Know News: Understanding and Engaging with Mis- and Disinformation
Abstract of an IMLS Grant Proposal

The purpose of this grant is to bring together librarians, LIS educators, and professionals and researchers from allied fields such as journalism, education, and technology for a 1 ½ day symposium to discuss and develop ideas for responding to the crisis of mis- and disinformation. The aim of the symposium is to address two distinct but related challenges. First, we will explore how librarians and allied professionals enhance access to information and facilitate the development of information and media literacy skills. This focus, however, requires that librarians are prepared to take on this role, both through their understanding of information and media literacy, and in their readiness to identify and act as educators. Thus, a second aim will be to consider how LIS programs and professional associations can support the role of librarians as information literacy educators through pre-professional and continuing education.

The symposium will include panel sessions, facilitated brainstorming, debate, and workshops. The symposium has three main areas of focus, each of which would result in its own set of outcomes:

1. **Goal:** Identifying programs, projects, and ideas for facilitating and enhancing the development of information and media literacy competencies.
    a. **Guiding Questions:** How can journalists, librarians, educators, and technology sector professionals work together (at local and/or national levels) with consumers to enhance access to, and understanding of, information sources? What projects are professionals currently engaged in that could be shared, adapted, and built upon? What tools, technologies, curricula, and/or best practices could be developed to support the development of information and media literacy in information consumers? How do practitioners in these various fields identify and assess information for authority, credibility, truthfulness, etc., and how can these markers from the field be translated to consumers? How can the link between information and media literacy identified by UNESCO be more fully actualized in professional practice?
    b. **Outcomes:** project ideas; professional networks; identification of "best practices" for the professions with regard to issues like identifying and signaling authority, reliability, and credibility, etc.; proposed curricular and extracurricular education opportunities for K12 education and education in public libraries.
2. **Goal:** Program and professional curriculum development for LIS
    a. **Guiding Questions:** What can LIS educators learn from these interactions about how best to prepare the next generation of professionals? How can LIS practitioners be better prepared to meet facilitate the development of information literacy competencies of the public? What needs do practicing journalists have that LIS practitioners could better support, and what kind of LIS training might this entail? How can professional associations support training and development for professionals?
    b. **Outcomes:** curricular goals/ideas/frameworks for LIS education, both within degree programs and as continuing education in the field.
3. **Goal:** Identifying knowledge and information gaps that need to be addressed in order to implement goals 1 & 2.
    a. **Guiding Questions:** What more do we need to know and learn in order to enact these ideas or projects developed during the symposium?
    b. **Outcomes:** research agenda

The intended audience for the symposium is professionals from the fields of library and information science and allied fields including journalism and mass media, education, and technology. The tools and curricula developed from this symposium will benefit students at the K-12 level as well as students in each of these disciplines, and the general public. Outcomes for symposium participants will include a deeper understanding of professional roles and responsibilities in relation to mis- and disinformation, including an opportunity to rethink approaches to information literacy and the relationship between information and media literacy-- a link identified by UNESCO, but not fully actualized in library practice. The symposium will also create networking opportunities for professionals across fields, with an aim to fostering increased collaboration.

Know News: Understanding and Engaging with Mis- and Disinformation

Statement of Need

The purpose of this grant is to bring together librarians, LIS educators, and professionals and researchers from the allied fields of journalism, education, and technology for a 1 ½ day symposium to discuss and develop ideas for responding to the crisis of mis- and disinformation. The aim of the symposium is to address two distinct but related challenges. First, we will explore how librarians and allied professionals enhance access to accurate information and facilitate the development of information and media literacy skills. This focus, requires that librarians are prepared to take on this role, both through their understanding of information and media literacy, and in their readiness to identify and act as educators. Thus, a second aim will be to consider how LIS programs and professional associations can support the role of librarians as information literacy educators through pre-professional and continuing education, always with a focus on how this curricular support will ultimately benefit the public through enhanced access and education for information literacy.

Background

Access to information is and has always been a critical component of everyday life, and is essential to the functioning of a participative democracy. Citizens need reliable and trustworthy information to support decision-making in everything from voting in elections to making safe and healthy lifestyle choices. In Article 19 of its *Universal Declaration of Human Rights*, the United Nations (1948) affirms that all people should have the freedom to "seek, receive and impart information and ideas through any media and regardless of frontiers" (Bishop, 2012). Indeed legal cases have established that access to information is a human right that underpins the exercise of all other rights (Weeramantry, 1995).

However, this right is threatened by the proliferation and dissemination of mis- and disinformation. Although sometimes used interchangeably, or referred to collectively as "fake news," misinformation and disinformation are two related but separate issues. Disinformation describes intentionally false or misleading information while misinformation is generally used to describe information that is unintentionally inaccurate (Fallis, 2009). The challenges posed by mis- and disinformation are not new, but they have received increased attention due in part to the rise of partisan news outlets, and the speed and ease with which news is created and shared on social media (Marwick & Lewis, 2017). The World Economic Forum identified mis- and disinformation, and the ease with which it is shared, as one of the top three global threats, noting "our hyperconnected world could also enable the rapid viral spread of information that is either intentionally or unintentionally misleading or provocative, with serious consequences" (Howell, 2013).

Mis- and disinformation can influence people's opinions and beliefs and impact their decision-making. This impact can be long-lasting and detrimental. Research into how people understand and use facts has identified the continued influence effect (Ecker, Lewandowsky, Swire, & Chang, 2011), in which people continue to believe the original information they received even when confronted with new facts or retractions. Scholars have also identified confirmation bias, in which people seek out and believe information which reinforces their existing worldview (Heshmat, 2015). Additionally recent research suggests that repeated exposure to inaccurate information increases the perceived accuracy of that information regardless of whether that information was labeled as inaccurate or goes against the reader's political ideology (Pennycook, Cannon, & Rand, 2017). In one recent study, more than half of the subjects recalled seeing and reported believing false news headlines (Allcott & Gentzkow, 2017). Given that most adults report getting much of their news on social media (Gottfried and Shearer, 2016), where inaccurate information proliferates and is easily shared, the researchers warn that "political echo chambers not only isolate one from opposing views, but also help to create incubation chambers for blatantly false (but highly salient and politicized) fake news stories" (Pennycook, Cannon, & Rand, 2017, p.1). The problems of mis- and disinformation are further complicated by the fact that people have trouble evaluating information and distinguishing between reliable and unreliable information. After studying thousands of students from middle school through college, the Stanford History Education Group (2016) claimed that "in every case, at every level, we were taken aback by students' lack of preparation,"

and concluded that "young people's ability to reason about information on the Internet can be summed up in one word: bleak" (p. 4). Among their findings, the group noted that more than 80% of middle schoolers mistook native advertising for real news, fewer than 20% of high school students demonstrated "mastery" level when asked to evaluate a post with accompanying photo claiming to show evidence of nuclear birth defects from the Fukushima Daiichi nuclear disaster, and college students had trouble assessing the veracity of information shared on Twitter. These findings align with previous research showing that people tend to rely on superficial criteria when evaluating web sites, including the site design, usability, and the page's position in the list of search results. People rarely check the "about us" pages or the credentials of the author, or check to see if the site includes contact information (Harrgitai, Fullerton, Menchen-Trevino, and Thomas, 2010; Lewandowski, 2008).

A Pew Research study shows that 64% of Americans believe that fake news is causing confusion about basic facts (Barthel, Mitchell, & Holcomb, 2016). Further, the study notes that while Americans are fairly confident in their ability to detect misinformation, nearly one quarter admit that they have shared fake news stories, knowingly or not. Astrophysicist Neil DeGrasse Tyson is concerned particularly with the public's lack of trust in scientific research, pointing to movements against vaccinating children, and questions about human causes of climate change. In an interview, Tyson stated that "people have lost the ability to judge what is true and what is not," and warns that this trend is "a recipe for the complete dismantling of our informed democracy" (Staedter, 2017). To that end, some authors have argued that simply ensuring access to information is not sufficient, and that people need access to information literacy education to learn the skills and competencies needed to evaluate information effectively (Saunders, 2013; Sturges & Gastinger, 2010). As Sturges and Gastinger (2010) argue, "without good levels of Information Literacy, the kind of overwhelming levels of access to information that are available today can simply confuse and deceive" (p. 199). Indeed, issues of disinformation have social justice implications as people's access to information and the technology through which it is disseminated is impacted by socio-economic status, race, age, education, and disability status (Anderson & Perrin, 2016).

Identifying and Defining Solutions

The challenges posed by mis- and disinformation are complex and the research does not point to an easy solution. However, information literacy and related competencies such as critical thinking, and media or news literacy are repeatedly identified as useful for combating the effects of mis- and disinformation. The American Library Association defines an information literate person as one who is "able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ALA, 1989, para. 3). With its emphasis on evaluation of information and its sources, information literacy has been tied to critical thinking, with the phrase "critical information literacy" emerging to highlight these ties (see, e.g., Elmborg, 2006; Swanson, 2004; Tewell, 2015).

Similarly, media and news literacy are often connected to information literacy, which is sometimes seen as an umbrella term for these other literacies. Media literacy can be defined as "a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy" (Center for Media Literacy, n.d.). The Center for News Literacy (2016) identifies five skills associated with news literacy, including: recognizing the difference between journalism and other sources of information; differentiating between news and opinion; understanding the difference between assertion and evidence; evaluating news across different formats, and; understanding news bias and audience bias. UNESCO identifies a link between information and media literacy (MIL), proposing to "bring together disciplines that were once separate and distinct," into a "holistic approach to literacy that is necessary for life and work today" (UNESCO, n.d.).

A number of studies suggest that explicit instruction can decrease a person's susceptibility to media bias (Babad & Peer, 2010; Babad, Peer, & Hobbs, 2012). One study showed that young adults age 15 to 27 were

more likely to assess a news story as accurate if it aligned with their political beliefs, but that those youths who reported higher levels of media literacy education were more likely to assess information accurately and were better able to discern the difference between misinformation and evidence-based information (Kahne & Bowyer, 2017). As a result, the authors concluded that "media literacy education is an essential support for judgment in a highly partisan digital age" (Kahne & Bowyer, 2017, p.27). Miller and Bartlett (2012) found that teachers rated their middle and high school students' abilities to assess information on the web as poor, and nearly 90% supported increased attention to these skills in the curriculum. While they do not use the terms information or media literacy Lewandowsky, Ecker, Seifert, Swartz, and Cook (2012) contend that skepticism can help decrease people's vulnerability to mis- and disinformation, as research suggests that when people are skeptical of information and its sources they tend to assess that information more accurately (Lewandowsky, Werner, Oberauer, & Morales, 2005). Information and media literacy instruction which trains people to question and critically analyze information and its sources encourages this sort of critical thinking and skepticism.

Role of Libraries and Allied Professions
Librarians have a unique role to play in combating the impact of mis- and disinformation. Librarians have long been champions of information literacy, and the American Library Association (ALA) and Association of College and Research Libraries (ACRL) have taken the lead in defining and promoting the importance of information literacy. ACRL's *Standards for Information Literacy in Higher Education* were among the most widely adopted guidelines, endorsed by accreditation, research, and higher education organizations (Saunders, 2011). The new ACRL *Framework for Information Literacy in Higher Education* particularly emphasizes critical evaluation of information and sources through the frame Authority is Constructed and Contextual (ACRL, 2016). Numerous writers and researchers point to libraries as a first line of defense in countering mis- and disinformation, with attention to both public (Banks, 2017; Rosa, 2017) and academic libraries (Najmabadi 2017). ALA highlighted the work that public libraries are doing to teach patrons to identify fake news (Rosa, 2017), while focusing on the role of academic librarians in helping college students develop information literacy skills. Johnson (2017) contends that as trust in news media erodes, libraries continue to be respected and trusted, and urges librarians to build on that trust to bring quality information and education in information literacy to the public. Alvarez (2016) asserts that "because of their unique positions as partners, educators, and community champions, librarians have an opportunity to teach information and media literacy, as well as reframe ideas about navigating the Internet" (2016, p. 26).

This project's focus on supporting information and media literacy evaluation and use of news information across various sources and platforms aligns well with the IMLS grant category of community anchors, specifically the libraries' ability to "provide civic and cultural engagement [and] facilitate lifelong learning" (IMLS, n.d.). As community centers staffed by professionals, libraries can act as community anchors to facilitate both access to information and the development of information literacy skills. The project also aligns well with the IMLS strategic plan goals to place "the learner at the center and supports engaging experiences in libraries and museums that prepare people to be full participants in their local communities and our global society," and promoting libraries as "strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality" (IMLS, 2012).

Librarians need not act alone in facing the challenges of mis- and disinformation. Librarians should engage with professionals from other fields impacted by these issues including: Journalists struggling with a gatekeeping role that requires them to provide access to divergent points of view while not propagating false information; social media professionals grappling with the ways their platforms and algorithms are implicated in the spread of mis- and disinformation; and educators trying to equip their students with the information and media literacy competencies needed to navigate today's media environment (Head, 2017). A number of sources assert the need for librarians to partner with other professionals such as journalists, educators, and people in the tech sector (Banks, 2017; Fister, 2017; Lief, 2016), with Banks (2017) identifying journalists and librarians as

"natural allies" in combating disinformation (2017, para. 5). Both the IMLS grant outline and its strategic plan emphasize the importance of community partnerships, with one objective of the IMLS Strategic Plan being to "facilitate partnerships among museums, libraries, and other education providers to expand learning opportunities for the public" (2012, p. 7). Nevertheless, while all of these professions are grappling with the topic of mis- and disinformation, they are not always explicitly working together. Indeed, even in conversations among the investigators, we have discovered that we do not always use the same language in discussing the challenges, issues, and solutions, and as such professionals might inadvertently miscommunicate with each other and thus miss opportunities to collaborate. One objective of this grant is to bring these diverse professionals and educators together in order to facilitate conversations that can lead to collaborations.

LIS Education
Designating a role for librarians' in combating the spread of mis- and disinformation might seem obvious, but it presupposes that librarians have the knowledge and preparation in information and media literacy theories, pedagogy, and instructional planning in order to take on this role. Certainly, librarians have long been involved in user instruction in both formal and informal ways. In its *Standards for Accreditation*, ALA indicates that LIS programs should "incorporate the value of teaching and service to the field" (2015, p. 4). Research shows that the number of library jobs incorporating responsibilities for instruction is on the rise (Hall, 2013; Sproles & Detmering, 2012; Wang, Tang, & Knight, 2010) and that in turn librarians are increasingly identifying themselves as educators (Julien & Genuis, 2011; Walter, 2008). At the same time, however, repeated studies have indicated that MSLIS programs leave librarians underprepared for taking on a teaching role (Hensley, 2015; Saunders 2015). As a result, many librarians report relying on professional development and on-the-job training to learn about instruction (Click & Walker, 2010; Westbrock & Fabian, 2010) Thus, attention to LIS curricula is an important outcome of this project. Better attention to pedagogy and information literacy in MSLIS programs and increased continuing education for practitioners can help to ensure that the public that relies on librarians to assist them with access to and evaluation of information will be receiving the best possible support from those professionals.

Relationship to Existing Projects
        Librarians and allied professionals can act as community anchors. However, while librarians, journalists, educators, and others are all involved in relevant work, too often they are siloed, unaware of each other's work and therefore unable to share information or partner on projects. As a result, projects are largely local, disconnected from potential partners, and of limited impact. For example, many libraries are developing LibGuides and pathfinders or running workshops to assist their patrons in identifying and evaluating mis- and disinformation, but these resources and services generally reach only local audiences. Some larger projects exist, but these tend to be limited in terms of professionals scope. Such initiatives include the Trust Project (http://thetrustproject.org/), which explores the role of journalists in the digital world; ACRL Immersion programs (http://www.ala.org/acrl/immersion), which offers intensive training for librarians in instruction and learning assessment; and the Center for News Literacy (http://www.thenewsliteracyproject.org/), which works to bring news literacy to middle and high schools. Each of these explores important areas related to information and media literacy, and shares resources with the public, but they mostly focus on and draw input from only one sector, such as journalism or education. First Draft (https://firstdraftnews.com/) is an example of an initiative that is more collaborative and appears to have a wider reach than some of the others listed above. Devoted to increasing news literacy, First Draft (n.d.) identifies "journalists, human rights and technology organizations that have an international remit and work at the intersection of information distribution and social media" as its core partners. The project site lists journalism and communications programs as academic partners and NGOs as affiliate partners. Libraries are largely missing from the discussion at First Draft. Thus, this project would supplement the work being done at First Draft by centering libraries and their work in addressing the challenges of mis- and disinformation. This project will fill a gap by allowing stakeholders across these fields and

disciplines to come together to discuss common challenges and identify shared solutions. Sharing information and ideas across fields and disciplines can lead to richer outcomes, make more efficient use of funding, and lead to greater impact as each field has a core audience that it tends to reach.

Project Design
This grant will be used for a 1½ day symposium of up to 70 stakeholders to consider the role of librarians and allied professionals as community anchors. Roberta Shaffer of the Library of Congress has agreed to act as facilitator. The symposium has three main areas of focus, each of which would result in its own set of outcomes:

1. **Goal:** Identifying programs, projects, and ideas for facilitating and enhancing the development of information and media literacy competencies across the various constituencies served by these professionals.
    a. **Guiding Questions:** How can journalists, librarians, educators, and technology sector professionals work together (at local and/or national levels) with consumers to enhance access to, and understanding of, information sources? What projects are professionals currently engaged in that could be shared, adapted, and built upon? What tools, technologies, curricula, and/or best practices could be developed to support the development of information and media literacy in information consumers? How do practitioners in these various fields identify and assess information for authority, credibility, truthfulness, etc., and how can these markers from the field be translated to consumers? How can the link between information and media literacy identified by UNESCO be more fully actualized in professional practice?
    b. **Outcomes:** project ideas; professional networks; identification of "best practices" for the professions with regard to issues like identifying and signaling authority, reliability, and credibility, etc.; proposed curricular and extracurricular education opportunities for K12 education and education in public libraries.
2. **Goal:** Program and professional curriculum development for LIS
    a. **Guiding Questions:** What can LIS educators learn from these interactions about how best to prepare the next generation of professionals? How can LIS practitioners be better prepared to facilitate the development of information literacy competencies of the public? What needs do practicing journalists have that LIS practitioners could better support, and what kind of LIS training might this entail? How can professional associations support training and development for professionals?
    b. **Outcomes:** curricular goals/ideas/frameworks for LIS education, both within degree programs and as continuing education in the field.
3. **Goal:** Identifying knowledge and information gaps that need to be addressed in order to implement goals 1 & 2.
    a. **Guiding Questions:** What more do we need to know and learn in order to enact the ideas or projects developed during the symposium?
    b. **Outcomes:** research agenda

Steering Committee
The symposium planning will begin with the identification of a steering committee made up of stakeholders from across fields who will provide advice in the design and content of the symposium program, draw on their professional networks and contacts to participate in reaching out to potential symposium participants, and assist in disseminating ideas and materials generated by the symposium. The steering committee will intentionally include both academics and practitioners, with representatives from library science, journalism/news media, and education. In addition to the PI and co-PIs, the steering committee will include: Eileen Abels, Dean of the

Simmons College School of Library and Information Science; Roberta Shaffer, retired Law Librarian of the Library of Congress; Erica Moura, Lecturer in Communications at Simmons College and former reporter for the Boston Herald; and Michael Spikes, Director of the Digital Resource Center and CNL Chicago Programming at the Center for Media Literacy. An additional person with a background in LIS who is currently developing a social media-based question-answering service has agreed to join the steering committee upon notice of funding. We will also seek to invite an additional member from the tech sector to join.

The steering committee will begin meeting immediately upon notification of funding. For planning meetings prior to the symposium, we will plan synchronous online meetings using a platform like GoToMeeting or Google Hangouts so that members living at a distance can join remotely. Prior to the symposium, the steering committee will work together to identify and invite a range of participants. Steering committee members will also draw on their personal/professional networks and contacts to develop the participant list. The mix of educators, librarians, academics, and journalists on the steering committee should ensure a wide network on which to draw for symposium participants. At the same time, the steering committee will work closely with the facilitator to develop the full schedule for the symposium.

Potential Symposium Participants

The full list of participants cannot be decided prior to a funding decision, but will be developed with input from the steering committee. We will recruit participants from across librarianship and allied professions, and the list of invitees will include practicing librarians and library educators, journalists and journalism educators, K12 educators, and people from social media and the tech sector. The intention is to recruit a diverse group of participants including in terms of professional field and geographic location. While understanding that the full list of participants is yet to be determined, the PIs also recognize that having a wide range of participants with ties to and high profiles in the various fields will be a key to this project's success and impact. Thus, the PIs have sent preliminary invitations to and gathered letters of interest or support from a select group of potential participants. Currently, we have received informal emails indicating interest and formal letters of support from: Brooke Binkowski of Snopes.com; Troy Swanson, Department Chair Moraine Valley Community College Library, co-editor of the award-winning book *Not Just Where to Click: Teaching Students to Think about Information*, and task force member of the ACRL Information Literacy Framework; Heather Jagman, Coordinator of Reference, Instruction, and Academic Engagement at DePaul University Library, and co-editor of the award-winning book *Not Just Where to Click: Teaching Students to Think about Information;* David Leonard, Director of the Boston Public Library; Stephan Lewandosky, Professor of Experimental Psychology at Bristol University; Ullrich Ecker, Professor of Psychological Science at the University of Western Australia; Mary Lynn Hickey of the News Literacy Project; Beryl Lipton and Michael Morisy of Muckrock; and Tom Nichols, Professor of National Security Affairs at the U.S. Naval War College and author of *The Death of Expertise*. Where available, letters of support from these potential attendees have been included as supplemental documents. In addition, email inquiries have been sent to both reporter Bob Oakes and the General Manager at WBUR, Boston's NPR news affiliate; Lee Rainie of the Pew Research Center; the Knight Foundation; Propublica; Nicole Jacobs of Channel 4 news in Boston; Adam Reilly of WGBH; Hope Chager of WBZ; and Christopher Lydon of NPR's Open Source.

Beyond this list, the PIs will work with the steering committee to identify and invite additional participants who span the related fields and disciplines, demonstrate a level of expertise or knowledge of their field and its relation to issues of mis- and disinformation, and/or who are involved in relevant initiatives or projects. We recognize that currently many of the journalists listed in our contacts are local to the Boston area. This is in part due to the fact that two of the PIs reside in the Boston area, and were relying on personal knowledge for initial invitations. Upon funding, we will work with the steering committee and with those invitees who have already expressed interest to identify and invite a wider range of participants from a more diverse geographic area. In addition, the PIs will invite doctoral, master's, and undergraduate students in LIS and communications programs at the host institution to participate.

Symposium Overview

The symposium schedule will be fully developed upon notice of funding and with direct input from the steering committee. The intention of the symposium is to enable participants across the different fields and disciplines to come together around common problems of mis- and disinformation with an aim to identify and develop interdisciplinary and collaborative responses to enhance public access to trustworthy information and to facilitate development of information literacy competencies. Throughout the program, participants will work together to engage with topics and guiding questions in various ways in order to identify existing information and media literacy projects and brainstorm ideas for new projects with a focus on interdisciplinary partnerships. A major focus of the symposium activities will be to identify ways in which the conceptual link between media and information literacy can be actualized in practice, drawing on the expertise and approaches of the various fields represented at the symposium, and with an intention to leverage the resources of each field in ways that can supplement and support those of other fields. The symposium sessions will consider both the services/resources professionals provide to citizens, but also the ethical roles and responsibilities of these professionals. For example, both librarians and journalists struggle with the role of gatekeeper of information, and the implications that role has in terms of bias and access. Indeed, some in the tech sector, especially social media companies like Facebook and Twitter, are also having to confront this role as they consider how information is disseminated through their platforms, and what responsibility they have, if any, for monitoring content. Participants might engage with these questions as part of the symposium sessions. Finally, participants will consider the implications of the ideas and projects examined throughout the symposium for LIS and journalism education, both at the degree level and for continuing education and professional development. The two campuses represented by the three investigators for this proposal both have LIS degree programs as well as courses and programs in communications and journalism. One outcome for the symposium could be to develop outcomes for an interdisciplinary curriculum that could be piloted at the PIs' campuses and serve as a model for developing related programs. The ultimate focus, even for LIS or journalism curricula, is to improve the public experience be ensuring that professionals are prepared with best practices to increase access to quality information and help consumers develop their information literacy skills.

As noted above, the full symposium schedule will be developed upon funding with the input of the steering committee. Here, we will outline some ideas for potential activities and symposium sessions. While the specific ideas listed here are subject to change, the final symposium will certainly include a mix of interactive and engaging sessions, such as facilitated brainstorming, debate, expert panel sessions, and workshops.

Sample Sessions

The symposium will likely begin with an introduction of the facilitator, PI, and Co-PIs, who will provide an overview and background to the project, outline the goals of the symposium, and review the agenda. This introduction might be followed by a brief talk by one of the investigators offering some historical background on the topic of mis- and disinformation and an overview of some of the current research. After these general introductory talks, it will be important to begin establishing the problems and focal points of the symposium. One way to do this would be to have small, mixed, groups share what they see as the top two or three most "vexing" issue or challenge related to mis- and disinformation. The groups could share out and then see which issues are common across their fields and perhaps prioritize them in terms of what is most pressing, what needs the most resources, and what is already being addressed through various initiatives. Another way to approach this question would be to invite four to five representatives from across the fields to engage in a panel session in which they would present the problems they see as most important and/or pose questions to the room about the nature of the challenges and possible solutions. Finally, a different approach might be to survey participants prior to the symposium and then share and discuss the survey results. Once major challenges or "vexing" problems have been identified, they could be listed on large post-its around the conference room and

participants could engage in a gallery walk to respond to the problems with current initiatives or new ideas, which could lead to further discussion and brainstorming.

Another session could involve deconstructing existing initiatives. As noted above, while librarians and allied professionals are all engaged in work to combat mis- and disinformation, they are often working in silos and are not sharing ideas and information. In this session, participants could identify a sample of existing projects or initiatives from their own field that they feel exemplify good work on the topic. Alternately, participants could be polled prior to the survey to provide examples of projects to be reviewed. These projects could then be analyzed by participants from other fields with a focus on how the projects could be extended, adapted, or supplemented by professionals from other fields in order to enhance their scope and the populations they reach. For example, librarians might point to Seattle's Living Voters Guide (https://livingvotersguide.org/) as an exemplary tool for providing factual information on ballot initiatives and elections and promoting civic literacy. In analyzing this tool, journalists might see ways for local newspapers to add or disseminate content, and educators might find ways to integrate the tool into their classrooms.

Another activity might center on authority, trustworthiness, and reliability of information and its sources. Questions of authority-- what it is, how it is defined, what markers are used to identify it, and so on-- are critical to information and media literacy. Symposium participants might engage with this topic by examining the authority, its definition and its conceptualizations, and its potential implications and impacts on information consumers. This question could be considered using a Jigsaw activity: in like groups, professionals could discuss how authority, reliability, credibility and so on is determined within their field, and how they believe consumers or patrons understand and assess these criteria in their information sources. Next, participants would shuffle so that each new group would have at least one representative from each field. The representatives would share out their ideas and then the groups could look for commonalities, gaps, and opportunities for interdisciplinary support, and perhaps begin to develop a shared conceptualization for authority. With regard to LIS curricula, librarians might identify learning outcomes related to information and media literacy and user instruction for LIS students and practitioners, and then spend some time reviewing existing courses/curricula to map back to outcomes and identify gaps. During this time, journalists and allied professionals might engage in a similar curricular activity for their fields. Alternatively, allied professionals might identify specific interventions and support they believe librarians could provide to their field, which in turn could further inform LIS curriculum.

The symposium wrap-up will need to be carefully planned to achieve at least three main goals: to bring together the ideas and discussions from the previous day and a half; to identify some next steps, whether these be items that can be acted upon by symposium participants, items for the steering committee to consider, or areas to pursue additional funding, and; to create opportunities for further conversations and collaborations among symposium participants. One possibility might be to have groups identify key take-aways and action items. Individuals could then "sign up" for areas that interest them. The investigators could create spaces on the project website for symposium participants to re-connect after the symposium is over and continue to share idea, or could develop listservs, and other apps by which individuals with common interest could keep in touch and share ideas. These groups do not need to be exclusive. Individuals could be in more than one group, and groups could share materials with each other. The point would be to make sure there are mechanisms in place to facilitate continued communications.

Symposium Format

The overall format of the symposium will adhere to the conditions for success for planning meetings as set out by Weisbord and Janoff (2003):
- Get the "whole system" in the room, defined as people who among them have in relation to the focal issue authority, resources, expertise and the need to act together if they choose.
- Think globally, act locally: explore the "whole elephant" before beginning to discuss solutions, and ensure everyone is talking about the same world.

- Focus on common ground and the future. Treat problems and conflicts as information.
- Encourage self-management and responsibility for action by participants before, during, and after the future search.

At the end of the program, participants will make recommendations on the role of libraries, news organizations, schools and technology platforms in combating the influences of disinformation, with a particular focus on specifying ways in which libraries can act as a hub for professionals across the disciplines to partner in the promotion of information and media literacy. The sessions will spur ideas for projects in line with IMLS' request for "new, replicable, and responsive library programming models and tools that engage communities and provide learning experiences for patrons" and action steps for implementing ideas. As outlined above, specific outcomes would include: identification of best practices for professionals as they create, disseminate, and/or teach about news and information sources; identification of curricular or co-curricular interdisciplinary activities to be used in various settings (public libraries, K12 schools, colleges and universities) to develop information/media literacy skills; identifying technologies/tech projects to facilitate access and discovery of reliable information; a set of learning outcomes for programs and professional associations to develop interdisciplinary curricula and continuing education to prepare current and future professionals to implement information/media literacy programs; and, a research agenda for further study.

While this project outlines a suggested schedule for the symposium, developing the full schedule will take several weeks of planning. During that time, the PI and Co-PIs will meet with the facilitator and steering committee to refine the focus of the symposium to ensure it aligns with the goals and guiding questions outlined above, and to identify and develop specific activities, workshops, and sessions. The symposium will be held in February or March of 2018 (actual date to be determined in consultation with the steering committee and with consideration to accommodating the schedules of participants as much as possible). As detailed in the Completion Schedule, work will commence in October. The steering committee would begin meeting immediately to complete a list of participants and develop and finalize the symposium schedule. Invitations would go out in October and Novemeber, in order to ensure ample time to recruit a full roster of participants.

Spreading the symposium over a day and a half will give participants more time to engage with each other and with the guiding questions and materials. Beginning the conference mid-day on day one will allow for introductions to participants, an overview of the symposium content and schedule, and an introduction to the format, so that participants can dive more deeply into the content immediately the following morning. It will also allow a buffer for travel time for those coming from a distance.

Beyond the Symposium

While the symposium described above will be an exciting opportunity which will result in a set of tangible outcomes, it is important that the ideas and professional networks generated not get lost once the symposium ends. Thus several steps will be taken to help ensure continued communication and activity after the symposium's conclusion. On their web site, Weisbord and Janoff suggest asking for "voluntary public commitments to specific next steps before people leave" (Future Search, n.d.). At the end of the symposium, in consultation with the facilitator, the PIs will identify action steps and projects for which people can volunteer to engage. To facilitate networking opportunities and future collaborations, the symposium will suggest the use of Bu.mp or a similar free app that allows users to easily share contact information with a single click through their mobile devices. Working with the steering committee, the PI and Co-PIs will also create a project website using WordPress for sharing documents and ideas developed through the symposium. Participants will all have access to this resource and can not only access materials from the symposium, but can use the platform to connect with other participants, continue conversations, and share new materials and ideas. This web site will also be available and promoted to the public, and could host an overview of the project, a symposium schedule, the white paper, and perhaps blog posts on the symposium and resultant ideas.

Immediately after the symposium, the PI and Co-PIs will draft a white paper centered on the goals and guiding questions of the symposium, which will detail the conversations, ideas, and outcomes- including a

research agenda. This white paper will be shared directly with all symposium participants and will also be made available through the PI and Co-PI's blogs and professional web pages. The research agenda might also be developed as a stand-alone document to be shared through the same mechanisms as the white paper. The PI and Co-PIs might also write blog posts for their own blogs or for relevant professional and institutional blogs, like Simmons College School of Library and Information Science's *Unbound: Library Futures Unfettered* (http://slis.simmons.edu/blogs/unbound/). The investigators will also seek to share the outcomes of the symposium through journal articles, and conference presentations. Additionally, the PI and Co-PIs plan to seek further funding from organizations like the Knight Foundation or IMLS to support the further development of some of the symposium outcomes. Finally, in order to maintain the momentum of the symposium and continue to build on the ideas generated there, the PI and Co-PIs will hold a debrief meeting several weeks after the symposium. This meeting will include the PI and Co-PIs and the full steering committee. If funds allow, the PIs and steering committee might invite some symposium attendees who have expressed interest in certain projects to participate in the follow-up meeting. At this meeting, the team can review the white paper and symposium ideas, identify action steps to begin to implement project ideas, and research additional funding opportunities.

National Impact
This project has potential for broad national impact. Information literacy itself is a crucial set of skills for the 21st century and ALA suggests that information literacy has the "potential of addressing many long-standing social and economic inequities" (1989, para.3). The challenges of mis- and disinformation impact libraries of all types as well as archives and museums as they are all involved in helping people discover, evaluate, and apply information. Journalists, educators, and professionals in the tech sector are likewise struggling to identify ways to promote access to credible information and facilitate the development of information and media literacy skills. All of these professions can act as community anchors and, while all are involved in relevant work, they are often siloed and not actively sharing information or partnering on projects, thus limiting their impact. This project will enable stakeholders across these fields and disciplines to come together to discuss common challenges and identify shared solutions. Sharing information and ideas across fields and disciplines can lead to richer outcomes, make more efficient use of funding, and lead to greater impact. The symposium will result in interdisciplinary projects and approaches for informing the public and boosting overall information and media literacy. These ideas can be shared widely, facilitating their elaboration and adaptation by librarians and other professionals. The participants will craft proposals for conferences such as ALA's annual and ACRL's biannual conference, LOEX, the Future of Journalism, Digital Media Strategies, and others. We will also seek to publish articles in venues such as *Communications in Information Literacy*, *Reference and User Services Quarterly*, and other high-profile publications with a focus on information literacy and user education.

By identifying specific curricular outcomes for professional programs and continuing education, this project will start to address existing gaps in librarians' (and other practitioners') professional preparation, making them better equipped to take on the educational roles required of them. The two schools represented by the PI and Co-PIs each have both LIS and journalism programs or courses, so these curricula could potentially be developed and piloted on their campuses, and then assessed and possibly replicated elsewhere. The ALISE conference will be one venue for sharing LIS curriculum ideas and generating input and continued conversations with LIS faculty.

The forum grant is the first step. The symposium will initiate an important conversation on the critical topic of mis- and disinformation. The project web site, blog posts, journal articles, and conference presentations will all be venues for disseminating information from the symposium and for furthering that conversation. The PI and Co-PIs will work with the steering committee and symposium participants to identify additional opportunities for discussion and collaboration, including additional funding opportunities to support the implementation of ideas generated at the symposium.

References: Attached as a Supplemental Document

Schedule of Completion: Know News

	Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	March 2018	April 2018	May 2018	June 2018	July 2018
Select symposium dates	■									
Arrange event facilities	■									
Convene steering committee	■									
Arrange participant travel	■	■	■							
Finalize symposium agenda		■	■							
Order food for symposium				■						
Create and maintain project website			■	■	■	■	■	■	■	■
Symposium					■					
Symposium debrief with PIs, facilitator						■	■			
Develop white paper and research agenda							■			
Seek/apply for additional funding								■	■	■
Seek publishing/presentation outlets to share results								■	■	■

Budget Justification

Salaries and Wages = $6,120 (IMLS Request)
Laura Saunders will serve as PI (30.3% of 1 summer month). She is responsible for the overall project management including, but not limited to, creating the steering committee, convening and coordinating meetings of the steering committee, facilitating symposium development and design, recruitment of symposium participants, oversight of project staff and materials, including Graduate Student Assistant (GSA). She will also take the lead in developing project materials such as the white paper report on the symposium, and the research agenda, as well as conference presentations and articles based on symposium outcomes. She will take the lead in developing and maintaining the project web site.

Rachel Gans-Boriskin will serve as co-PI (50% of 1 summer month). She will be responsible for assisting in recruitment of steering committee members, participating in steering committee meetings to develop the symposium and later meetings to debrief on the symposium, and recruitment of symposium participants drawing on her professional networks and knowledge. She will also contribute to project materials such as the web site, white paper, research agenda, conference presentations and articles.

TBD, Graduate Student Assistant (70 hours @ $16/hr.): The graduate student assistant will work directly with the PI on the activities described above. Specifically, the student assistant will be involved in coordinating travel and accommodations for symposium participants, coordinating event logistics such as room reservations and catering, and helping to develop the project web site.

Fringe Benefits = $468 (IMLS Request)
At Simmons College, the HHS negotiated fringe benefits rate is 7.65% for summer salary and graduate students.

Travel = $53,600 (IMLS Request)
The funds allotted for travel cover the following:
- Travel by participants to Know News Symposium
  Airfare: $500 x 50 participants from various locations to Boston = $25,000; Hotel: $225/nt x 2 nts x 50 participants = $22,500.
- Travel for co-PI Lisa Hinchliffe Travel to Boston from Urbana-Champagne, IL for symposium attendance: Airfare: $500; Hotel: $225/nt x 3 nt = $675; Meals and incidentals: $75/day = $225
- Travel for co-PI Lisa Hinchliffe Travel to Boston from Urbana-Champagne, IL for debriefing session: Airfare: $500; Hotel: $225/nt x 2 nt = $450; Meals and incidentals: $75/day = $150
- Travel for facilitator (Roberta Shaffer) Travel to Boston from Washington D.C. for symposium attendance and facilitation: Airfare: $500; Hotel: $225/nt x 3 nt = $675; Meals and incidentals: $75/day = $225
- Travel for facilitator (Roberta Shaffer) Travel to Boston from Washington D.C. for debriefing session: Airfare: $500; Hotel: $225/nt x 2 nt = $450; Meals and incidentals: $75/day = $150
- Travel for Steering Committee member, Michael Spikes: Travel to Boston from Chicago, IL for debriefing session: Airfare: $500; Hotel: $225/nt x 2 nt = $450; Meals and incidentals: $75/day = $150

Supplies and Materials = $250 (IMLS request)
- Name tags, table tents, large flip charts, markers, copying/printing

Other Costs = $8,490 (IMLS request)
- Function Expense: Know News symposium costs include the meals for participants over the course of the 1 ½ day meeting: Breakfast - $13 x 70 ppt. x 1 dy. = $910; Lunch - $20 x 70 ppt. x 1 dy. = $1,400; Breaks - $10 x 70 x 2 = $1,400; and Dinner - $36 x 70 ppt. x 1 dy = $2,520.
- Fees: Roberta Shaffer, the facilitator, be paid a fee for taking the lead in developing the symposium, leading the opening and closing sessions, and facilitating all other sessions, including providing directions for and coordinating activities. The facilitator will also be paid a fee in the amount of $500 to participate in the post institute debriefing session.
- Fees: Debriefing Session Participant Fee: A fee in the amount of $500 will be paid to the non-local debriefing session participant.

Indirect Costs (IMLS Request: $3,592)
Indirect Costs are calculated on Simmons College's HHS negotiated rate of 58.7% of salaries and wages.

Note to changes from preliminary proposal budget:
- In response to reviewer feedback, the projected number of participants has increased from 50 to 70. However, we expect at least 20 people to be local to the Boston area. Thus, travel and accommodations are still budgeted for 50 people as per the preliminary proposal. Food expenses have been increased to account for the additional guests.

- Also per the reviewer feedback, we have added in costs to cover travel and accommodations for steering committee members who are not in the Boston area to attend a symposium debriefing session in person.