FAKE OR FALSE NEWS?
HOW CAN YOU SPOT IT?

NEVER NEUTRAL: RESISTANCE, PERSISTENCE, INSISTENCE
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CHRISTINE GOODAIR BA (HONS) FRSA, ST GEORGE’S, UNIVERSITY OF LONDON
Check this out: http://fn.in/1dB9J

http://www.bbc.co.uk/blogs/aboutthebbc/entries/84e0f9a4-e82d-449f-b095-90a3d46cd9ae
What is it?
Where is it Media, academia .... Or elsewhere?
What are the drivers of fake news?
Fake News is older than we think...
The Information Sector’s Perspective
How is fake news being addressed in the UK and Europe
WHAT IS FAKE NEWS

Dictionary definitions
false, often sensational, information disseminated under the guise of news reporting
https://www.collinsdictionary.com/dictionary/english/fake-news
false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke: https://dictionary.cambridge.org/dictionary/english/fake-news

Other descriptions
• Completely false or fabricated information, photos or videos purposefully created and spread to confuse or misinform
• Information, photos or videos manipulated to deceive - or old photographs shared as new, impersonation of genuine sources
• Satire or parody which means no harm but can fool people
SOURCES OF FAKE NEWS

• News Channels, Newspapers,
• Websites – designed with intent to Spread Disinformation
• Posts on Social media, through forums and messaging boards etc. – Twitter, Facebook,
• Inaccurate information shared via closed Messaging Apps – WhatsApp, Messenger Facebook...
• Visual Posts on Social media sites – Instagram, Youtube... inaccurate or Manipulated PhotoGraps
• Inaccurate comments or content on various Consumer review sites like Tripadvisor

Wardle, C (2018)
DRIVERS OF FAKE NEWS

- Financial - Make Money
- Political - Gain Votes
- Social - Cause unrest
- Drama and Effect - Amuse or not
- SATIRE - Show absurdity
• King Charles 2\textsuperscript{nd} 1660-1685  

In the 17th-century, panic gripped British royal circles that these newly established drinking salons had become forums for political dissent. In 1672, Charles II issued a proclamation “to restrain the spreading of false news” that was helping “to nourish an universal jealousie and dissatisfaction in the minds of all His Majesties good subjects”.

Proclamation to restrain the spreading of false news, and licentious talking of matters of state and government. Given at our court at Whitehall, the second day of May, 1674, in the six and twentieth year of our reign.

What is the Information Sector's perspective?
THE INFORMATION SECTOR'S PERSPECTIVE

• “As a profession that is committed to access to information, we are concerned about efforts to define ‘fake news’ that could have an unintended impact or chilling effect on the ability of information intermediaries including libraries to provide access to information”

• “Role Libraries have an essential role in preserving and stewarding the historic, scientific and cultural record – especially in the case of digital content to guard against deletion or revision”

THE INFORMATION SECTOR'S PERSPECTIVE

• “it is our view that librarians and information professionals can, and already do, play an important role in helping people in both formal education and other settings to develop a critical approach to their use of information sources. Librarians in schools college and universities run engaging and innovative teaching which encourages students to verify and check stories that are reported on social media and the internet. They have also developed a wide range of resources, including infographics, guides and online tutorials that can be used by teachers and other professionals. We would strongly advocate that we can be part of the solution to tackling fake news, and can offer a breadth of experience about what works across the public, education and workplace sectors.”

• But ......

FROM InformAll and the CILIP Information Literacy Group
SUBMISSION TO FAKE NEWS INQUIRY
TOOLS AND SKILLS

• Critical thinking is a key skill in media and information literacy, and the mission of libraries is to educate and advocate its importance.

• Discussions about fake news has led to a new focus on media literacy more broadly, and the role of libraries and other education institutions in providing this.

• Education – to include how to overcome Confirmation Bias – tendency to seek out what Information that fits with our worldview.

• Information Literacy – Distinguish between Opinion and Hard News

• Run SafeWeb Use Workshops, Digital skills

• Gatekeepers

• Set criteria For Identifying fake news

• Provide lib guides – for example the CRAAP Test
  http://libguides.ioe.ac.uk/evaluating/craap
HOW TO SPOT FAKE NEWS

CONSIDER THE SOURCE
Click away from the story to investigate the site, its mission and its contact info.

READ BEYOND
Headlines can be outrageous in an effort to get clicks. What’s the whole story?

CHECK THE AUTHOR
Do a quick search on the author. Are they credible? Are they real?

SUPPORTING SOURCES?
Click on those links. Determine if the info given actually supports the story.

CHECK THE DATE
Reposting old news stories doesn’t mean they’re relevant to current events.

IS IT A JOKE?
If it is too outlandish, it might be satire. Research the site and author to be sure.

CHECK YOUR BIASES
Consider if your own beliefs could affect your judgement.

ASK THE EXPERTS
Ask a librarian, or consult a fact-checking site.

https://www.ifla.org/node/11584
CHALLENGES FOR ACADEMIC LIBRARIES

• As a matter of collecting policy, do we acknowledge the existence of such a thing as absolute and objective truth, or is it our position that all truth is socially constructed?
• In light of our library’s position on the first question, what criteria will we apply when deciding what constitutes a factually reliable source?
• Do factually unreliable documents have a place in the library collection? If so or if not, why?

*Anderson (2017)*
RESOURCES
EDUCATIONAL RESOURCES

• LESSON PLAN: HOW TO SPOT FAKE NEWS
  https://www.channelone.com/blog_post/lesson-plan-how-to-spot-fake-news/

ONLINE GAMES

• “BAD NEWS” https://www.getbadnews.com/#intro
• BBC Ireporter http://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096

Quiz Real or Fake https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz
LIBRARY RESOURCES


• Harvard University Library Fake News, Misinformation, and Propaganda https://guides.library.harvard.edu/fake

• Evaluating Information – Applying the CRAAP Test Meriam Library California State University, Chico http://libguides.csuchico.edu/c.php?g=414299&p=2822727
http://guides.lib.berkeley.edu/c.php?g=620677&p=4333443
CRAAP TEST

http://libguides.humber.ca/healthsciencesresearch
BBC journalists return to school to tackle ‘fake news’

Can you figure out which news story is real and which one is fake? It might be harder than you think...
How is fake news/disinformation being dealt with in the UK and Europe?
UK

January 2018 The UK government is to establish a new unit to counter "fake news", Downing Street has said.

Spokesperson for UK prime minister Theresa May told journalists:

"We are living in an era of fake news and competing narratives. The government will respond with more and better use of national security communications to tackle these interconnected, complex challenges”.

"We will build on existing capabilities by creating a dedicated national security communications unit. This will be tasked with combating disinformation by state actors and others. It will more systematically deter our adversaries and help us deliver on national security priorities."

http://www.bbc.co.uk/news/uk-politics-42791218
UK


• Terms of Reference
  • What is 'fake news'?
  • What impact has fake news on public understanding of the world
  • Is there any difference in the way people respond to fake news?
  • What has encouraged the growth of fake news?
Tackling Fake News in the EU

- Launch of the EEAS East Strategic Communication Task Force: March 2015
- Launch of the Public Consultation and the High-Level Expert Group on fake news: November 2017
- First meeting of the High-Level Expert Group on fake news: January 2018
- Presentation of the Communication on Online Platforms: May 2016
- Multi-Stakeholder event combined with an ongoing dialogue with Member States: November 2017
- Results from the Public Consultation and Eurobarometer Survey: March 2018
- Communication on fake news and online disinformation: Spring 2018

The Commission’s Representations in the EU Member States and external delegations in third countries will participate in the debate and gather information on national rules and initiatives addressing the spread of fake news in their countries.

#TackleFakeNews  bit.ly/tacklefakenews
FL464
Fake News and Disinformation
Online

Survey conducted by TNS Political & Social at
the request of the European Commission,
Directorate-General for Communications
Networks

Survey co-ordinated by the European
Commission, Directorate-General for
Communication
(DG COMM “Media Monitoring, Media Analysis
and Eurobarometer” Unit)
KEY FINDINGS

• Respondents perceive traditional media as the most trusted source of news: radio (70%), television (66%) and printed newspapers and news magazines (63%);
• 37% of the respondents come across fake news every day or almost everyday and 71% feel confident on identifying them;
• 85% of respondents perceive fake news as a problem in their country and 83% perceive it as a problem for democracy in general;
• In respondents’ view, journalists (45%), national authorities (39%) and the press and broadcasting management (36%) should be the main responsible for stopping the spread of fake news.

83% of Europeans perceive #fakenews to be a problem for democracy. The High-Level Expert Group on Fake News and Disinformation presents its policy recommendations and insights today → europa.eu/!vF38vm #tacklefakenews

Eurobarometer on Fake News

83% of Europeans perceive fake news to be a problem for democracy

#TackleFakeNews
Source: Eurobarometer
HIGH LEVEL EXPERT GROUP
RECOMMENDED ACTIONS

• Enhance transparency of online news,
• Promote media and information literacy to counter disinformation
• Develop tools for empowering users and journalists to tackle disinformation
• Safeguard the diversity and sustainability of the European news media ecosystem, and
• Promote continued research on the impact of disinformation in Europe
• Evaluate the measures taken by different actors and constantly adjust the necessary responses.

REFERENCES


House of Lords (2017) Fake News

https://researchbriefings.parliament.uk/ResearchBriefing/Summary/POST-PN-0559
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DOI: 10.1126/science.aao2998


AND TO CONCLUDE...

• April Fools Day is celebrated the world over as a pretext for practical jokes or a well-crafted hoax, with television often proving the perfect medium for a prank. It has been exactly 60 years since the BBC screened what may have been the first ever televisual 1 April prank, before going on to enjoy something of a golden age in the 1970s and 1980s.

• Today, with the term "fake news" being taken to mean something entirely different, there is something rather quaint about this selection from the BBC's archives. http://www.bbc.co.uk/news/uk-northern-ireland-39411355