second’s worth of thought can lead to different decisions. Most Facebook or Instagram posts that I get interrupted while typing end up being deleted. I’m sure that’s true for other people too. Perhaps there should be a waiting period on sharing :)

Part 2: Dark Paths (150 Min)



Here is what NOT to expect from me:

I am not going to tell you stories about how I was first exposed to disinformation and misinformation by reading Shakespeare or War and Peace or by watching Apocalypse Now or any noble pursuit as did Mr. Wonderboy that our mother loves more than anybody...

No. I am going to give it to you as straight as possible. I am going to make a very clear point that even educators can be easily swayed in the same way voters are swayed during an election. And, the topics are going to be about education, because that is what you came here for and I don't want to focus on anything that will waste your time. No singing. No fuzzywuzzy activities. No videos.

So. I have a question for you: How do we know that the things we believe about education are true? How do we know that smaller class sizes make for better education? How do we know that students have different learning styles. I asked Avi that last question. Here is what our mother's favourite had to say:



Thanks, Novi. I think. And I am not our mother's favourite! She has no favourites. She just listens to me more than she does to you and Yesvi. Who could blame her.

This was an excellent question, Novi.

I know that, as educated individuals, we hope that we are open-minded and not limited by our mental models about reality. But I do tend to cringe when I see an article or research that goes against my professional beliefs. For example, in the last couple of years we are seeing educational articles debunking the notion of learning styles... calling them a myth. I actually feel physical pain when I see this, as I have spent so much of my career using the notion of learning styles with my students to help them in their personalized learning endeavours. Do I believe that Learning Styles are a myth? No. I actually still believe that we have learning or processing style preferences. But I am not as certain as I used to be. In fact, these days, it has become very difficult to land on any certainty.



Exactly!

Thank you.

Where do we get the information on which we rely on as a basis for our professional beliefs?

Are numbers believable? How often are we shown charts and statistics based on surveys and research? A heck of a lot! But, how often do we question:

- The questions being asked? Do they lead in their wording or their order?
- The context of the questions being asked?
- How the participants were chosen?
- The timing of the research?
- The context of the research? When and where and how?
- Who is doing the research?

Often we just look at the figures and those nice charts and visuals that Yesvi loves to show us all of the time... and many of us don't question the research processes or sources.

What I'm going to ask you to do is to look at some things that might cause some cognitive dissonance. Yesvi refused to do these activities. He said the dichotomy gave him a headache and he went off to listen to Barbra and bake cupcakes.

Activities

Please read all instructions before beginning

Required

Who to believe?

1. Compare these two reputable sources in education research for inconsistencies between the two:
 - a. <https://www.teachthought.com/learning/18-myths-about-education-that-are-all-too-easy-to-believe/>
 - b. <https://www.edutopia.org/blog/myths-that-undermine-educational-effectiveness-mark-phillips>
2. Describe the inconsistencies you find (on the right)
3. What are your thoughts about what you see here?
4. Feel free to discuss your experiences as well.

Inconsistencies:

-Edutopia - says that money does matter as adequate funding leads to higher salaries which attracts and retains more experienced and better educated teachers. TeachThought states that more money does not in fact mean better schools, using national assessment scores as a measure against expenditures. This one then goes on to also state that factors like educational or economic background, nutrition and parental guidance do in fact influence the achievement gap,
- Less than 30% of a student's academic success is attributable to schools and teachers; the most significant variable is socioeconomic status VS. accountability and choice have been shown to deflate the significance of social problems.
-Does class size matter? "Research evidence strongly indicates that a decrease in the number of students has a qualitative pedagogical impact" (Edutopia) VS "...found that no relationship exists between class size and achievement" (TeachThought).

Articles like this constantly make the rounds on social media and sites like these two that targeted towards teachers and others in the education realm. They are bite-sized, easily digestible pieces of information, but they really don't provide much in the way of supporting

evidence or research, and like these two examples, often contradict each other. Also, both of these are based on the American educational system. Finding research that is based in Canada, on Canadian schools, teachers and students, can be quite a challenge, but it really does make a difference.

The question of whether class size matters is one I have seen a lot, and I typically find myself wondering who wrote the particular article and why? What affiliations do they have? From my own experience I can say I firmly believe that class size does matter as the more students in the room at a given time, the easier it is to completely miss checking in with all students. Some students will always require more teacher time and energy than others, but if the number is manageable, the teacher will still be able to check to ensure understanding and will also have more time to prepare engaging lessons vs. only marking student work after the fact. The articles that talk about this though never seem to take all of the factors into account. Teachers differ. The contexts differ. Sure, a class size of 40 with a particular teacher in a particular neighbourhood may work out okay. Maybe that teacher has a lot of experience and those students have fewer exceptional learning needs. The same class though with a teacher with less experience or a different approach to instruction may not be as successful. Class size on its own isn't necessarily the determining factor alone, but acts in combination with many other variables. How well can these variables be isolated from one another to create super reliable studies and percentage data?

Let's Debate

1. Read through this article:
<https://www.teachertoolkit.co.uk/2017/12/26/20-research-myths/>
2. Select one of the topics which interests you.
3. Write a counter-argument: Debate this topic with the author. Make sure to do your research (And track your time). Provide your arguments on the right. Please be succinct, yet thorough.

John Dabell argues that Maslow's hierarchy of needs is decidedly defective. He claims that Maslow's hierarchy of needs makes intuitive sense but is completely wrong because that actual structure of motivation doesn't fit the theory and points out that "Maslow himself offered no empirical evidence for his theory" (2020). I believe that Dabell is misrepresenting Maslow's original presentation of his theory, while providing nothing in the way of evidence demonstrating the structure of motivation to which he refers.

In his article describing his theory of motivation, on which the discussed hierarchy of needs pyramid has been based, Maslow points out some conclusions from propositions presented in previous papers that he explained "would have to be included in any theory of human motivation that

could lay claim to being definitive” (Maslow, 1943, p. 370). One of these conclusions reads, “Motivation theory is not synonymous with behavior theory. The motivations are only one class of determinants of behavior. While behavior is almost always motivated, it is also almost always biologically, culturally and situationally determined as well.”(Maslow, 1943, p. 370). This on its own demonstrates that Maslow was not intending for his theory of motivation to be a stand alone predictor of how humans would behave. It was simply meant to be one part of a bigger picture. In addition, Maslow himself declared in his article that his theory was mostly derived from clinical experience, and called for the theory he was presenting to “be considered to be a suggested program or framework for future research and must stand or fall, not so much on facts available or evidence presented, as upon researches to be done, researches suggested perhaps, by the questions raised in this paper.”(1943, p. 372). He was presenting a theory to be further researched and tested, not one that he claimed to be already supported by rich data.

Maslow did not present the needs in his theory in the rigid hierarchical form that we now most often see presented in the pyramid of needs format. This pyramid format is perhaps where the primary defect can be conceded to lie. Maslow did note that the hierarchy is not as rigid as it initially may have seemed, that there are exceptions. Also, it is important to note that the hierarchy refers to “consciously felt wants or desires rather than behaviour....What we have claimed is that the person will want the more basic of two needs when deprived in both. There is no necessary implication here that he will act upon his desires. Let us say again that there are many determinants of behavior other than the needs and desires.” (Maslow, 1943, p. 388). Dabell, while misrepresenting the actual theory by Maslow, also makes the assumption that educators referring to the pyramid are doing so in a way that treats it as a fixed, rigid set up steps that students must progress through sequentially. I

believe that educators do in fact approach this with the knowledge of its flexible in nature, using it as a guide, not a rulebook.

Maslow's theory of motivation may indeed be criticized for overstating his case, taking a fairly narrow humanistic approach to explaining motivation and could benefit from better integrating behaviourist elements and taking a more cyclical and less absolutist view of needs (Neher, 1991), but saying that it is completely wrong overstates the facts to the opposite degree.

References:

Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396

Neher, A. (1991). Maslow's Theory of Motivation: A Critique. *Journal of Humanistic Psychology*, 31(3), 89–112. <https://doi.org/10.1177/0022167891313010>

Optional

(OK, OK... these are videos... so sue me)

Deep Fakes. If you thought that seeing and hearing is believing... think again. Watch this video on Deep Fakes. <https://youtu.be/ZLYRb6VECbo> Entertaining, but troubling.

Spotting Bad Statistics. Mona Chalabi speaks quickly, but has oodles of powerful messages about statistics. You may wish to read the transcript after watching the video. https://www.ted.com/talks/mona_chalabi_3_ways_to_spot_a_bad_statistic



I can't believe Avi and Novi are going to let me get the last word in.

I just want to set the record straight before I get into the protein of the activities and resources. I do NOT spend all of my time listening to Barbra Streisand and baking cupcakes; although that does sound like a wonderful investment of energy and time in one's day.

I do a lot of other things. A LOT of other things.

This is a clear example of the type of disinformation and misinformation we are talking about in this quest. Sure, I can be “sparkly” in my choices of activities... but not everything I do is sunshine and roses.

I do a lot of other things. A LOT of other things.

Anyway...

I want to make sure you feel good about things at the end of this quest. I want you to feel like you have some control and that you have resources to help you and your students manage this cray cray news and social media world, where even good people find themselves being part of disinformation campaigns. It makes me ill that I may have unknowingly participated in misinformation by not checking on the veracity of some social media posts before re-sharing. Oh my goodness... this really upsets me! (Keep it together; keep it together; keep it together)

So let's do some things together to feel like we have some control: to make sure we find ways to help ourselves and our students. Here is what we will do (Look, Novi, I am using a numbered list! Are you proud?):

- 1. I want us to get into the **spirit of investigation** with a Ted Talk by a journalist who gives us a very engaging view of how his department checks the veracity of stories using free internet tools.*
- 2. I then want you to **experience one activity** that you might choose to use with students... and that will help YOU with a few skills to check the veracity of social media posts. This is something I wish I had done years ago.*
- 3. We will then have a look at some resources you might use and you will do your own bit of research to develop a personalized set of resources to use for yourself and your students.*
- 4. Then we can breath and find something to do which relaxes us; If that happens to be listening to Barbra and Barry while baking... then that is our prerogative.*

Activities

Please read all instructions before beginning

Required

Investigative Thinking?

The power of the Internet to obtain information is a double-edged sword. Misinformation abounds. Journalists rely on social media to bring them the news in a timely manner, but are these posts to be believed? Markham Nolan is

Simply watch the video and (optionally) write any notes from the video here:
-Journalists are reacting to the audience and using them to help find the news in real time.
-72 more hours of video on YouTube every minute!
-An abundance of info that's difficult to filter and find the good stuff
-Strategy- finding the source. Need the credible ones

<p>a Dublin journalist who shows how their team finds the truth using free internet tools and some intelligent investigation. This is a very interesting video.</p> <p>https://www.ted.com/talks/markham_nolan_how_to_separate_fact_and_fiction_online</p>	<p>-Free internet tools - Wolfram Alpha, Spokia, the whipepages, Google Maps. Cross referencing.</p>
<p>Let's Try an Activity</p> <p>This activity has you guess the veracity of 10 or so social media posts; then provides three short videos teaching you a few quick investigative skills; then you use your new skills to determine the veracity of 10 new posts. This was a fun and informative activity.</p> <p>https://newsliteracy.ca/fakeOut</p> <p>Please write your two scores (first and second attempt) on the right, as well as any thoughts on this process or how you might use it.</p> <p>This activity is just one found in my research. I found FakeOut here: https://teachingkidsnews.com/fakenews/</p>	<p>Score on first attempt:5/10 Score on second attempt:10/10 Thoughts: Somehow when this became a game, I forgot to apply all strategie s I would normally use the first time around and was second guessing myself. -These strategies are excellent - very student friendly. These are strategies that the students can practice applying and the game scenario makes it fun.</p> <p>Skills /strategies shared: -Check the Claim (verify with a Google search and check the sources) -Check the source: The Wikipedia Trick Root source URL and Wikipedia as a search -Check an image - reverse image search (right click, Search Google for this image)</p>
<p>Resources:</p> <p>I used search terms like:</p> <p><i>Spotting Fake News</i> <i>Fake News Resources for Education</i> <i>Fake News Lesson Plans</i> <i>Disinformation resources</i> <i>Facts checkers</i></p> <p>To find a few resources on the right.</p>	<ul style="list-style-type: none"> ● factscan.ca/ Used to check Canadian political claims. ● snopes.com/ Highly reviewed general news fact-checker. ● Cbc.ca Short and succinct page with some tools and tips. ● teachingkidsnews.com/fakenews/ Great list of activities for and has a great chart from Simon Fraser for use with students or self. ● https://newslit.org/get-smart/ News Literacy Project. This site packed with resources and activities ● nytimes.com/ Their education resource. This page is packed with links to news stories and resources, and would require some time to go through everything. ● Commonsense.org Superb resources and lesson plans for middle school.
<p>Resource Gathering</p> <p>Use search terms that are similar to the ones above, or ones which fit your interests and concerns, to find at least five other resources</p>	<p>Media Smarts - Media Literacy 101 A collection of videos and accompanying lesson plans on this topic.</p> <p>Be Internet Awesome - online game and set of accompanying lesson plans (from Google) aimed for ages 7-12</p>

you might use for yourself and for your students.

Add your finds on the right and include a short annotation (much like the ones you see above).

[BrainPop](#) Several videos and related activities including Online Sources, Media Literacy, Fact and Opinion

[The Guardian - News Wise Unit](#) Lesson plans and associated resources on 3 themes: Understanding the News, Navigating the News and Reporting the News

[Book Widget](#) Guide for teachers with information, fact checking tips, links to some lesson resources, fact checking websites and trustworthy sources for students

[Factitious](#) - online game to practice spotting fake news by reading articles and checking the source. Good for extra practice, but the tips are presented in an article so not as user friendly and engaging.

[The Walrus Fact-Checking](#) a source to fact-check information published on social media, independent websites and other media sources. Significant Canadian content.

Final Word



I know that Yesvi thought he was getting the final word on this quest, but I am afraid that I am going to have that honour.

What we did in this quest:

- 1. I provided you with a short introduction to the topic with possible base-line language;*
- 2. Novi brought the matter home by bringing us to cognitive dissonance... showing us that we are facing similar information verification challenges in our careers as educators. He forced us to be aware of the need to look outside our mental models; and*
- 3. Yesvi helped us take some control over misinformation by providing us an activity to build our veracity antenna. He also started us on the road to gathering resources that will help us and help our students.*

Please remember that this quest is NOT a complete course on disinformation and misinformation, but a starting place for your awareness and continued study. And we do believe this topic is worthy of further study. Although misinformation and disinformation are not new, our ubiquitous use of social media and the internet have brought the issues to a fever pitch of worrisome activity. Many

journalists are trying very hard to battle the slide into news chaos, and we think it is up to educators to take the lead with regard to modelling and teaching critical thought and thoughtful behaviour.

Hand in this Quest

You are done.

Phew!

If you received this quest in Google Classroom, simply go to classroom and hand it in.