Hoaxes
Is it FACT, or FAKE?

Twitter

FACT
FAKE

FACT
FAKE

Facebook

FACT
FAKE

FACT
FAKE

Information Literacy\(^1\): The ability to recognize and identify an information need, locate information sources that can answer that need, critically evaluate those sources and acquire the information from those sources, and effectively use that information.

Media Literacy\(^2\): While some define this literacy as a subset of information literacy, others view it as separate literacy in its own right. For our purposes, we define this literacy as a critical use of media sources, including their context and creation.

Digital Natives\(^3\): Generation of students who grew up in an environment of Information and Communications Technologies (ICTs) and are familiar and comfortable with their use. While these students are presumed inherently technically savvy, and also proficient users of ICTs and emerging technologies, these stereotypes are inaccurate based on literature review and our experiences as educators.

What Students Learned

“I learned to not trust everything that you see on a social media website or account because sometimes it is fake.”

“It is hard to determine what is real or what is fact on the internet in social media.”

“I feel concerned about the information I receive and wonder what information I want is being held back.”

“I learned to be more skeptical of information from every source.”

“Today, I learned how to be mindful of who owns what, as this could influence the information that I am given through television and news.”

“I learned to take my news and consider where it is coming from and if they have any reasons to bias my views. I learned to get my news from a variety of sources.”

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1. This definition is a composite of the American Library Association (2000) and Buschman (2009)

2. Combes (2009)

3. This definition is based on a critique of the idea of Digital Natives, see Bennett & Karp (2010: 21), for an information literacy perspective see Conru (2009), and in the look at Digital Natives and Web 2.0 use, including libraries, see Mihalas, Saltarelli, & Glab (2009)