



Group Discussion Notes

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News Literacy Forum

San Mateo, CA

Meeting Host: Carol Frost, PLP CEO
Meeting Facilitators: Common Knowledge (Susan Clark, William Cooley, Anna Bevil)

Table Facilitators and note takers:

- Sarah LaTorra, Redwood City
- Gail Mason, Santa Clara County
- Elaine Tai, Burlingame
- James Moore, Santa Clara City
- Karin Bricker, Mountain View



Whole Group Discussion

Opening Comments: How are “fake news” and challenges around news literacy affecting you and your colleagues?

- Evolution of reference
- Critical thinking skills need practice and awareness
- Even trusted resources are now questionable
- People getting accustomed to hair trigger responses
- The way information is presented matters
- Lack of historical context
- Difference between news sources and media sources



Easel Sheets from Opening:

What is a News Literacy Resource you value?

- New York Times (I pay for it)
- Quality Journalism
- Politifact, Allsides, Snopes
- NPR
- Pew Research Center



Closing Discussion: Priorities for Programming and Resources

- Outreach: Going out to target audiences
- Staff development training resources – How to include news literacy in staff development
- Passive programming and installations – Allowing patrons to reflect/think about news literacy
- Examples to share and easily reference
- Having short description or tips – How to find quality news sources. What to look for
- Bring in trusted partners to help promote
- Filming/recording sessions to share online
- Pushing materials out in many languages
- Regional coalition to fund creation and translation of resources
- How to protect yourself online/your future (for teens/young adults)
- Create a pop-up program that can be quickly deployed based on current events – when a news story is most relevant



Table Discussions - Notes

Discussion #1: News Literacy needs in the community

Adults 18 - 49

Community Perspective

- Community college, use social media
- Daily newspaper readers want print
- Online news consumers
- Need research about how they experience news
- Fragmented news
- Millennials (accept what they read) vs. older generations (source)
- May have grown up “spoon fed” news, how can common core help
- Erosion of authority/trust



- Tired/too much information; don't seek it out
- Susceptible to fake news, "Cheetos news"
- Silo-ing, not expanding to see other views
- Reputable "other sides"



Skills/Supports

- Common Core
- Teach how to look at multiple sources
- Learn how to access information (database)
- Look for cues of clues about context
- Evaluating content
- Access to information (word of mouth)
- News analysis/context
- Become a curator of information access
- Not become a silo
- Critical thinking skills
- Importance of the source
- Anatomy of a website
- Agenda of the person writing information
- Overall evaluation instead of piecemeal
- Facilitate conversations that allow people to share different perspectives

Immigrants/ESL

Community Perspective

- Not experiencing it (i.e., news literacy issues); isolated
- Some cultural groups come from places that have no free media; they hear propaganda/rumor
- Different groups consume info through different mediums (radio/newspaper/discussion)
- Hungry for information in their own language
- Proliferation of news sources and mediums/overload
- Role of social media – source of info but also “fake info”
- Social media: “boosting” posts
 - Sources with money control info (insidious)
- Hate speech undetected in non-English languages
- Awareness of confirmation bias
- Libraries “compete” with other sources of information (e.g., churches, etc.)



Skills/Supports

- Need groups to share information in native language
- Library staff need to understand cultures served
- Use of ESL conversation clubs to encourage/share news literacy issues (include senior patrons). Can learn from each other in this forum.

- Help patrons understand the nuances of different cultures
- Community conversation programs to facilitate discussion of relevant issues, including media literacy
- Library as a trusted source of citizenship info and other “real life” information relevant to immigrants

Seniors

Community Perspective

- Don't know what's true or fake anymore
- They don't have their Walter Cronkite (trusted gatekeeper)
- Combining with issue of lack of computer skills
 - News vs. blog
- Access to fact checking
- I trust (news source); reluctance to stray
- Seeing sources they may otherwise not consume (eg. Twitter)
- How to verify print? TV?
- Belief they're not getting the fake news that kids and others are

Skills/Supports

- Thinking about distinction between original reporting and regurgitation
- Understanding how news sites work
 - Seeing the business angle that drives content publication
- Digital Literacy
 - How algorithms work
 - Parsing out types of content including social media, blogs, websites and their answers
 - Computer tips (e.g., Google image search)
- Information Literacy
 - Digging into the source
 - Analyzing the organization reporting and sourcing
- Fact checking tools and sites
- The library as assistance!
- Examining implicit bias
 - Including this in a workshop- examining headlines

Audiences Developing Literacy/Digital Literacy

- Digital Literacy:
 - Knowing how to use technology
 - Feeling comfortable using cell phones, computers
 - Building confidence
- Language Literacy:
 - Feeling comfortable in conversation
 - Apps have had profound impact on access to literacy tools

Community Perspective

- Desire to figure out what's going on.
- Approaching things from a problem-solving perspective
- Curiosity leads to additional questions
- Not analyzing or understanding news source
 - Facebook – family member's social media
- Using primary language media
- People want to know why information is presented the way it is
- Curious about motivations of media organizations
- Where are these things coming from?
- How do we help people to apply learning outside of the classroom setting?
- Community needs
 - Sources that break things down without being overly complex
 - People feel cut off from sources
 - Transportation
 - Online access
 - Basic information
 - Information literacy – how to find what you need?
 - Language needs: Primary language resources
 - Separating fear from understanding



Skills/Supports

- Building confidence
- Where to start?
 - Decoding what's on a page
- Being able to give hints
- Pointing people to more reliable sources
- Help understanding difference between news and advertising
- Stop and consider the source
 - What does it say?
 - Reacting not contemplating
 - Who is the source?



Students

Community Perspective

- Traditional news is boring
- BuzzFeed is engaging
- Students see “good news sources” as old
- History Day project – no online resources
- Schools may not teach news literacy
- Kids re visual
- Student overheard: “It’s on YouTube. Check it out. It’s legit.”
- Students “chat” online with librarian rather than going to the library
- Some college students obviously didn’t spend time in a library
- Students receive news – they don’t go looking for it

Skills/Supports

- Slack chat app – Laura says students like it
- Schools ask librarians to come in
- How to harness opportunity to teach with teens studying in library?
- Classes on databases, digital literacy
- Help students go beyond emotional reaction – chart a pathway through the sources
- Gamify news literacy
 - Fake news quiz
- Solid sources vs. fake news vs. poor reporting
- Teaching how news is made

Discussion #2: Priorities for News Literacy Programming and Resources, and what will library staff will need to implement?

All Audiences

- Access to many quality news sources
 - Newspapers from around the world
 - Wide variety of sources and political orientations
- Framing it as part of a broader, national conversation
- Understand that facts alone will not reach certain people
- Recognize/Acknowledge that “Cheeto” news appeals to all of us
- It doesn’t have to be a big program. It can be integrated into daily interactions.
 - Seeing each staff member as a resource
 - Engaging patrons in dialogue
 - Integrating training into work w/ volunteers
- Pre-reading framework
- CRAAP Test versus purely visual check
- Giving patrons elevator speech of what to look for in a resource
- WAIST: Why Am I Sharing This?
 - Reflection tools
 - Meta-cognitive questions
 - What feelings does this story evoke?
 - Why am I feeling this way?
 - What motivation do the writer/organization hint at?
 - What are they trying to get you to think?
- Resources in a range of languages
- Resources that are very easy to share
- Very defined scope for staff
- How to prevent hijacking
- Examples to use for fake, real, etc.
- An engaging format
 - Wait Wait Don’t Tell Me
- Establishing resources to use to develop current examples, trivia, topics
- Connecting with schools, other educators
- List of organizations/people to go to
- Check with local colleges
- Ideas for passive programming, installations
- Basics classes



- One on one instruction
- Specific needs classes
- Tech drop-in classes
- Staff development
 - Basics when working with public (ex: spam)
 - Incorporate into programs we are already doing
- Fake news – address in different programs
- Consistent programming
- Outreach – present to a community group – broader reach
- Become “fake news” expert, similar to school librarian outreach
- Local election information; both sides – bring together
- Identify needs – how can we meet?
- Develop collateral, info on hand
- Back up presentations with social media
- Package to use for staff development day to reach more staff members at libraries
- Share city-wide (at quarterly mid-manager meetings)
- Get to where people are (those hesitant to come)
- Partners:
 - Parent groups
 - Media justice coalition
 - Churches and community groups
 - Touchy topics with League of Women Voters
 - Local newspapers: Component of fake news around election time
 - Work with distinctive neighborhoods



Teens/Young Adults

- Gamifying News Literacy
- Game: X news story vs Y news story
- Identify high risk areas for fake news
- Teens: how to protect yourself (future) online
- Teen Advisory Group take on as mission – problem= short attention span
- Fake tweet game/Instagram post?
- Collaborate with Vice news. Skype in?
- Use Teen Vogue to hook them
- Provide food and show a Vice show
- Teens lead the project
- Who wrote it/ reported it better? (Vice vs. BuzzFeed)
- Template ready to go with today's news – pop up instant program
- Partners/Resources
 - National archive
 - Local school district
 - Local daily/weekly newspaper

Immigrants/ESL

- Programming to bring in “movers and shakers” from that immigrant group – to draw in audience. “Celebrity” – musician, author, poet, etc. Film/record. Offer compensation.
- Multiple programs/series targeting various groups reflecting demographics of community
- Partners:
 - Ethnic media
 - Directory of media sources
- Promotion:
 - Use built in programs, e.g., at churches
 - Translations services by certified translators
- Funding can be an obstacle
- Regional support/coalition for funding programs and translations/promotions
- Library awards for authors
- Film/record programs in studio/podcasts