



Source: <https://www.visualcapitalist.com/how-to-spot-fake-news/>

How To Spot Fake News

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By Omri Wallach

“Fake news” used to be a relatively uncommon problem, but over the last decade, and especially during the COVID-19 pandemic, increasing consumption of news and articles has caused misinformation to run wild.

Far from a new concept, misinformation and cherry-picked stories have been used throughout history as a form of propaganda or information warfare. However, the rise of social media as a hub for sharing articles has spread “fake news”—false or misleading information presented as legitimate news—all over the internet.

Fueled further by increasing polarization, as well as the use of the term by former U.S. President Donald Trump to also refer to negative coverage (whether legitimate or misinformed), it seems more difficult than ever to separate trustworthy from misleading sources.

With this in mind, we combined guidance from non-profit journalism project First Draft News and the International Federation of Library Associations and Institutions (IFLA) to create this guide for understanding “fake news” and how to spot it.

The Different Types of “Fake News”

In order to spot fake news, you have to know the many forms misinformation can take.

Not all fake news is created equal, or even with the intent to deceive. Some start as opinions or jokes that become misunderstood, twisted over time, and eventually turn into misinformation. Others begin with the sole purpose of deception.

Online Misinformation: From Least Intentional to Most

• Satire/Parody

Articles or videos created to mock or laugh at an issue. If created without being an obvious parody, these types of articles can still fool readers and be shared as “real.”

• False Connection

Stories with headlines, visuals, and captions that

don’t support the content. Sometimes the cause is an honest mistake or poor journalism, but other times the false connections are deliberate to draw more attention.

• Misleading Content

Misleading use of information to frame an issue or individual, especially one not involved in the story. This can be caused by poor journalism or political influence, but is also caused by opinions being shared as news and the increasingly blurring line between the two.

• False Context

Genuine content that is shared with false contextual information, such as an incorrect date or a misattributed quote. This type of misinformation can still appear on news sites with poor fact-checking or opinion-based reporting but is clearly driven by an agenda with an attempt to influence.

• Imposter Content

When genuine sources are impersonated in order to deceive the audience. Though this type of misinformation is used in parody, it is also used for profit and propaganda purposes, such as by sites disguised to look like news organizations or using fake credentials.

• Manipulated Content

The deliberate manipulation of information, such as digitally altering an image or making up quotes. This type of misinformation is easily proven fake with some research but can spread too far before it is fact-checked.

• Fabricated Content

Newly created false content designed to deceive and do harm. These include deepfake videos and sites posing as legitimate news organisations.

WEB & INFOGRAPHIC RESOURCE: VISUAL CAPITALIST

Despite many types of misinformation appearing to be obvious at a glance, it's harder to discern when browsing online. In a 2019 global survey on social media by Ipsos, **44% of people** admitted to being duped by fake news at least once, while others may have been duped unwittingly.

How To Tell If An Article is "Fake News"

With many types of misinformation to contend with, and trust in media organisations falling in the U.S. and around the world, it might seem like you're surrounded by "fake news," but there are a few things you can check to be sure.

• The Source

Investigate the site to make sure it's legitimate and check its mission and its contact info to understand if it's news, satire, or opinion.

• The URL

Be wary of unusual top-level domain names, like ".com.co" that are designed to appear legitimate, such as ABCnews.com.co.

• The Text

Does the article have spelling errors or dramatic punctuation? This can be an easy find for simple fabricated content, as most reputable sources have high proofreading and grammatical standards.

• The Information

Read past click-bait headlines, note who is (or isn't) quoted, and verify the information on other sites. This is also a good way to separate opinion pieces from news.

• The Author

Check the author's bio and do a quick search on them. Are they credible to write about their story? Are they real?

• Supporting Sources

Click on the supporting links and perform reverse searches on images. Do they actually support the story, or are they irrelevant (or worse, manipulated)?

• The Date

Sometimes older news stories are shared again and gain traction because of current events, but that doesn't mean they're relevant or accurate.

• Your Bias

Especially with the rise of opinionated journalism and websites profiting from polarization, consider the intended audience for this story and if your own beliefs could affect your judgement.

• The Experts

If a story feels flimsy, or doesn't seem to be properly cited, consider asking an expert in the field or consulting a fact-checking site.



More than anything, consider that outrageous misinformation has an easier time spreading on the internet than boring real news. An MIT study found that false stories on Twitter were **70% more likely** to get retweeted than accurate news.

But armed with knowledge about what "fake news" looks like, and with increased pressure on news organizations, the tide can be turned back in the favour of accurate news.


SUGGESTED ACTIVITIES

Relevant to all topics and students undertaking Geographical Inquiry.

1. Students work in groups to develop a 'Fake News in Geography Checklist' they can apply to sources they use when undertaking Geographical inquiry.
2. Groups contribute to a class discussion to develop a list that students at all levels can use. The final checklist should have the following features:
 - Be a 1-page table
 - Be easy to read
 - Not too text heavy
 - Limited to eight features they should check in a source
 - Have a tick box column
3. Students use the checklist to create an annotated example of a Geography Source to demonstrate either an Example of Fake News OR Example of Real News.
4. Print copies and place on classroom walls.

PROFESSIONAL LEARNING ONLINE

GTANSW & ACT is continuing to offer its acclaimed online learning opportunities through the Open Learning platform.



The Geography Teachers' Association of NSW & ACT

POPULAR

GEOGRAPHY 101: CONCEPTS, PART 1

A flexible, any where, any time online learning opportunity through Open Learning

Geographical concepts are a foundation for teaching Geography in NSW. This professional development course, created by Dr. Paul Batten on behalf of the GTA NSW & ACT, examines the seven key concepts from the Australian Curriculum Geography and NESA Geography Syllabus K-10.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- providing opportunities for ATSI respect and understanding (NESA Standard 2.4.2) and
- contributing to collegial discussions... to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery. Participants can start, progress and finish at times convenient to them. The focus of the course are text and image posts. Participants collaborate in a 'pay it forward' style with other teachers, engaging with previous contributions and creating their own posts, adding to the galleries of exemplars and case studies for future participants to review.


Cost: \$90 – Register at <https://www.openlearning.com/ptc-nsw/courses/geography-101/>
For further information about this course contact – gta.elearning@gmail.com

PARTICIPANT FEEDBACK:

*"This is an accessible and easy way to learn and to improve classroom practices."
"Geo 101 is relevant and practical and will definitely add value to student learning."
"The course covers key geographical concepts, incorporates interesting activities that you could easily use in your own classroom, and has the added bonus of learning from your colleagues."*

PROFICIENT COURSES:
Completing Geography 101: Concepts, Part 1 before 31 July 2021 under NESA's interim arrangements will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum addressing standard descriptors 2.1.2, 2.4.2, 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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The Geography Teachers' Association of NSW & ACT

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GEOGRAPHY 102: CONCEPTS, PART 2

A flexible, any where, any time online learning opportunity through Open Learning

Geographical concepts are a foundation for teaching Geography in NSW. This professional development course, created by Dr. Paul Batten on behalf of the GTA NSW & ACT, examines four of the seven key concepts from the Australian Curriculum Geography and NESA Geography Syllabus K-10.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- participating in learning to update knowledge and practice targeted to professional needs and system priorities (NESA Standard 6.2.2) and,
- contributing to collegial discussions... to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery. Participants can start, progress and finish at times convenient to them. The focus of the course are text and image posts. Participants collaborate in a 'pay it forward' style with other teachers, engaging with previous contributions and creating their own posts, adding to the galleries of exemplars and case studies for future participants to review.


Cost: \$90 – Register at <https://www.openlearning.com/ptc-nsw/courses/geography102/>
For further information about this course contact – gta.elearning@gmail.com

PARTICIPANT FEEDBACK:

*"This is an accessible and easy way to learn and to improve classroom practices."
"Another great course. Such a valuable learning opportunity."
"The course covers key geographical concepts, incorporates interesting activities that you could easily use in your own classroom, and has the added bonus of learning from your colleagues."*

PROFICIENT COURSES:
Completing Geography 102 Geography Concepts Part 2 before 31 July 2021 under NESA's interim arrangements will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum addressing standard descriptors 2.1.2, 6.2.2, 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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The Geography Teachers' Association of NSW & ACT

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GEOGRAPHY 110: INTRO TO MAPS

A flexible, any where, any time online learning opportunity through Open Learning

Geographical tools and skills are an important part of teaching Geography. This professional development course, created by Dr. Paul Batten on behalf of the GTA NSW & ACT, introduces the maps and map skills that teachers should share with students within the NESA Geography Syllabus K-10.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- applying knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement (NESA Standard 2.5.2) and,
- contributing to collegial discussions... to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery. Participants can start, progress and finish at times convenient to them. Participants collaborate in a 'pay it forward' style with other teachers, engaging with previous contributions and creating their own posts, adding to the galleries of exemplars for future participants to review.


Cost: \$90 – Register at www.openlearning.com/ptc-nsw/courses/geography110/
For further information about this course contact – gta.elearning@gmail.com

PARTICIPANT FEEDBACK:

*"This is an accessible and easy way to learn and improve classroom practice."
"I really enjoyed doing this course. Strong explanations of each skill were given with relevant activities provided to consolidate understanding, plus some really good resources."
"A valuable professional learning activity for those wanting to validate their mapping skills, e.g. primary teachers or those new to teaching Geography."*

PROFICIENT COURSES:
Completing Geography 110: An Intro To Maps before 31 July 2021 under NESA's interim arrangements will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum addressing standard descriptors 2.1.2, 2.5.2, 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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The Geography Teachers' Association of NSW & ACT

NEW

GEOGRAPHY 111: INTRO TO TOPOGRAPHIC MAP SKILLS

A flexible, any where, any time online learning opportunity through Open Learning

Topographic mapping is an important aspect of teaching Geography in NSW. This professional development course, created by Dr Paul Batten and Katerina Stojanovski on behalf of GTA NSW & ACT, examines the use of these tools for teaching in the NESA Geography Syllabus K-10.

The course explores skills, for example those related to elevation, aspect and gradient, using spatial technologies as appropriate.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- creating questions to assess student learning (NESA Standard 5.1.2) and,
- contributing to collegial discussions to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery, where participants can start, progress and finish at times convenient to them. The collaboration is in a 'pay it forward' style, where participants engage with previous contributions and contribute themselves – learning in the process, but also adding to the galleries of exemplars and case studies for future participants to review.

COST: \$90 for each GTA online course, with discounts available on multiple registrations.
COURSE REGISTRATION: Available at – www.openlearning.com/ptc-nsw/courses/geography111
For further information about the GTA online courses contact gta.elearning@gmail.com

PROFICIENT COURSES:
Completing Geo 111: Intro to Topographic Mapping before 31 July 2021 under NESA's interim arrangements will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum addressing standard descriptors 2.1.2, 5.1.2, 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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PROFESSIONAL LEARNING ONLINE

These flexible, anywhere, anytime courses are NESA accredited for 3–5 hours.

The last year has seen an exciting expansion of course offerings to support new and experienced Geography teachers:

- Geography 101: Concepts, Part 1 (5hr)
- Geography 102: Concepts, Part 2 (5 hr)
- Geography 110: Intro to Maps (3hr)
- Geography 111: Intro to Topographic Map Skills (3hr)
- Geography 141: Teaching Place and Liveability – for teachers new to the unit (3hr)
- Geography 241: Teaching Place and Liveability – for experienced teachers (3hr)
- Geography 142: Teaching Landscapes and Landforms (3hr)

These courses, written and facilitated by Dr Paul Batten and Katerina Stojanovski, have been rated very positively by participants. Here is a sample of their comments:

"An awesome module. One of the best I have completed. Clear instructions provided and very practical."

"Such a great course. Thank you so much. It's really nice to engage with other Geo teachers too."

"This online course was really handy! It meant that I could do some bits and then come back and complete the rest. It was also engaging."

"Excellent PD. Specific to our subject and able to be applied into our teaching immediately. Thanks GTA."

For more information about our online learning courses, please contact the GTANSW & ACT Online Learning Coordinator at gta.elearning@gmail.com

Dr Paul Batten, Vice President, GTANSW & ACT & Katerina Stojanovski, Minutes Secretary and Councillor GTANSW & ACT



GEOGRAPHY 141: TEACHING PLACE AND LIVEABILITY

A flexible, any where, any time online learning opportunity through Open Learning

Understanding the focus of the Place and Liveability unit is key for effectively teaching Stage 4 Geography in NSW.

This professional development course, created by Katerina Stojanovski and Dr Paul Batten on behalf of GTA NSW & ACT, examines strong approaches to teaching about Place and Liveability. The course explores influences and perceptions, access to services and facilities, environmental quality, community and enhancing liveability.

The purpose of the course is to build teachers' understanding of these key ideas. By completing the learning activities participants will demonstrate their capacity to create engaging Geography lessons.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- selecting and/or creating and using a range of resources, including ICT, to engage students in their learning. (NESA Standard 3.4.2) and,
- contributing to collegial discussions to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery, where participants can start, progress and finish at times convenient to them. The collaboration is in a 'pay it forward' style, where participants engage with previous contributions and contribute themselves – learning in the process, but also adding to the galleries of exemplars and case studies for future participants to review.

COST: \$90 for each GTA online course, with discounts available on multiple registrations.

COURSE REGISTRATION: Available at –

www.openlearning.com/ptc-nsw/courses/geo141

For further information about the GTA online courses contact gta.elearning@gmail.com

PROFICIENT COURSES:

Completing Geo 141 Teaching Place and Liveability before 31 July 2021 under NESA's interim arrangements will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum addressing standard descriptors 2.1.2, 3.4.2, 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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GEOGRAPHY 142: TEACHING LANDSCAPES AND LANDFORMS

A flexible, any where, any time online learning opportunity through Open Learning

Understanding the focus of the Landscapes and Landforms unit is key for effectively teaching Stage 4 Geography in NSW.

This professional development course, created by Dr Paul Batten and Katerina Stojanovski on behalf of GTA NSW & ACT, examines strong approaches to teaching about Landscapes and Landforms. The course explores landscapes and landforms, value of landscapes and landforms, changing landscapes, landscape management and protection and geomorphic hazard.

The purpose of the course is to build teachers' understanding of these key ideas. By completing the learning activities participants will demonstrate their capacity to create engaging Geography lessons.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- using effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful (NESA Standard 2.6.2) and,
- contributing to collegial discussions to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery, where participants can start, progress and finish at times convenient to them. The collaboration is in a 'pay it forward' style, where participants engage with previous contributions and contribute themselves – learning in the process, but also adding to the galleries of exemplars and case studies for future participants to review.

COST: \$90 for each GTA online course, with discounts available on multiple registrations.

COURSE REGISTRATION: Available at –

www.openlearning.com/ptc-nsw/courses/geo142

For further information about the GTA online courses contact gta.elearning@gmail.com

PROFICIENT COURSES:

Completing Geo 142: Teaching Landscapes and Landforms before 31 July 2021 under NESA's interim arrangements will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum addressing standard descriptors 2.1.2, 2.6.2, 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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GEOGRAPHY 241: TEACHING PLACE AND LIVEABILITY

Reflecting on the focus of the Place and Liveability unit helps to boost our teaching of Stage 4 Geography in NSW

This professional development course, created by Dr Paul Batten and Katerina Stojanovski on behalf of GTA NSW & ACT, examines strong approaches to teaching about Place and Liveability. The course explores influences and perceptions, access to services and facilities, environmental quality, community and enhancing liveability.

The purpose of the course is to further develop and extend teachers' understanding of these key ideas. By completing the learning activities participants will demonstrate their capacity to create engaging Geography lessons. Participants will be required to explain how they would implement engaging Geography lesson ideas and strategies in relation to the Place and Liveability and share their ideas with fellow participants.

Skills developed in this course include:

- applying knowledge of the content and teaching strategies of Geography to develop engaging teaching activities (NESA Standard 2.1.2),
- selecting and/or creating and using a range of resources, including ICT, to engage students in their learning. (NESA Standard 3.4.2) and,
- contributing to collegial discussions to improve professional knowledge and practice (NESA Standard 6.3.2).

The course is designed for flexible delivery, where participants can start, progress and finish at times convenient to them. The collaboration is in a 'pay it forward' style, where participants engage with previous contributions and contribute themselves – learning in the process, but also adding to the galleries of exemplars and case studies for future participants to review.

Previous GTA NSW & ACT courses have been positively rated by participants:

"Very informative and well-structured. Everything was explained so clearly. Thank you so much!"
"That was really helpful and a great deal of really useful resources and links to sites"
"This is an accessible and easy way to learn and to improve classroom practice"

"An awesome course. One of the best I have completed. Clear instructions provided and very practical."
"I really enjoyed doing this course. Strong explanations of each skill were given with relevant activities provided to consolidate understanding, plus some really good resources"

COST: \$90 for each GTA online course, with discounts available on multiple registrations.

COURSE REGISTRATION: Available at openlearning.com/ptc-nsw/courses/geo241/

For further information about the GTA online courses contact gta.elearning@gmail.com

PROFICIENT COURSES:

Completing Geo 241 Teaching Place and Liveability before 31 July 2021 under NESA's interim arrangements will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Delivery and Assessment of NSW Curriculum addressing standard descriptors 2.1.2, 3.4.2, 6.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

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