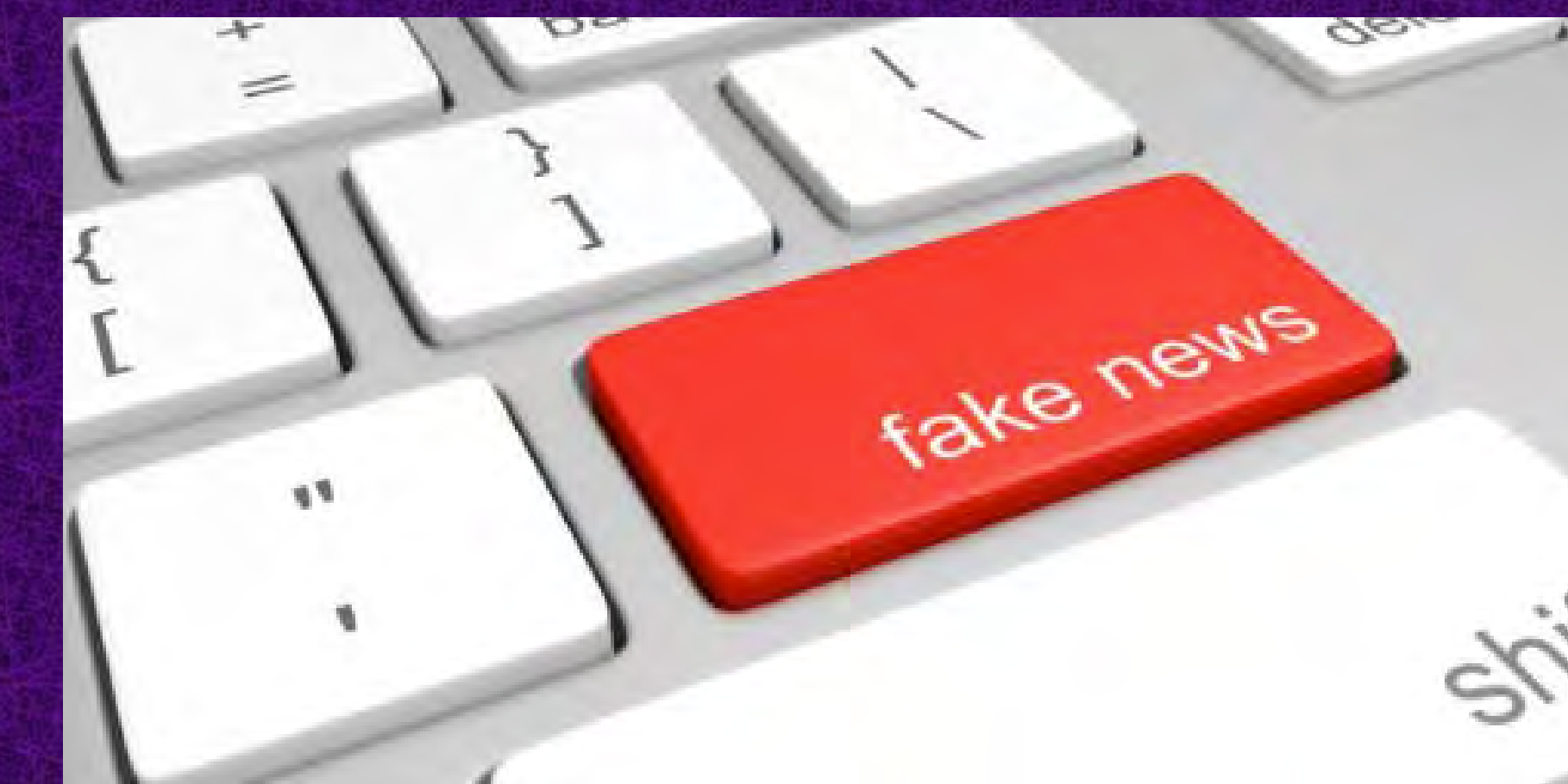


# Can We Teach Fake News in the Classroom With Just One Lesson?

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## Purpose of Study

- The purpose of this study is to investigate if teaching one lesson about spotting “fake news” is enough to help improve elementary education majors’ ability to spot fake news.

## Research Questions

- Can one lesson teach future Elementary school teachers how to spot “fake news”?
- Does one lesson about “fake news” have lasting impact on future Elementary school teachers?

## Hypothesis

- Participants who received one lesson on “fake news” would be better at spotting “fake news than those who did not receive a lesson.

## Methodology

- Duration: Spring of 2017
- Participants: Approximately 75 undergraduate Elementary Education majors enrolled in three face-to-face sections of ELE 302
- Demographics: Predominately Caucasian females who are between the ages of 19-25
- Created a brief, self-created quiz of current headlines (some real, some fake).
- One “treatment group,” two controlled groups

## Findings

- No course average or single student received above a “failing” grade on the quiz.
- All participants had access to I-pads to determine if their headlines were true or not, but not one participate took advantage of this.
- A one-time lesson is not sufficient enough to ensure pre-service teachers (PSTs) will be able to spot “fake news.”

## Discussion

- To enhance the PSTs collegiate experience, awareness of media literacy is a necessity.
- Teaching how to spot “fake news” should not be confined to one lesson.
- Rather, media literacy should be integrated as a continuous component of the teacher education program.

## References

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