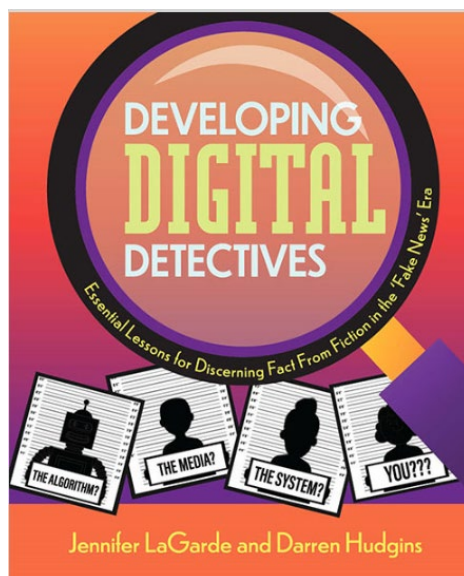


Developing Digital Detectives: Essential Lessons for Discerning Fact from Fiction in the 'Fake News' Era Facilitator Guide

4.5 Contact Hours



This facilitator guide supports a book study group. The timeline can be created based on the needs of your group. Lessons within the class correlate with sections of the book's chapters.

Professional Learning Book Study Tasks

Participants in the Developing Digital Detectives class will complete 9 tasks.

- Find the professional learning eBook, *Developing Digital Detectives*, on the INFOhio website: www.infohio.org.
- Create an Open Space account and join the group, Professional Learning Book Study: Developing Digital Detectives.
- After reading each chapter in the eBook, use the corresponding lessons to reflect on your learning.
- Use the Book Study Notes Template in the Let's Get Started lesson to keep track of what you have learned.
- Use discussion questions from each lesson to dive deeper into the content.
- Share your reflections about the discussion questions in the Open Space group, Professional Learning Book Study: Developing Digital Detectives.
- Complete Pause and Do activities to support classroom integration.
- Reflect on learning by reviewing the Self-Assessments checklist.
- Take a final quiz for a contact-hour certificate.

In this course, participants will work through lessons to support chapters in the eBook. Each lesson may include a Chapter Recap, Suggest INFOhio Resources



activity, Pause and Do activity, and Reflecting on Your Learning discussion questions. Below is an explanation of activities to support the content of each lesson. Facilitators should work with their group to determine the timeline for reading the book.

Getting Started

Welcome to Developing Digital Detectives

- Review the book study tasks and the course overview. Discuss with your group how, when, and where you will meet to discuss the book.
- Be sure book study members can access the eBook.

Using Open Space Groups

- Join the group, Professional Learning Book Study: Developing Digital Detectives, in Open Space. In this virtual space, your group will discuss and reflect on the integration of this resource into the classroom with like-minded educators.
- Take time to explore the Open Space group and review the Discussion questions posted with the group.

Introduction

Let's Get Started

Chapter Recap

- Review the section of the Introduction and ask for any questions or concerns.

Pause and Do

- Watch the video about the Evidence Locker.
- Work as a team or as individual members to add your pin to the map.

The Four Lenses and the Fours Lenses in Action

Chapter Recap

- Review the content from the Introduction.
- Briefly discuss the concept "information literacy." How have participants understood or instructed this before reading the book?
- Research ISTE and the most recent standards.

Reflecting on Your Learning

- Answer the discussion question in the Open Space group. Look for *Question 1: Reflecting on Current Practices*.
- Read other replies to the discussion question. How does your group compare to others from around the state based on these replies?

Exploring the Digital Detectives Evidence Locker

Chapter Recap

- Review the section of the Introduction and ask for any questions or concerns.

Pause and Do

- Help team members find the study guide and download it.
- Review the Study Guide to familiarize yourself with the questions and activities. Decide how you will use it with this facilitator guide.

- Share the Evidence Locker Choice Board with the group. Discuss how you will use this tool to meet the needs of the members.

A Word about Fact vs. Fiction and This We Believe

Chapter Recap

- Review the section of the Introduction and ask for any questions or concerns.

Pause and Do

- Discuss the questions in the green box. Allow each person to contribute their thoughts to key points from the book.

Chapter 1: The First Lens: Triggers

Explore this Lens (Chapter 1)

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Suggested INFOhio Resources

- Take a look at the eBook featured, *Media Literacy: Information and Disinformation*. It can be used to support the lessons and materials shared in Developing Digital Detectives.
- Apply the triggers lens to the different types of misinformation outlined in the eBook. (Shown in the red box). What types of emotional responses might these cause?

Pause and Do

- Review the infographic linked in the lesson. Discuss with team members how the resource can be used with students to help them learn more about the triggers from social media and other content.

Reflecting on Your Learning

- Use the discussion questions to talk as a group about confirmation bias and ambiguity aversion.

The High Price of Freedom

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Suggested INFOhio Resources

- Read the articles from INFOhio databases. Discuss the impact removing firewalls from journalism has on information.

Pause and Do

- Analyze and discuss the AIDA chart in the lesson, applying it to an article or item from your most-visited social media platform. Based on this analysis, would you say that the line between journalism and marketing has blurred? Why?

Teach this Lens: Triggers and Putting First Things First

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Suggested INFOhio Resources

- Review the list of titles to support social and emotional awareness.

- What titles are best for your students? How can you use them to support their understanding of the role emotions play in our understanding of information?

Pause and Do

- Review the infographics for Chapter 1 (Dusting for Prints: Lens 1: Triggers, CASEL Core Competencies and Information Literacy Connections, Knowing When and How to Press Pause). Discuss with the group the current lessons or units these resources can support. Determine where they fit in pacing guides for curriculum. Decide what other educators would benefit from using these in their instruction.
- Based on the subjects and grades you work with, analyze the mini-lessons for the chapter to determine current lessons or units where you can integrate them. Use the standards for your lessons to determine where these might be a good fit. Share a plan with your group to use the mini-lessons.

Reflecting on Your Learning

- Track your social media or news use for at least a day. Jot down any topics or keywords that you respond to, either negatively or positively. Use the CASEL Core Competencies Chart as needed.
- How can you share this activity with your students? If they are middle grade or higher, plan to implement it as an assignment. For younger students, find content that mimics social media content or news to use as examples.

Chapter 2: The Second Lens: Access

Explore this Lens (Chapter 2)

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- If your group works with the same grade, collaborate to create a slideshow or presentation as described in the lesson. Or use one of the work arounds shown in the lesson.
- Use one of the infographics on triggers to help them gauge their reaction to the different media. Discuss why the layout or content of the media might produce this result.

Reflecting on Your Learning

- Answer the discussion question in the Open Space group. Look for *Question 2: School Policies on Cell Phones*.
- Read other replies to the discussion question. How does your group compare to others from around the state based on these replies?

The Community Reading Experience

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Suggested INFOhio Resources

- Review the list of titles to provide additional information on the community reading experience. How can you use them with students?

Pause and Do

- Discuss the quote featured in the activity. How does it apply to your own experience?
- Focus on the questions from the infographic featured in the lesson of the book study.
- Who is your community on social media? Are there several you belong to? What is your role in those communities?
- Choose any of your social media apps or accounts. Think about the answers to the questions above when responding.
- Use your response as an example in the classroom to prompt students to use the questions for their own online community reading experience.

Teach this Lens: *Access and It's Elementary, my Dear Watson*

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Dive into the mini-lesson that supports the grade level you teach. Complete the activities, including the handout. Discuss the results with your group and share how you might use the mini-lesson in your class.

Chapter 3: The Third Lens: Forensics

Explore this Lens (Chapter 3) and Oh, CRAAP

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Reflecting on Your Learning

- Learn more about mnemonic devices for information literacy in the LibGuide from the Community College of Philadelphia. Which ones are you familiar with? Have you used any with students before?
- Answer the discussion question in the Open Space group. Look for *Question 3: Evaluating Evaluation Tools*.

The Shift in Identifying to Investigating

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Suggested INFOhio Resources

- Review the resources from Open Space that support lateral reading and “teleportation.” Are any of the featured lessons and activities applicable to your grade? Can they be modified?

Pause and Do

- Study the Question Types graphic from the Evidence Locker. Then, compare these to one of the mnemonic devices from the LibGuide in the previous lesson. Which one will you use in your own classroom and instruction? Why?

Teach this Lens: Forensics and More Questions, Less CRAAP

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Use the links in the lesson to access the mini-lesson for the grade level you teach. Check out the instructional material and Notes for the Teacher. Plan how you will integrate the lesson into the classroom.
- Once you have used the lesson, read the Teach With INFOhio Blog post. Which of the suggestions from the blog will be helpful for you?
- Which staff members will find the blog helpful? Share the link with them as well. Let them know about *Developing Digital Detectives* if they want to know more about information literacy.

Chapter 4: The Fourth Lens: Motives

Explore this Lens (Chapter 4)

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Each member should generate a list of motives for why people create mis, dis, or malinformation.
- Come back as a team and compare lists. How do these motives benefit the creators?
- Analyze the featured infographic and discuss how you might use it when talking about motives for creating dis, mis, and malinformation with students.

Misinformation, Disinformation, Malinformation and But What About Bots?

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Complete the activity and share the results with the group.
- Share ideas of how to integrate this into the classroom using mini-lessons.

Teach this Lens: Motives, What We Do Next, and We're Only Human

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Reflecting on Your Learning

- Answer the discussion question in the Open Space group. Look for *Question 4: The Usual Suspects*.
- Read other replies to the discussion question. How does your group compare to others from around the state based on these replies?

Chapter 5: The Littlest Detectives: Strategies for K-3 Learners

What about the Littles? and Disposition 1

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Complete the activity in the box with your group twice. The first time, answer the questions from the chart as adults. The next time, try to think about the questions from your students' point of view. Let this activity help you plan for its implementation in your classroom.

Disposition 2: Curiosity

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Listen to the podcast as a group. Brainstorm for ways to incorporate strategies that build curiosity in the classroom.

Disposition 3: Empathy and Digital Detectives in Training

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Suggested INFOhio Resources

- Read the Teach With INFOhio Blog post.
- Explore the eBooks featured in the post as well as others you find in the primary grade resources linked.
- For more information on text sets, explore the INFOhio Learning Pathway class Quality, Grade-Level Text from INFOhio.

Pause and Do

- Share figure 1.2 on page two and discuss how CASEL's core competencies can support primary students in developing empathy. Consider how using eBooks from INFOhio can support that development.

Chapter 6: The Digital Detective Squad

Squad Goals and The Hill We Climb

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Ask the group to come prepared with their own visual or written description of what it means to be a digital detective.
- Do a Gallery Walk for feedback and discussion.
- Discuss how this activity might work in the classroom.

Chapter 7: Putting it All Together: How to Use the Unit Plans and Related Resources

So You Want to Be a Digital Detective, Eh? Basic Structure, Step 1: The Case One-Sheet, and Step 2: The Case File

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- As a group, preview the relevant unit plan for the grade(s) you teach. Analyze each of the components and identify how each works in instruction.

Step 3: The Facts of the Case, Step 4: Synthesis and Beyond, and Let's Get to Work!

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Reflecting on Your Learning

- Answer the discussion question in the Open Space group. Look for *Question 5: Reflecting on Chapters 1-7*.
- Read other replies to the discussion question. How does your group compare to others from around the state based on these replies?

Chapter 8: Digital Detective's Lessons for Elementary Age Learners

Big Ideas and SEL Spotlight (Elementary Age)

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

- Work with your group to review the lessons in the chapter. Explore the Digital Detectives Notebook and Toolbox. Brainstorm for how to use these and identify the resources from the Evidence Locker that will be implemented in the lessons.

Chapter 9: Digital Detective's Lessons for Middle Grade Learners

Big Ideas and SEL Spotlight (Middle Grade)

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

Work with your group to review the lessons in the chapter. Explore the Digital Detectives Notebook and Toolbox. Brainstorm how to use these and identify the resources from the Evidence Locker that will be implemented in the lessons.

Chapter 10: Digital Detective's Lessons for High School Learners

Big Ideas and SEL Spotlight (High School)

Chapter Recap

- Review the section of the chapter and ask for any questions or concerns.

Pause and Do

Work with your group to review the lessons in the chapter. Explore the Digital Detectives Notebook and Toolbox. Brainstorm how to use these and identify the resources from the Evidence Locker that will be implemented in the lessons.

Checking Your Learning

Self-Assessments

Checking Your Learning

- Use the checklist to reflect on what you learned.

Contact Hour Quiz and Certificate

Digital Detectives Quiz

- Take a quiz to earn a contact hour certificate.