IN AN ERA OF FAKE NEWS, INFORMATION LITERACY HAS A ROLE TO PLAY IN JOURNALISM EDUCATION IN IRELAND

AN EXPLORATORY STUDY OF JOURNALISM AND MEDIA FACULTIES AND THE INTERACTIONS WITH THEIR ACADEMIC LIBRARIES.

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Declaration:

I, Isabelle Courtney, declare that this research is my original work and that it has never been presented to any institution or university for the award of Degree or Diploma. In addition, I have referenced correctly all literature and sources used in this work and this work is fully compliant with the Dublin Business School’s academic honesty policy.

Signed: Isabelle Courtney  Date: 16 August 2017
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Abstract

With the overabundance of information available now, Information Literacy skills are essential for today’s learners. Rooted in the field of Librarianship, Information Literacy encourages critical thinking – finding information, evaluating sources and forming opinions. The ability to evaluate information is imperative for all citizens but is of particular importance to students studying to be media professionals; these students will be the journalists of the future and will fill the roles of gatekeepers and arbitrators of forthcoming civic discourse. In the current era of fake news and misinformation, Information Literacy has a role to play within Journalism Education in Ireland. This dissertation examined six higher education institutions in Ireland who offer Honours BA in Journalism, Broadcasting and Media Studies and explored to what extent Information Literacy is being taught. It looked at the role of the academic librarian and the interaction between Journalism Faculties and their respective library. It discusses the overlaps of journalism and librarianship and the current discourses taking place in both subject fields regarding the proliferation of fake news within media today. It further examined the various initiatives taking place nationally and internationally in the area of media literacy and Metaliteracy. It found many similarities and overlaps in the current discourses from librarians and journalists with regard to fake news and general agreement that critical thinking and evaluation skills of students needed to improve to combat the rise of fake news. This research established that, there is poor communication and a low level of awareness of Information Literacy and other services offered by academic libraries within some Journalism and Media Faculties. It further found that journalism faculties perceive Information Literacy to be part of their remit as educators but often use different terms such as media literacy, fact-checking and verification skills. It identified an openness to the notion of a collaboration of librarians and journalism educators in formulating a bespoke Information Literacy module which can be embedded into journalism programmes, in an effort to raise the standard of future journalism.
Chapter 1: Introduction

Since the Trump presidential campaign in the US and the Brexit campaign in the UK there has been concern regarding the rapid proliferation of Fake News in the media, particularly through social media (Moore, 2017). With the overabundance of information available today there is an increasing need for verification and validation of news stories and sources. A recent study conducted by the Stanford History Education Group on online media literacy has been widely cited in response to concerns about fake news. This study found that students at all levels are underprepared to identify misleading information online and to effectively evaluate its trustworthiness (Stanford History Education Group, 2016).

(Fosnacht, 2017) states that, today undergraduates face a challenge: They can access more information on their mobile phone at a moment’s notice than previous generations could access in a university library. However, much of the information digested by students today is of questionable quality. This reality makes knowing how to properly search for, use, and evaluate information a critical skill for the 21st century. The ability to evaluate information is imperative for all individuals but is of particular importance to students studying to be media professionals, these students will be the journalists of the future and will fill the roles of gatekeepers and arbitrators of civic discourse. In this era of fake news, it can be harder than ever for journalists to prove themselves objective and honest in their coverage of important news events where they can be met with not scepticism but outright rejection or denial. (Farrell, 2017) asserts that journalists should be open to criticism for the stories they write but for news pieces to be dismissed as fake and lumped with the latest conspiracy theories shared on social media, is a deeply troubling notion. Not all news pieces will be met with universal agreement but good reporting should inspire meaningful debate and tarring such pieces as fake news is undermining this notion. (Farrell, 2017)

The emerging literature on the subject of ‘Fake News’ and ‘Alternative Facts’ is overwhelmingly coming from two disciplines: Journalism and Librarianship. Historically both disciplines have deep roots in truth and fact and both employ a specific range of tools for the evaluation of information, these tools are similar in approach, for example, The CRAAP test which was developed by librarians at California State University, and is widely adopted by academic libraries, suggests considering information using the categories of:
• **Currency** (the timeliness of the information),
• **Relevance** (the importance of the information for your needs),
• **Authority** (the source of the information),
• **Accuracy** (the reliability, truthfulness and correctness of the content), and
• **Purpose** (the reason the information exists).

Meanwhile, journalism professor and media literacy expert, John McManus, developed the SMELL test for journalism students:

• **Source** (Who is providing the information?),
• **Motivation** (Why are they telling me this?),
• **Evidence** (What evidence is provided for generalizations?),
• **Logic** (Do the facts logically compel the conclusions?) and
• **Left out** (What’s missing that might change our interpretation of the information?). (McManus, 2012)

Louise Leif, Media & Education Program manager at Yale University, recently wrote in the Columbia Journalism review “What The News Media Can Learn from Librarians”. She wrote: “Rummaging through librarians’ toolkits, I found a treasure trove of resources newsrooms could use. Information literacy is one of them.”

Noting the librarians approach to information evaluation and its relevance to journalism, Jeffrey Rutenbeck, American University’s Dean of the School of Communication, observed: “A librarian’s job is to navigate the world of information, help scholars and students get what they need, and distinguish good information from bad. Librarians have faced their own technological disruptions, and have responded by developing a set of principles to help their public assess the credibility of information and use it ethically. They call this framework “information literacy.” (Leif, 2016) One of the five core principles of journalism is Truth & Accuracy, however Journalists cannot always guarantee ‘truth’, but getting the facts right and using those facts ethically is the cornerstone of journalism. This “journalistic truth” is a process that begins with the professional discipline of assembling and verifying facts. Then journalists try to convey a fair and reliable account of their meaning, subject to further investigation (White, 2015).
One study, which stands out in the literature in the area of information literacy and journalism education, was carried out by Margy Elizabeth MacMillan, Professor/Communications Librarian, Mount Royal University, Canada between 2008 and 2013. This longitudinal qualitative study gathered annual reflections on information use from a total of 215 journalism students. A thematic analysis of the statements made by students were used to demonstrate the value of reconfiguring information literacy (IL) instruction to align with the professional needs and practices in their discipline of Journalism. This study highlighted how journalism students applied information literacy to their professional work. As a result of this study, the journalism course was brought for review with a view to incorporating Information Literacy into the curriculum (MacMillan, 2014). To date, no changes have been made to their curriculum but this, apparently was due to personnel issues, and the process of review is, currently being finalised (M.MacMillan, personal communication 8th July 2017).

This dissertation focuses on undergraduate journalism/media courses offered across six Irish higher educational institutions. It explores the overlaps in information literacy education and journalism education through the lens of the journalism lecturers and the academic librarians who are responsible for IL instruction in order to establish if there is an opportunity to embed a bespoke information literacy module into undergraduate journalism courses.

1.1 Key research questions:

- What are journalism educators’ and librarian’s perception of the problem of Fake News?

- How do educators and librarians rate the evaluation and critical thinking skills of journalism/media students.

- What are the current interactions between Journalism faculties and their library?

- Is there a lack of awareness of the concept of Information Literacy within Journalism faculties?
1.2 Research Hypothesis:

IN AN ERA OF FAKE NEWS INFORMATION LITERACY HAS A ROLE TO PLAY WITHIN JOURNALISM EDUCATION IN IRELAND

Current research into the problem of fake news would indicate that both Information Literacy Teaching Librarians and Journalism educators have ongoing concerns about the rise of Fake News and misinformation, they also agree on the need for better evaluation skills for students. This exploratory study into journalism education aims to highlight the possible benefit of both disciplines joining forces and combining their tools for evaluation, in order to raise the standards of future journalism.
Chapter 2: Literature Review

The literature review defines Fake News and discusses its many variations. It debates the current discourses and responses to its rise within today’s media. It further defines and reviews Information Literacy, the concept of Metaliteracy and Media Literacy within higher education in Ireland and abroad. It sets out the various frameworks for the teaching of Information Literacy skills. Moreover, it examines the role of the teaching librarian; journalism education and proposed changes to higher education to address the problem of fake news. It reviews the apparent overlaps which exist in both disciplines and the current discourses taking place within the library and journalism profession. Additionally, it examines the ongoing research into collaborations, between librarians and journalism educators. It further discusses the most recent developments in Information and Media Literacy frameworks which are currently being devised to combat the problem of fake news.

2.1: Theme one: Fake News

2.1.1 Fake News Defined

(Gu and Yarochkin, 2017) define fake news as the promotion and propagation of news articles via social media. These articles are promoted in such a way that they appear to be spread by other users, as opposed to being paid-for advertising. The news stories distributed are designed to influence or manipulate users’ opinions on a certain topic towards certain objectives. The term Fake News, also referred to as Misinformation or Alternative Facts is most often used to describe completely fabricated stories, but can also be applied to a broader continuum of news. Many news outlets will exhibit some form of explicit or implicit bias while not falling into the fake news category. Assessing the quality of the information source is crucial and it is up to every individual to evaluate the information and ensure that the information is reliable and truthful. Eric Novotny, librarian at Penn State University libraries divides fake news into seven categories:

**Fake News**: Sources that intentionally fabricate information, disseminate deceptive content, or grossly distort actual news reports.
**Satire**: Sources that use humour, irony, exaggeration, ridicule, and false information to comment on current events.

**Bias**: Sources that come from a particular point of view and may rely on propaganda, decontextualised information, and opinions distorted as facts.

**Rumour Mill**: Sources that traffic in rumours, gossip, innuendo, and unverified claims.

**State News**: Sources in repressive states operating under government sanction.

**Junk Science**: Sources that promote pseudoscience, metaphysics, naturalistic fallacies, and other scientifically dubious claims.

**Clickbait**: A strategically placed hyperlink designed to drive traffic to sources that provide generally credible content, but use exaggerated, misleading, or questionable headlines, social media descriptions, and/or images.

(Novotny, 2017)

As part of the Irish Literary Festival held in Dublin in May 2017, a panel discussion was held on Media in the age of Fake News. A panel of Irish journalists and journalism experts discussed the rise of fake news. Dr. Jane Suiter, senior lecturer at Dublin City University, cited three main motivations for creating fake news, the first she said was for political gain, as in the case of Donald Trump, the second for monetary gain, where information is presented as informative facts but with the motivation to sell a product or service and the third was for personal attention seeking, where for example in the case of the recent Manchester bombing where people scraped photos of teenagers from the internet and posted them with false claims that they were close family relatives who had gone missing after the bomb attack. These emotive messages are retweeted and shared over social media at rapid speed, garnering a surge in attention to the originator. (Carroll and Suiter, 2017) In concurrence with Suiter the 2016 Stanford University study states that many news organisations have turned to native advertising as a source of revenue. By definition, native advertising or more commonly referred to as ‘advertorials’ tries to sell or promote a product in the guise of a news story. Advertorials make it difficult for unsuspecting readers to know if and when there is an ulterior motive behind the information they encounter (Standford History Education Group, 2016).

According to the Yale Centre for Emotional Intelligence, (YCEI) some people perpetuate fake news just for the sake of deceiving people or as a prank. However, it is important to
state that honest mistakes happen and they are not fake news. But those who publish or say something that they later find out to be untrue have an obligation to correct the record. Furthermore, whether the author is a professional journalist or someone posting on their social media account, knowingly publishing false information online or in print is always wrong, but spotting intentional lying is not always obvious to the reader. YCEI state that there are different kinds of lies: Blatant lies: Someone knowingly states a falsehood Partial lies: Someone uses one fact to make unreasonable assumptions or extrapolations. The foundational fact is true, but the rest of the information is false. Lies by omission: Someone knows about pertinent facts and chooses to leave them out of a report in order to sway the audience in a certain way (Yale Centre for Emotional Intelligence, 2017).

The number of types of fake news varies between four and seven throughout the current literature. In their recent Media Policy Brief, the London School of Economics list two additional types of fake news as:

1. News that is ideologically opposed can be classified as fake news for example Donald Trump in one of his infamous press conferences devoted a good deal of time to “calling out” what he described as the fake news contained in the “mainstream media”. Fake news in this instance is any voice that challenges one’s own perspective.
2. News that challenges orthodox authority - Any political community in any political epoch is characterised by a set of rules or civic codes, or even ‘hegemony’. Attempts to present facts and events from the perspective that is not based on the shared set of assumptions would likely be dismissed as fake. This can be seen most clearly in the area of business news. (Tambini, 2017)

Many believe that the ubiquitous term ‘Fake News’ is a relatively new phenomenon but Randall (2011) argues that fake news is not something new, historically misinformation circulated through news outlets, on 15th April 1912, for instance The Baltimore Evening Sun ran a story headlined ‘All Titanic Passengers Safe’. Journalism expert and educator, David Randall cites several reasons for misinformation from poor note-taking on behalf of the reporter, to false information from a source but he notes that a major problem of false reporting has increased since the 1990s. Up until the early 1990s getting a news story published required approval by at least one editor. Now anyone can start a website, post a
blog or micro-blog and watch it take off into global circulation. Thus has been created, the biggest hoax and false information machine in history – a 24-hour trap for gullible, desperate or lazy journalists (Randall, 2011). In concurrence with the notion that fake news is in fact not new, (Moore, 2017) states that the production of fake news for whatever motivation or reason, is centuries old, however the difference between then and now is chiefly with respect to its extent, its dissemination and its effects. Although we know enough about the current phenomenon of fake news to have cause for concern, we do not yet know how to respond to the problem.

2.1.2 The rise of Fake News within social media

When American Press Institute (API) surveyed more than 10,000 journalism and communication graduates in 2016 about what they viewed as the biggest challenges facing journalism, the most common answer wasn’t the economic model of news or the public’s interest in quality journalism. It was, by a sizable margin, opinion and false information on the internet (Powers, 2016). Social media has been cited as one of the main contributors for the rapid rise of fake news. The proliferation of social media in general has become a key concern with regard to the quality of journalism today. Social media has increasingly gained popularity in recent years, enabling people to stay abreast of ongoing events and breaking news stories as they happen. The potential for spreading information quickly through a large community of users is one of the most valuable characteristics of social media platforms. Social media, being open to everyone, enable not only news organisations and journalists to post news stories, but also ordinary citizens to report from their own perspectives and experiences. This broadens the scope and diversity of information that one can get from social media and sometimes lead to stories breaking before they appear in mainstream media outlets. While this often leads to having access to more comprehensive information, it can be problematic as the information sources need to be assessed for their accuracy.

Facebook has been under pressure to combat fake news on its platform after claims it was used to sway voters during the US presidential campaign. In response to this they have announced a new educational tool which will be rolled out to 14 countries over the coming months. Facebook newsfeeds will carry links to advice on “how to spot fake news” and report it. However, this strategy has been criticized by journalism experts who point out that
although the new guide is a useful primer on the basic principles of good journalism, it puts the onus on the reader to be suspicious of what they share, expecting viewers to be fact checkers - rather than acting to stop the spread of potential propaganda in the first place (Lee, 2017). Taking a similar stance to this notion, journalist and librarian Kathy Dempsey believes the onus is, in fact, on Librarians to educate the public to spot fake news by teaching Information Literacy skills. She argues that Librarians are all about information education—how to find it, how to verify it, how to use it, and how to cite it. She urges librarians to be at the forefront of this fact checking movement. She maintains that historically, studies have proven that people see librarians as trustworthy, and have respect for libraries in general. She urges fellow librarians to use some of this influence to step up and start teaching how to separate fact from fiction. (Dempsey, 2017)

2.2 Theme two: Information Literacy
2.2.1 Information Literature Defined

The library and information association CILIP defines Information literacy as Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (CILIP, 2013). Information literacy is concerned with what is “true”: what kinds of things we should believe, what kinds of things we shouldn’t, and how we can tell the difference. It is, therefore, the task of information literacy librarians to help students articulate and apply reliable criteria to answer the questions, “Out of all the information that’s out there, what should I believe?” “How do I know?” Similarly, (Klipfel,2014) recognises that Information Literacy, like philosophy, deals with some of the most fundamental human questions relating to truth and knowledge. Unlike philosophy, it does so in a practical way. Information literacy aims to give students criteria to apply so they can figure out what types of information they should use to construct their beliefs about the world (Klipfel, 2014).

(Belshaw, 2009) discusses the origins of Information Literacy saying it has its roots in librarianship. Although evident in the literature since the 1970s, the concept of ‘information literacy’ gained real traction in the 1990s with the advent of mass usage of the internet. Suddenly information was a few effortless clicks away rather than residing in hardcopy books in a physical space. Accessing this information and using it correctly constituted, for proponents of the concept, a new ‘literacy’. ‘Information literacy’ as a term was boosted
greatly by a definition and model for developing the concept agreed upon by the American Libraries Association (ALA) in 1989. The committee tasked with investigating information literacy proposed that an ‘information literate person’ would ‘recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’ Since the late 1980s/early 1990s information literacy developed to include an ethical dimension ‘knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner’ (Belshaw, 2009).

2.2.2 Metaliteracy & Media Literacy

(Bruce, 2017) states that while the Information Literacy territory is expanding, the lines are also blurring. There is a lot of different language used around Information Literacy but It doesn’t really matter what we call it ultimately, it is about empowerment of people so they know how to use information in future academic, personal and work life. However, some academics in the field of Information Literacy believe that the term ‘Information Literacy’ has become outdated and there is a need to broaden the remit of Information Literacy. Making their case that today’s information world needs to look at literacy through a wider lens. (Mackey and Jacobsen, 2011) coined the term Metaliteracy. Metaliteracy can be described as a combination of media literacy, digital literacy, cyber literacy, visual literacy, mobile literacy, critical literacy, health literacy, transliteracy, new media literacy, ICT (Information & Computer Technology) literacy, and information fluency. There has been a struggle for years to define how technology changes the way people understand and use information. For academic librarians, information literacy has been the approach of choice. Usually delivered in one-off sessions, academic librarians teach students how to determine what information is needed and how to find it, evaluate it, and use it ethically. In Metaliteracy, Mackey and Jacobson argue that information literacy as a concept needs to be updated because it does not reflect the effects that social media and open learning have had on students and their interactions with information. Students are no longer mere consumers of information, and Metaliteracy recognises this. It reaches beyond information literacy to encompass the skills students demonstrate when actively participating in online communities, such as collaborating with others, producing information, and sharing the results. (Mackey and Jacobsen, 2011) Stress the importance of student self-reflection about their learning in order to empower themselves as a digital citizen of the 21st century.
Another common term, which is used today, is, Media Literacy. Media Literacy has a long history, but its rapid development has only been noted in the past two decades. Over time, it has been framed in different ways. The Centre for Media Literacy provides a framework to access, analyse, 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. Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. It is the skilful application of literacy skills to media and technology messages. As communication technologies transform society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century (Centre for Media Literacy, 2001). However, while many academic librarians consider Media Literacy to be a subset of Information Literacy, Lee & So distinguish between both of these literacies: they argue that Information literacy has a closer tie to library science, while media literacy is more related to media content, media industry, and social effects. Due to their different academic orientations, the two fields adopt different analytical approaches. Their research found that media literacy is not a subset of information literacy as some scholars have suggested, although the two fields have similarities. They share the same goal, and their publications overlap in terms of subject areas, countries of origin, and titles. The two fields could find common ground by cooperating together to contribute to the promotion of new literacy in knowledge societies (A. Y. L. Lee and C. Y. K. So, 2014). Regardless of the shift in terminology and redefinition of Information Literacy, Information Literacy (IL) is evolving and academic libraries are largely adapting the traditional IL teaching frameworks to suit the needs of their users.

2.2.3 Frameworks for Information Literacy

There are a range of frameworks and models for the teaching of Information Literacy: CILIP UK list nine major frameworks including their own model which contains eight competencies / understandings that a person requires to be information literate:

- a need for information
- the resources available
- how to find information
- need to evaluate results
- how to work with or exploit results
- ethics and responsibility of use
- how to communicate or share your finding
- how to manage your findings.

The Society of College, National and University Libraries (SCONUL) developed the Seven Pillars of Information Literacy model in 1999, and the latest version recognises that becoming information literate “is not a linear process”, rather, individuals can take different paths to become information literate and may learn different skills at different points. The following ‘lenses’ have been created which take the seven pillars and observe them through the eyes of individuals engaged in the following types of activities:
- Research lens
- Digital Literacy lens
- Open Educational Resources lens
- Evidence-based practice healthcare lens

A New Curriculum for Information Literacy (ANCIL)
Emma Coonan and Jane Secker developed ANCIL as the result of a research project. The aim of which was to develop a new approach to information literacy teaching and learning that was suitable for the skills required of a 21st century higher education student. The curriculum contains ten strands, which take a holistic view of information literacy learning and place it within a wider context.

National Information Literacy Framework (Scotland)
This framework divides information literacy learning into different levels, depending upon the level of education. These level of information literacy have been mapped against the Scottish Credit Qualification Framework (SCQF).

National Information Literacy Framework (Wales)
As part of the Welsh Information Literacy Project, Welsh Libraries have developed an Information Literacy Framework for Wales, which is bilingual. The framework maps learning and skills from Entry Level 1 up to Doctoral level, and links to the Credit and Qualifications Framework for Wales.
The Welsh Information Literacy Project website includes case studies and an overview of how Information Literacy relates to activities in schools, workplaces, academic libraries, etc.
Other models

Other prominent models and frameworks:

- ACRL – Association of College & Research Libraries
- ANZIL – Australian & New Zealand Framework
- Big6: An Information Problem-solving Process. Mike Eisenberg’s and Bob Berkowitz’s well known IL model.
- PLUS, Information Skills Model developed by James Herring
- Seven Faces of Information Literacy developed by Christine Bruce.
- Six Frames for Information Literacy Education developed by Christine Bruce. (CILIP, 2017)

No national framework currently exits for Ireland. The consortium of main research libraries of Ireland (CONUL) endorses the standards of ANZIL. CONUL set out a detailed report and guidelines for Librarians in 2010 in an effort to assist with the development of collaborative working partnerships between its librarians and institutional teaching staff to support the development of students’ IL skills (CONUL, 2010).

2.2.4 The role of Information Literacy education in third level colleges

Today’s students interact and use information in radically different ways from the pre-internet generation. They are heavily engaged in a plethora of social networking tools. These students often display a high level of competence with information technology. They are becoming increasingly familiar with generating their own content through the use of blogs, wikis, YouTube and so on. Although their information technology skills are well developed, research has shown that this group – sometimes referred to as the “millennials” or “digital natives”– lack the information literacy skills and critical thinking skills needed to negotiate this complex information arena effectively (Barnes et al, 2007). The first port of call for most students when given an assignment is frequently a Google search, but students rarely distinguish between free content available on the Internet and the scholarly content to which the library subscribes, which is also delivered via the Internet. Unless students have an awareness of the wide range of authoritative and scholarly sources available via the library,
and understand the need to evaluate critically the information they find, their uninformed research may result in poor marks for their assignments and a negative learning experience. In contrast, students who have been introduced by librarians to the wide range of resources available via the library might have gained higher marks and demonstrated a deeper level of learning.

(Fallon and Breen, 2012) noted in their study that librarians play a key role in helping students exploit the quality information sources available via the library. At the same time, their teachers also need to be able to support them in developing their information literacy skills. The rapid expansion of databases and other information sources available to teaching staff challenges their ability to keep up to date with new resources to use in support of their teaching. It is therefore necessary for librarians and academics to work together to ensure students engage with high-quality and authoritative sources in their learning, through structured IL activities. A starting point for librarians and academics working together is a shared understanding of IL. Furthermore, in comparing three different strategies for IL training, stand alone, integrated and embedded, it was found that the best strategy for teaching information literacy is an embedded model where IL is taught in the context of the course content (Fallon and Breen, 2012).

2.3 Theme three: Overlaps in Journalism Education & Information Literacy

2.3.1 Current discourses in Journalism on Fake News

According to the acting general secretary of the National Union of Journalists in Ireland, Seamus Dooley, diverting resources away from public interest journalism into websites dominated by ‘soft news stories’ and celebrity news is no solution to the existential crisis in the media. Social media has created an eco-system in which news, and gossip – or even lies, masquerading as news, is shared almost instantly and is directed by algorithms that create belief-affirming bubbles. This has allowed malign forces to manufacture falsehoods in an attempt to affect the course of events. It has also enabled perfectly reasonable satire to be mistaken for actual facts. In order to counteract the problem of fake news, Dooley believes that, those who consume news must be educated in how to distinguish between verified news and “unfiltered” news. He further proposes that media literacy should be introduced as part of the second level education system (Dooley, 2017).
The Public Relations Institute of Ireland hosted a panel discussion with Irish Journalists in March 2017. Factors such as an erosion of trust in media, a lack of newsroom resources and wider societal issues such as insecurity and fear were highlighted as some of the key reasons for the current appetite for fake news. Furthermore, there was universal agreement about the importance of media literacy to enable people to critically think about what they read or see in the media (PRII, 2017). Likewise, journalists internationally are seeking new ways of combating fake news. The President of the News Organisations Ombudsman, acknowledges the threat of fake news on the democratic process and calls for new approaches to verification. Some of the initiatives for journalists are in the pipeline: ‘Full Fact’, a British charity, is working on software for journalists to instantly check statistics they hear at press conferences or read in press releases, to enable them to challenge their authenticity. Working in conjunction with the National Statistics Office, they expect to release this software in October 2017 (Booth, 2017). The Washington Post now fact-check every tweet from President Trump and in France Le Monde has established an entire fact-checking division within the newspaper in a concentrated effort to halt the rise of fake news. Another recent addition to the growing International Fact Checking Network is Factcheck Northern Ireland. This initiative was set up to fact check the 2017 Northern Ireland Assembly elections and they provide free tools, information and advice to anyone wishing to check the claims of politicians and the media (FactCheckNI, 2017). A precursor to all of these new fact checking initiatives the Snopes.com web site was established over two decades ago in 1994. Founded by David Mikkelson, and started as an expression of his interest in researching urban legends and has since grown into the oldest and largest fact-checking site on the Internet, one widely regarded by journalists, folklorists, and laypersons alike as one of the world’s essential resources (snopes.com, 2017).

2.3.2 Current discourses in Librarianship on Fake News

In a similar vein, librarians today are asking what they can do to contribute to the fight against fake news. (Cronin, 2016) states that a large part of a librarian’s professional skillset is helping people find information that is accurate and making sure that people are equipped with the right skills to be able to identify any bias behind that information, good or bad. However, in the world of the internet, anyone can put anything online for a variety of reasons
and with a variety of different intentions. How this information is then absorbed by the average member of the public or average student, can be problematic.

From misplaced fears over vaccines causing autism, to suggestions that terrorists are everywhere, especially within minority/refugee groups, people are easily swept up by media reports, designed to cause concern and create hysteria. With the recent US presidential election results being blamed on both this concept of post-truths as well as the issue of fake news on Facebook, the proliferation of extreme views across the internet along with, mistrust of media organisations has risen. It is a fact, backed up by countless studies that people will still use Wikipedia, Google and social media to get their information. Ideally librarians can encourage people to use databases and other reliable sources of information but often those sources are not as convenient due to firewalls, authentication issues and usability. Typing some keywords into Google will generally get results quickly. So rather than focusing on getting people to search in the ‘right’ places and in the ‘right’ way, librarians agree that they need to teach the skill of critical evaluation of information. Comparing sources and statistics, awareness of bias, questioning of an author’s funding stream, background etc. are all vitally important.

Many academic librarians agree that the current prominence of fake news in the public conversation has presented librarians with the opportunity and responsibility to assume a leadership role as trained information professionals in providing relevant information literacy instruction to students and to develop and collaborative partnerships with the teaching faculty across the disciplines. UCD Library recently produced a comprehensive LibGuide to fake news on their library website. It provides a definition and offers advice on how to spot fake news. It also discusses the phenomenon of the Filter Bubble, a term coined by Eli Pariser in 2011. The Filter Bubble describes a form of intellectual isolation in the online world of information. Search engines, social media platforms, and websites create profiles of users based on their behaviour online. These services then tailor the information in search results, news feeds, advertisements, and other offerings to match the profile of interests they have created. In this way, two people searching for information on the exact same topic, using the exact same search engine and search terms can get very different results (Collery, 2017).
Librarian Kathy-Stein Smith believes that with this opportunity comes the responsibility for librarians to ensure access to information literacy instruction to all students. Information literacy is for all, and access to information literacy education needs to be expanded in the interest of equity and fairness. In order to achieve this goal, it is necessary to build and strengthen a culture where the librarian is viewed as an information professional and a leader in information literacy education, transcending disciplinary ‘silo-isation’. While satirical and inaccurate news have always existed—the use and discussion of fake news has put the need for information literacy skills for all and for the librarians educated and trained to provide this type of education in the spotlight (Stein-Smith, 2017). Speaking at American Library Association's annual conference this year, former Secretary of State Hillary Clinton, acknowledged that long before fake news and alternative facts were familiar terms, librarians were teaching media literacy. Librarians, for decades, have been separating truth from fiction and impressing the importance of critical thinking on their users. Libraries and democracy go hand in hand and librarians are at the frontline of the fight to defend truth, reason, evidence and facts (CNN, 2017).

2.4 Theme four: Current collaborations within Journalism & Librarianship

There would appear to be definite similarities between the current discourses regarding fake news. Undoubtedly, there are overarching themes within journalism and librarianship. This solid connection between journalism education and information literacy was noted by Lampert in her 2004 study of discipline-based approaches to combating plagiarism in which she specifically examines journalism: “The linkage between journalism and information literacy curricular needs is strong”. She adds: “Like all disciplines that rely heavily on the synthesis of information garnered from research, the integrity of journalism and journalists is dependent on the ethical usage and dissemination of information”(Noe, 2015). It can be argued that due to advances in technology, both the library and journalism professions are undergoing profound transformations. Both depend on, disseminate, and create information for a living, and provide it in multiple formats. Newsrooms and libraries produce information essential to the healthy functioning of democracy. Ironically, the same social media that help them thrive also threatens them. The volume of information and the speed that it moves through social media is making facts harder to verify (Jones, 2011).
The 2011 National Conference for Media Reform in Boston held a think-tank where members of the American Library Association joined forces with a group of journalists to see if a collaboration on their common ground could make libraries and media better for democracy. As a result, they produced a draft consensus statement:

‘Journalists and librarians are well positioned to join with the public to strengthen community networks that engage and empower people. Together, we can fill a deficit in the information ecology of 21st century communities. As the tools of these two professions converge, we have begun to explore new ways to work together at the intersection of our missions, in order to serve the information needs of communities. A synthesis of librarianship and journalism requires arenas and collaborative ideas that lead to shared civic experiences.’ (Biblionews-work-statement - Media Giraffe, 2011)

Recognising the rapidly changing field of study and new technologies, which were changing the scope of journalism education, the Association of College & Research Libraries (ACRL) in the US, approved the Information Literacy Standards for Journalism Students and Professionals. ACRL believe that the development and application of information literacy competencies for journalism can enhance the quality of research and reporting, can provide journalism students and professionals more competitive job market skills, and improve the overall level of public discourse.

The main purposes of the standards are to:

- Enable the evaluation of the information literacy and research skills of journalism students and professionals by providing a structured set of competencies to assess.
- Provide faculty and librarians involved in curriculum planning, instructional settings and research consultations with common language to integrate information literacy competencies into journalism curricula (ACRL, 2011).

However, it is important to note that ACRL’s IL standards for journalism were formulated in 2011 before fake news and post truth era had entered society’s vocabulary.
In another response to the rise of fake news and user generated content which dominates many social media outlets, The United Nations Educational, Scientific and Cultural Organization (UNESCO) recently published their curriculum for Media and Information Literacy. As previously discussed, Information Literacy and Media Literacy are traditionally seen as separate and distinct fields. UNESCO’s strategy brings together these two fields as a (knowledge, skills and attitude) necessary for life and work today. MIL considers all forms of media and other information providers such as libraries, archive, museums and Internet irrespective of technologies used. A particular focus of UNESCO’s new MIL strategy will be on training teachers to sensitize them to the importance of MIL in the education process, enable them to integrate MIL into their teaching and provide them with appropriate pedagogical methods, curricula and resources, in an effort to engender media and information literate societies. (UNESCO, 2016)

In the US, the University of Michigan Library recently partnered with the UM College of Literature, Science and the Arts to create a class entitled: "Fake News, Lies, and Propaganda: How to Sort Fact from Fiction," which will be available from September 2017. This class is intended to help students be more critical of the sources their news come from in an age of instant access to articles from across the political spectrum. The course aims to help students assess how their social media feeds influence their views, and make a plan to adjust those feeds to improve their understanding of the world around them (Slagter, 2017). One of the main media literacy initiatives to be undertaken in Ireland Is that of the Broadcasting Authority of Ireland (BAI) who finalised and published its Media Literacy Policy in late 2016. The policy arises from their obligations under the Broadcasting Act 2009 to foster, develop and undertake media literacy activities. As part of the policy, the BAI has committed to the development of a Media Literacy Network. It is intended that the network will have a number of functions such as:

1. Facilitating partnership development: Creating opportunities for different groups of partners to meet and engage in relation to specific media literacy topics;
2. Cross-sector communication: Providing a regular online review of media literacy developments in Ireland based on information from network members. Highlighting opportunities for funding and partnership possibilities. Facilitating professional development and ‘teach-ins’ in relation to media literacy topics;
3. Developing a media literacy knowledge base: Gathering and sharing of best practice case-studies, tools and resources;

4. Developing a media literacy research archive: Developing a repository for media literacy related research and disseminating research highlights to a wide range of stakeholders. Highlighting opportunities for collaboration on research projects in development. (BAI, 2016)

The plan for implementation of the BAI’s policy is at infancy stage and they are currently working with stakeholders nationally to formulate a strategy for rolling out the policy across the island of Ireland. Interestingly it was noted at their inaugural meeting, which the author attended, that no stakeholder from the Library sector had been involved in the formulation of the policy. On a broader level and aimed at higher level education. That Irish National forum for the enhancement of teaching and learning in higher level education developed the All Aboard digital literacy skills programme: This framework is a national project that aims to empower learners, teachers, and anyone who uses technology to support their work, their study, or other aspects of living in a digital age. In an effort to take a different approach to the more usual development of a competency framework, formal programmes and traditional skills qualifications, they explored the level of confidence existing in the use of technologies by everyone engaged in higher education. Through workshops, discussions, literature reviews, questionnaires, and other information gathering, they pooled a variety of suggestions for areas of technology and technology use, as well as pedagogical and learning design concerns (All Aboard | Begin You Digital Journey, 2017) However, (Tambini, 2017) argues that government led initiatives to reduce the proliferation of fake news is criticized in the London school of Economics report, Tambini proposes that in order to tackle the problem of fake news, action is required but not government actions because governments may succumb to the temptation to create media systems that suit their political interests. He recommends the setting up of a permanent, civil society led forum for discussion of the problem, and ensure that they are entirely protected from any risk of government interference or capture by other interests.

Recognising the need for critical thinking in the field of media, Dr. Harry Browne, senior lecturer at Dublin Institute of Technology and has established the Centre for Critical Media Literacy (CCML). The aims are to facilitate a range of media research, production, learning and community engagement, with a commitment to equality and diversity. Its mission
includes scientifically informed and timely studies of the changing technologies that underlie media. The CCML inaugural conference entitled “Critical Media Literacy – Who needs it?” will take place in Dublin in October 2017. The conference plans to bring together policy, community and scholarly perspectives on media literacy. (Browne, 2017) Again, it is interesting to note at the time of writing there is no invitation to the library sector to become involved with the project.

2.5 Literature Conclusion
This literature review has looked at the phenomenon of fake news and its proliferation within mainstream and social media. It defined fake news and gave a broad definition of Information Literacy, Metaliteracy and Media Literacy. It gave a summary of some of the Information Literacy frameworks currently employed by academic librarians. It critiqued the current research on the measures taken to combat the rise of fake news from the two professional perspectives of librarianship and journalism. By analysing the literature available, it discusses the current discourses taking place about fake news in the library profession and looked at the role that Information Literacy instruction plays in higher education. Furthermore, it looked at the current research and opinion on student evaluation skills. Similarly, it looked the measures being taken by library associations in the United States to increase the level of fact-based journalism through the use of Information Literacy frameworks designed specifically for students of journalism. Furthermore, this literature review outlined some current collaborations and on-going initiatives to respond to the rise of fake news. On a broader level, it examined the latest UNESCO initiative on their Media & Information Literacy programme. It compared it to what is taking place in an Irish context with the roll out of the BAI Media Literacy campaign, the All Aboard digital literacy programme and the establishment of the Centre of Critical Media Literacy in the Dublin Institute of Technology.
From the extensive literature referred to it can be deduced that many organisations are aware of the problem of fake news and have launched, or are in the process of launching different types of frameworks and programmes to tackle the issue. However, no one clear Information Literacy framework for Journalism and media students exists in Ireland today.
Chapter 3. Methodology

3.1 Methodology Introduction
This dissertation was conducted in an effort to explore Journalism education in third level institutions, which offer Journalism, and media undergraduate degrees in Ireland, to gain insight into the level of Information Literacy skills and with a view to a possible collaboration between Journalism faculties and academic libraries.

This chapter will outline how the primary research took place. It explains the design, and the research philosophy and discuss the approach and strategy that was used to gather information. It outlines the sampling of respondents and what role those respondents played in the research. It will summarise the ways in which data was collected and analysed. It will further discuss what ethical issues arose and finally, it outlines the possible limitations of the research.

3.2 Research Design

3.2.1 Research Philosophy
The philosophy chosen for this research is interpretivism, also known as interpretivist. The belief in this philosophy is that individuals and groups make sense of situations based upon their individual experience, memories and expectations. It involves a researcher interpreting elements of the study, thus interpretivism integrates human interest into a study. Accordingly, “interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments”. Development of interpretivist philosophy is based on the critique of in social sciences (Myers, 2009).

3.2.2 Research Approach
For this dissertation, the author has opted to undertake qualitative research rather than quantitative research. Quantitative research focuses on numbers and standardised data and the analysis consists of diagrams and statistics. Whereas qualitative research is centrally concerned with the understanding rather than the measurement of things. Qualitative research is defined as ‘all non-numeric data or data that has not been quantified and can be a product of all research strategies’ (Saunders, Lewis and Thornhill, 2009). Qualitative research is
commonly used as an ‘exploratory’ tool where there is uncertainty about the subject and the researcher does not know what detailed questions to ask (Hague, 2002) Methods of qualitative research can range from online questionnaires to in-depth interviews and focus groups.

![Qualitative Research](Image)

**Figure 1: Qualitative Research** *Source: Saunders et al (2007)*

As can be seen from figure 1 above, qualitative research can be structured and unstructured, it can be procedural or simply rely on how the researcher interprets the data and some researchers might start off inductively or deductively (Saunders, Lewis and Thornhill, 2009)

For the research carried out for this dissertation, the author took a less structured approach to the research and interpreted the data gathered with help from the previous research that has been studied.

The research approach used builds theory by –
- Understanding the way human build their world
- Permitting alternative explanations of what’s going on
- Being concerned with the context of events
- Using more qualitative data
- Using a variety of data collection methods (Saunders, Lewis and Thornhill, 2009).

### 3.2.3 Research Strategy

Principally a qualitative method was used in this research. Face to face interviews were conducted with practitioners from both disciplines of Librarianship and Journalism across the six higher level institutions who offer level 8 Journalism or media and communication courses. Additionally, as part of the research the author attended several events, organised by library associations and media organisations where fake news was the topic of discussion and
debate. (Green, 2017) asserts the benefits of attending conferences and research events and affirms its value to a researcher, as a method of gaining new knowledge and insight.

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Organising Body</th>
<th>Date</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fake News is an Oxymoron and a LibGuide is not going to cut it</td>
<td>Library Association of Ireland (LAI)</td>
<td>24th April 2017</td>
<td>Alan Carberry Academic Librarian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr Claire McGuiness</td>
</tr>
<tr>
<td>Media in the Age of Fake News</td>
<td>Irish Literary Festival</td>
<td>27th May 2017</td>
<td>Kevin Donnellan (Storyful)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lois Kapila (Dublin Inquirer),</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jane Suiter (DCU)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cathal McMahon (Independent.ie)</td>
</tr>
<tr>
<td>Media Literacy Networking Development meeting</td>
<td>Broadcasting Authority of Ireland (BAI)</td>
<td>4th July 2017</td>
<td>40+ attendees (See appendix for full list)</td>
</tr>
</tbody>
</table>

Figure 2: Media Literacy and Fake News Discussions/Events attended by the researcher.

3.3 Sampling
Currently the main higher education institutions for professional journalism and media studies education, who offer full time undergraduate Bachelor of Arts degrees are: Dublin City University (DCU), Dublin Institute of Technology (DIT), National University of Ireland, Galway (NUIG), University of Limerick (UL) Dublin Business School (DBS) Griffith College (GC), the Institute of Technology Tralee and Maynooth University (NUIM)
<table>
<thead>
<tr>
<th>College</th>
<th>Course Title</th>
<th>Award/Level</th>
<th>CAO Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Dublin City University</td>
<td>Journalism</td>
<td>BA Level 8</td>
<td>455</td>
</tr>
<tr>
<td></td>
<td>Journalism with Irish</td>
<td>BA Level 8</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Communication Studies</td>
<td>BA Level 8</td>
<td>470</td>
</tr>
<tr>
<td></td>
<td>Multimedia</td>
<td>BA Level 8</td>
<td>480</td>
</tr>
<tr>
<td>*Dublin Institute of Technology</td>
<td>Journalism</td>
<td>BA Level 8</td>
<td>405</td>
</tr>
<tr>
<td></td>
<td>Film &amp; Broadcasting</td>
<td>BA Level 8</td>
<td>475</td>
</tr>
<tr>
<td>*National University of Galway</td>
<td>Arts with Journalism</td>
<td>BA Level 8</td>
<td>430</td>
</tr>
<tr>
<td>*National University of Maynooth</td>
<td>Media Studies</td>
<td>BA Level 8</td>
<td>405</td>
</tr>
<tr>
<td>University of Limerick</td>
<td>Journalism &amp; New Media</td>
<td>BA Level 8</td>
<td>450</td>
</tr>
<tr>
<td>*Dublin Business School</td>
<td>Journalism</td>
<td>BA Level 8</td>
<td>330</td>
</tr>
<tr>
<td>*Griffith College</td>
<td>Journalism &amp; Visual Media</td>
<td>BA Level 8</td>
<td>305</td>
</tr>
<tr>
<td>Institute of Technology Tralee</td>
<td>TV Radio &amp; New Media Broadcasting</td>
<td>BA Level 8</td>
<td>345</td>
</tr>
</tbody>
</table>

Figure 3: Third Level Colleges offering Journalism/Media Studies Degrees. (* Colleges highlighted in green were the colleges surveyed) (CAO, 2017)
For the purpose of this dissertation the author based the research on six of the eight colleges. DIT, DBS, Griffith College, DCU, NUIM and NUIG.

Using probability sampling, face-to-face interviews were carried out with Information Literacy teaching Librarians and Journalism educators across the six third level institutions.

3.4 Data Collection

Data was collected by using semi-structured interviews, using a list of issues to explore. By using a semi-structured approach, it kept the interactions focused but also allowed for individual perspectives to emerge. Additionally, this approach made it easier to compare the responses across the participants. The interviews took place in Ireland, they were one to one and face to face except for the final interview which took place over the phone for the convenience of the interviewee. The interviewer used a voice recorder and took notes during the interviews. Interviews were held with a mixture of Journalism lecturers, and the teaching librarians from across the six institutions. The interviews were mostly conducted at each of the higher level institutions, except for two interviews, one of which took place in a café and the other at a Dublin hotel. The interviews were recorded using an iPhone and back-ups were made in the event of the iPhone recordings being lost or damaged. The interviews took place over a period of three months and each lasted an average of forty minutes. The first interview took place on the 26th April, two were conducted in May, six in June and the final two interviews were in early July.

3.5 Research Ethics

(Saunders, Lewis and Thornhill, 2009) define ethics as ‘the appropriateness of your behaviour in relation to the rights of those who become subject of your moral work, or are affected by it.’.

All participants were volunteers and were informed as to what exactly they are volunteering for. The interviews were conducted with the written consent of the interviewees, they were made aware of the recording of the interviews and assured that the data gathered would be used only for the purpose of the dissertation. As a Data Controller, the Data Protection Act
was adhered to by the researcher at all times. Additionally, to ensure sufficient anonymity throughout the research process, alpha-numerical codes were used instead of the real names in the transcripts and data analysis. The Journalism educators are coded J1-J6 and the Librarians are coded L1-L5.

3.6 Data Analysis
When analysing qualitative data, there is a general procedure to follow, within which there are specific steps. These steps are illustrated below in figure 2.

Figure 4: Source: Adapted from (Creswell and Clark, 2011)

With regard to step one of the data analysis procedure, the data was prepared by uploading the voice recordings from each of the interviews to Google Drive. Using a transcription app *Otranscribe* the interviews were transcribed over the course of ten days. The transcriptions of all interviews were saved in a Word Doc which can be found in the Appendix. Data analysis consisted of the interrogation of the interview transcripts. By going through the transcripts, highlighting comments made by the participants, themes were extracted from the interviews and any notable exceptions were outlined by the researcher. A list of common and re-occurring themes from the interviews was made and each of the themes were then coded and used to make headings in the analysis chapter. The findings are then discussed. The final
step of the data analysis procedure involved the researcher reviewing the identified themes to determine if the research questions had been addressed. The findings were compared to findings made in the secondary research discussed in the literature review.

3.7 Limitations of Methodology
The major limitation of the methodology was time. The primary research took place during the summer when many academic librarians and journalism lecturers were on holidays. When trying to secure appointments for interviews in May, many of the academic staff were busy with exam marking. The second limitation was having to take what the interviewees say at face value. Many interviewees may have had their own ideas and bias about the area of education or librarianship.
Chapter 4: Data Analysis

4.1 Introduction

The aim of this research was to prove that, in the era of Fake News and Misinformation, Information Literacy Instruction has a role to play in Journalism education in Ireland. It explores to what extent Information Literacy is currently being taught in Journalism and Media Studies undergraduate courses in Irish higher education institutions. Through conducting an in-depth literature review, the author decided to base the dissertation on the following research questions:

1. What are journalism educators’ and librarian’s perception of the problem of Fake News and how do they propose to tackle it?

2. How do journalism educators and librarians rate the evaluation and critical thinking skills of undergraduate journalism/media students.

3. What are the current interactions between Journalism faculties and their academic library?

4. Is there a lack of understanding of the role of the Librarian and IL in Journalism faculties?

5. Is there an openness to the implementation of a bespoke embedded IL module for Journalism students?

As discussed in the methodology chapter, six members of journalism and media studies faculties and five academic librarians were interviewed. In the following analysis, the Journalists are coded J1-J6 and the Librarians L1-L5.

4.2 Perceptions of Fake News

Both groups of journalists and librarians who were interviewed were equally interested in the topic of fake news. There was general agreement amongst all interviewees that fake news is a
growing problem and is something that needs to be addressed. There were common themes amongst both disciplines:

4.2.1: Fake News is Not New

Both librarians and journalists were in concurrence that fake news is not a new phenomenon.

J2 believes that contrary to popular opinion fake news didn’t begin with the US presidential election she maintains that fake news began when news media was given away for free:

... ‘it's almost like people think it just happened when Donald Trump came around but it's not a new thing. It's journalism eating itself and it is journalism's own fault. I think the problem started around the time we devalued journalism which is all to do with not paying and when it became free. Resources were no longer there to provide fact checking etc...’

J5 also refers to the historical problem of fake news and misinformation:

‘Fake news has always been around forever there is something disingenuous about how it is being presented as if the news media had never done it before.’

L5 suggests that in the past people were less likely to believe fake news but today there has been a shift in how people are evaluating information.

L5: ‘I don’t think fake news is a new phenomenon, the National Inquirer has been going since the ‘50s it is not a new thing but what is new is that people are not thinking critically about the news...’

4.2.2: Reasons for the rise in Fake News

There were many reasons cited for the rise in fake news, the most prevalent one mentioned was the ‘Clickbait’ phenomenon. J3 affirmed that whilst fake news is not new, the motivations are. J3 stated that the biggest motivation he sees is that of creating more traffic to websites for monetary gain:
‘There has always been fake news but what is new today are these renegade websites that just have pure nonsense and they have no interest in anything except just generating clicks and traffic... that didn't exist before...’

L4 concurs:
‘I think it's about clickbait with headlines written on the basis of metrics for clicks and then they are presented as being news sites but they have no news gathering mechanism behind them and they are sourced from fiction for cash.’

J2 on the other hand, believes that user generated news which appears on social media has contributed to the rise of fake news. She compares how news reporting of the past which rigorously fact checked and overseen by editors:

‘There was always a purity to news reporting, the impartiality the objectivity, getting to sources and striving to get to the truth of the story and that was kind of the aim. So user generated news on social media has helped fuel the fake news.’

L5 proposes that the lack of evaluation skills is further reason for the proliferation of fake news:

‘... some people are not good at identifying that it's fake so I think the big question is what is the difference? I think the difference is that it (fake news) is probably a little more sophisticated now and I also think that people lack those critical skills that they need to stop and think about everything ...’

Interestingly, even with good evaluation skills, L1 noticed that due to the sophisticated nature of fake news on social media, it is increasingly hard to identify:

‘...With sharing on social media it is a growing problem even myself (a librarian)- I am not the best at always spotting it...’
L3 considers the ‘filter bubble’ to be an added problem related to the spread of fake news.

‘...there are so many people buying into this stuff (fake news) and the danger of it is like Donald Trump getting elected... if we had a more information literate public and people weren't stuck in these filter bubbles, none of these things would happen.’

L1 further mentions confirmation bias along with filter bubbles as a major part of the problem of fake news:

‘We all gravitate towards the newspaper we agree with or that have our opinions - confirmation bias and to make students aware that we are all subconsciously doing that is important... The filter bubble is also a huge problem.’

4.2.3: Tackling the problem of Fake News

Librarians and Journalists alike agree that fake news is a growing problem and suggested ways in which it can be addressed.

J2: ‘the problem of fake news could be tackled by teaching good independent verification skills. By stressing the importance of fact checking, say someone gave you incorrect information - never accept always try and verify in another way. Secondary sourcing even if it's off the record and double checking on the internet.’

J5: ‘Journalism and media courses have modules on fake news and misinformation modules that look at what is happening now - looking at it from the producer’s side, what social media companies can do, they can look at fact-checking initiatives.’

J3 talked about evaluating websites by checking the URL and other basic evaluation practices which are commonly taught as part of IL instruction. He further spoke about the various fact checking initiatives which are previously referred to in the literature review:

‘as part of the modules we do I would always try to teach basic things like looking at the URL... are they masquerading as a legitimate media like BBC or CNN? Certain things like
the sharing of fake pictures after a tragedy where those pictures get shared over and over again so we teach students how to always get to the source. But in terms of how we teach journalism we would always have taught people to be sceptical to ask questions and constantly fact check... one thing we are involved with is an EU fact checking programme which is planned to run for the EU elections in 2019. It’s run with lots of journalism schools across Europe so we will run a Fact Checking module for the degree programme...The fact checking thing is happening forever it's a branch of journalism that we've been doing for 200 years.’

Likewise, librarians think that there needs to be a more concerted effort made to address fake news within IL instruction.

L1: ‘I think fake news will be something that will just have to be mentioned in IL training. It will depend on the discipline, obviously Science is based on facts but with the Arts, a lot of it is opinion and a lot of it is biased. We need to talk about it definitely and in terms of our approach.... I think addressing fake news needs its own space and not just for undergrads but for all of us. I would mention it across all levels... people need it I need it... but librarians have the edge when it comes to teaching it.’

L5 notices that within the profession, IL librarians need to shift their focus from teaching traditional library skills like searching databases and locating chapters in books and move more towards critical thinking skills. In her interview she mentions the on-going work of fellow IL librarian Alan Carberry who recently spoke at a LAI event in Dublin last April.

‘In my opinion there is some great work going on like Alan Carberry's work it's really good and really needed but I do think a maybe a lot of us in the profession probably need to sit up and change what we are doing. So I still think the IL is very library focused so it's about finding journal articles, chapters in books etc. but those aren’t the skills students need like they can search pretty well that's - the one thing I think students are good at when they come into us we need to be more information focused rather than library focused I think we need to let go of saying students you need to know what a database is and you need to search the catalogue and accept that they are going to go to the sources of information that the usually go to and that probably won't change but we need to give them the critical skills and the roadmap to the good information. I think an awful lot of librarians are still doing the pretty
much the same thing they did 10 years ago so I think some are changing and thinking about it but as a profession we have a way to go to catch up.’

Interestingly L3 feels that librarians are doing their bit to help combat the issue but the problem is too big for librarians alone to deal with. She believes that librarians and educators have a major part to play:

‘...it’s impossible for a library to stop it alone but I think educators and librarians do have a strong role to play and we have to start somewhere and I know the LAI have brought out a poster it’s about how to spot fake news and that went everywhere. That went viral it has been on Twitter and Facebook. Ok so I think it would be naive to think that librarians and educators could completely stamp it out but I think together, we have a huge role to play.’

4.3 Evaluation & Critical Thinking Skills

Of the eleven interviewees asked about the evaluation and critical thinking skills of the average undergraduate student, the librarians spoke more in general terms and the journalists more specifically about media and journalism undergraduate students.

Nine interviewees deemed the evaluation and critical thinking skills of the undergraduates as, in their own words: ‘poor’, ‘very poor’, ‘surprisingly bad’, ‘not particularly strong’, and one considered the evaluation skills to be ‘abysmal’.

However, one Journalist and one librarian, both from different institutions believed that the evaluation and critical skills of the students were ‘not bad’. J1 had previously taught in the US and felt that in comparison, the evaluation skills of Irish students were stronger than their counterparts in the US:

‘...I have taught in the States in media programmes where I have taught students with on occasion much weaker critical faculties...’
Interestingly, contrary to the opinion of many of the interviewees who saw second level education as problem for students’ evaluation skills, J1 suggests that due to the relatively high points required to do Journalism and Media courses, students who achieve high points in the Leaving Certificate have good evaluation skills.

‘I have found here (in Ireland), particularly in a specialised programme like ours it has a reasonably high CAO points level- it’s not a good direct metric but as a proxy for students being fairly well applied we have students who are reasonably good at evaluation there is always a temptation to pull out the weakest points where you could have a student who may not know the difference between a novel and a text book but for the most part I think our students are reasonably proficient and reasonable strong with variables within that.’

L4 also found the evaluation skills reasonably good and suggested that when it comes to matters of online privacy and security undergraduate students are not particularly bothered, however he goes on to say that he gets interesting and valid questions from the students in relation to citation and referencing:

‘...when talking about referencing and citation I see students asking good critical and learned questions now I see a huge improvement young people now are much more visually literate than young people were years ago. They ask things about language bias in citation, I can't have imagined an undergrad asking me that question 15 years ago or 20 years ago.’

4.3.1 Second Level Education

Many interviewees mentioned that the main issue with students having poor evaluation skills were legacy ones where students are not being taught how to think critically in the second level education system.

J2: ‘I think the second level education system doesn't encourage independent research or critical thinking. There is a tendency for them to trust the internet too much, they use Wikipedia as a source they don't realise that it is user generated and can be prone to fake information. But Wikipedia is ok to use by using the references, it's a good starting point just as Google is. But they don't always take the time to look further.’
J3 explained that a lot of the lecturer’s time in first year is taken up with bridging the gap between second and third level and doing activities to get the students to think critically. L5 agrees, and says in an effort to bridge that gap they have introduced a Critical Thinking Skills module at their institution:

L5: ‘...I would say overall evaluation skills are quite poor but obviously there are some exceptions to that some students who are good at evaluation but generally the ones who aren’t ...that is mainly because they are a product of the Leaving Cert system and they have just come out of a system where they learn stuff off by heart so they have never actually been asked to think critically about anything so being able to evaluate information is part of those critical think skills. They are spoon fed information learn it off by heart and regurgitate it; they really really good at that but they don't have that questioning skill yet so I would say they are generally quite poor and that was one of the reasons why we introduced critical skills because they were still poor coming out the other end too and employers were noticing that they were poor at that.’

4.3.2: The problem of the Google Generation

The over-estimation of the evaluation skills of the average undergraduate student was a reoccurring theme from both the journalists and the librarians with regard to the “google generation”:

J3: ‘I think we have a tendency to assume that because they spend so much time online and they use social media and spend so much time on their phones or tablets or whatever that they are good at going and finding information or that they are good at using technology but actually really it's an assumption that older people have about younger people being way ahead when it comes to using technology and that just isn't the case. The idea that nowadays there are multiple web browsers and you can go so many places to get information apart
from Google that often does not occur to undergraduate students...they are very dependent on those first ten results that come back from Google.’

Likewise, L1 says that previously she tended to overestimate the evaluation skills of the undergraduates, she believes that even though they are seen as the “Google generation”, many students don’t understand that the internet does not come with quality control. She teaches an IL class by invitation of the faculty and at their request she keeps the class short and simple:

L1: ‘I did an IL class for (names journalism lecturer) first years - he told me to keep it really simple and it was called 'why use the library and not Google' and I have used that presentation so many times for first years…’

L2: ‘…the undergrads are so used to just typing a sentence into Google they don't know how to break a topic down into keywords and to sometimes they don't even know the difference between UK and US English...”

L3: confirmed that almost all assignments begin with a Google search:

‘...we have all these 18 year olds coming in and research says that 95% of assignments start with a Google search and Google is great you can get some good stuff on there but it's a very mixed bag we are paying top dollar for all this peer reviewed stuff ... So the answer to that question is I don't think they have good evaluation skills and it is an uphill battle ...’

4.3.3: Poor evaluation in an effort to seek Journalistic Balance

J5 found the evaluation skills of journalism students of particular interest in the area of journalistic balance:

‘..we find that journalism students are particularly interesting because they are specifically taught about accessing information but the idea of balance tends to make work against them when they come across misinformation for example with climate change the biggest climate change denier institutes that have huge amounts of money behind them present themselves as 'we are offering you the balanced counterpoint' so the journalists tend to treat that as the
balanced counterpoint because there are other ones aren't telling us the other side. So the problem is balance which is a big problem in journalism anyway. They didn't understand that there wasn't another side - climate change is real.'

And in concurrence with this J1 also found that in the effort to seek journalistic balance some students found it hard to evaluate a news story and frequently sought for a counterpoint:

‘...one of the things I find is some of the students have a preconceived notion and over-deterministic of issues of balance and issues of objectivity, so either students will go down the route of saying "it doesn't matter it's just my own opinion" or they'll say if its journalism it has to be equally balanced, in an artificial way but sometimes there are stories with three sides or more complex stories... so they have the notion that journalism is a two sided scale and there is always two sides ... but there are sometimes stories you don't need to find an opposing view for example if someone dies in a car accident you don't need to find someone who says "and isn't that wonderful" ...sometimes there are cases where it is a little more nuanced and the student doesn't recognise that and they feel that have got to find someone who says exactly the opposite for a balance but it is not a situation that needs balance.’

4.4 Current Interactions Between Faculties and Their Academic Libraries

Of the six institutions, one had a fully embedded IL module within the undergrad journalism degree, however this ‘Learning to Learn’ module is delivered generically by faculty lecturers and not library staff. Another had an optional module of Critical Thinking Skills, which was notably, compulsory for most undergraduate courses but optional for journalism/media studies. A third college had a standing invitation to give a standalone IL module at the request of the faculty for first year Journalism and Media students. The other three institutions had limited interaction with their library and had no formal arrangement for IL to be taught to their students. Library classes were encouraged but not compulsory so IL is delivered on a point of need basis.
When each interviewee was asked about their interaction with their library or their journalism faculty the responses were varied. They ranged from strong interaction to no interaction at all.

4.4.1: Time Pressure

Time pressure was the most common reason given for the lack of IL instruction within Journalism courses and overall interaction with the library.

J1 said, to his shame, that his interaction with the library was minimal despite the fact that the library did endeavour to interact with the faculty, albeit for collection development purposes and not IL:

‘Our Interaction is minimal... largely due to pressures of time. Our library does reach out to us in terms of collection development and so as a department we have representatives that liaise but is one of those things that gets pushed down the list “I should get down to the library and tell them about this and that but you now since you asked the question I actually feel this shame and guilt.’

Time is also cited by L3 who believes that the library is last to get a piece of the timetable:
Timing is the critical thing sometimes the library is the Cinderella of the college and everything gets squeezed in at the last minute we get to do an introduction to the library in the beginning and then at the end of fourth year for dissertation we get thrown in again…’

Discussing her interaction with the journalism faculty L2 said that previously she had what she called a ‘library champion’ who taught on the journalism course but since that person had left her interaction was limited and hours were difficult to secure from the lecturer in charge now:

‘The interaction with the journalism faculty is limited - when we had that library champion it was great because she taught on the journalism course too. We tried to go through the first year tutor but we found it difficult to get hours from them.’

4.4.2: Journalism faculty teaching Information Literacy skills

Some of the journalists felt that they covered subjects like verification and fact-checking fairly well within the course content themselves and there was little need to involve the library:

J3, who previously made the point that journalism courses have been teaching verification and fact-checking skills for hundreds of years, felt that there was little need for interaction with the library and although he encouraged the students to go to the library it was not possible to insist they go:

‘I don't depend on the library a lot at all. I know they run an induction course for new students and there is a person in the library that runs things for the communications side of things here and they are happy to meet with students one to one and we would encourage that but it is an issue for all teachers that asking a student to read something - we can be we can't follow through… you can tell them everything but not all of them will act on it.’
It is interesting to note that of the journalists who did interact with the library, tended to use the library for services such as retrieval of textbooks and access to databases. J4 says the journalism lecturers impress on the students the importance of using academic journals to back up what they are saying in their essays:

‘We encourage the students to go to the library. In the politics module the students are given a list of 20 or 30 books on the subject of global politics and international relations we set an assignment that they have to pick one read it and write their own review with no quotes from anyone thereby demonstrating that they have accessed it and read it every year there are always some that cut and paste a review of the book. They physically have to go to the library check the catalogue and find the book. Secondly we give them academic essay titles to find which are only available on databases so they have to access them. We teach them the importance of being able to back up their opinions with academic empirical evidence. Two main things, one physically get them into library and secondly access a database because there is a tendency to go on Google scholar and take what they want there.’

J6 said that the importance of the library was impressed on the students by all the programme lecturers but in reality most students don’t interact until they have to:

‘They are always encouraged but most don’t, bar the most diligent of them because they don’t really need to know how to reference there’s no urgency for them to go to the library ...they don’t have to go to the library to up-skill... They are advised but the vast majority don’t go in my experience. Most students don’t get knee deep in library literacy until they have to in third year when they have a dissertation to write.’

When discussing the lack of faculty interaction with the library, J5 posed a noteworthy question when she suggested that Journalist’s by their nature perhaps had a superior opinion when it came to asking librarians to provide IL instruction:

J5: ‘Is there something in journalism that maybe they know best and the idea of going to a librarian or the library to ask how do I find this out does not sit with the mentality that a journalist has but maybe there seems to be an issue there... I noticed that final year
journalism students are the most difficult group to teach as they just don't want to know they have an amazing capacity to switch off and say that's not relevant I don't need to be told how to do that, but maybe that is part of what allows them to be journalist. There is a lot of work being done on verification in Journalism’

L2 asserts that interaction is poor with the faculty because journalists feel that they teach their own IL skills but refer to them as ‘media literacy’ or digital literacy. She further explains that in her experience many journalism students can reach fourth year without having any awareness of what the library has to offer them in terms of research skills. ‘Journalists talk more about media literacy and say “sure we teach literacy ourselves” so we’re trying to say, yes maybe you do but time and time again we get fourth year journalism students coming to the library saying how come no one showed us this before? Or they happen to come up for a one to one session and they hadn't realised that the databases existed. That doesn't mean that the lecturers did not show them but I feel it is not being carried through - they are letting them get to fourth year at a certain standard then suddenly it’s the dissertation and it's important they can't just muddle through they could be writing very good assignments with good quality sources but not academic. We can't turn around to a lecturer and tell them those sources are dreadful because it could be a well written assignment.’

4.5 Awareness of the role of the Librarian and IL instruction within Journalism Faculties.

Overall there was a limited understanding of IL and the role of the librarian within Journalism faculties. Many of the journalists were unaware that librarians were trained in teaching Information Literacy and some even had a limited understanding of IL. Journalists mainly considered the role of the librarian as one of procurers of books and databases.

4.5.1 Understanding IL
Each of the journalists were asked about their understanding of IL, if they were not familiar with the term the researcher showed them a definition and them asked them for their response. (A copy of definition as shown to interviewees is available in the appendix)

J1 and J2 were not familiar with the term and were shown the definition J1 pondered the definition:

‘Information Literacy, locate, evaluate and use information eh I think there's a whole pile of stuff packed into that that needs to be unpacked and understood...’

J2 noted that IL considers the need for information as well as the accessing of it:

‘Information Literacy... it's interesting that it looks at the need for information in the first place and not just about accessing the information, I think today in a rush to get information out we are not standing back and asking what do we need this information for where are we getting it from etc...’

J3 was aware of the term, however it was a term he would never use:

‘That’s not a term I would use in the classroom but it is a fundamental building block to finding good information’

J4 gave his own definition of Information literacy as:

‘I think Information literacy is the embracement of enlightenment values where you are basically sceptical of everything all the time. Fact-checking and scepticism would be at the core of my idea of what Information Literacy is. Being literate is no longer about being able to read and write it is about being able to find out what is truth.’

J5 contemplated the question and replied:

‘I would see it as people's capacity to make a judgement about the information they take in, so it could be a judgement about how credible the information is but also how they would go
about verifying it ... I think that's crucial for students and in fact for everyone where would
you go to check up on that information? and then do you trust where you have gone to check
it out? ’

Interestingly, J6 who was not familiar with the term felt that it had little to do with how he
taught journalism.

4.5.2 The correlation between librarianship and journalism

In an effort to highlight the similarities between librarianship and journalism each of the
interviewees were shown a list of the core principles of Librarianship and a list of the core
principles of Journalism and asked for their comments. (a copy of the two sets of core values
are available in the appendix)

J4 had not previously considered a link between the two disciplines and when he became
aware of the core principles of librarianship he commented:

‘…there is a massive overlap, this is a really interesting topic you have...when you read out
the core principles of librarianship it’s like you are reading my media journalism syllabus -
honestly we have a course document that underlies what we teach and those same words
appear numerous times in the whole introductory section. It's an excellent insight.’

The parallels less surprised J5 across the two disciplines:

‘When I look at the librarian’s core principles I can understand them because when you go to
the library you can see the public good the public space the preservation is really well done
of local records and when I look at the journalism ones well this is what we say the core
values are of journalism but does it actually ring through are these ideals we don't
necessarily live up to. That's the first impression looking at them.’

J1 who had lectured in Journalism in the US noted the similarities between the core principles
of librarianship and the core principles of journalism as set out by the American Journalism
Society:
‘I see that the principles are very similar in how the ALA have structured their principles and how the SPJ (The Society of Professional Journalists) in the US structure their core principles of journalism...The is a lot of overlaps with what libraries are doing but in journalism we do more of the framing of a story whereas with libraries you do more of the filtering of information when you decide what to put into your collection.’

J3 saw Journalism and Libraries occupying similar space particularly in the context of the Internet:

‘I think there clearly is a correlation. when we think of libraries - if we didn't have a system to code and organise information a library would be useless and I see journalism occupying the same space in the internet where we have this vast repository of information that no one could find their way around unless ..I see the librarian as the gatekeeper of all the books and all the resources within the library and I see a journalist as a gatekeeper of all of the information that is published by state bodies, etc. and they monitor the information on people's behalf. That's why I have great faith in the future of journalism because that gatekeeping role is getting more and more important with the amount of information out there today. That's always what newspapers have been about, a newspaper everyday had thousands and thousands of things they could put in the paper that day but they made the decision based on what they felt was most important and that's the key link between librarians and journalists.’

Although many of the journalists agreed that there were connections between the principles J2 and J6 also pointed out, what they saw as key differences:

L2: ‘I think there are crossovers but I wouldn’t say people have always recognised that there is a lot of crossover because we tend to think of librarianship as being more rigid and systematic than what we think of journalism which we believe is a bit more free-moving and evolving with stories changing. So in a way, I can see the differences and the similarities.’

J6: ‘I suppose you could say the core principles of librarianship remind me of the principles of journalism but you can argue that a lot of journalism is not for the public good then it's has nothing to do with confidentiality it's all about getting information that didn't exist before
and that you can be first with and you can make money from. There is no doubt that there is an overlap...'

Likewise, when the Librarians contemplated the core values of Journalism they expressed surprise at the commonalities:

L1 commented that she was somewhat aware of the principles of Journalism but when she saw them in front of her she was intrigued at the crossover:

‘Wow the crossover yep it's very interesting to see them side-by-side. It's really that both are about a responsibility of truth and a delivery of truth. I think of librarians that we provide access to so many things our main thing is access and exposure and explaining things but journalists are providing the content from the information.’

L3 noted the strong correlation and remarked that if Journalists and Librarians collaborated they would be an incredible force:

‘If I didn't know you were talking about journalism I would actually think you were talking about librarianship there and I've have seen these same principles being talked about in articles and books about librarianship so it's incredible I knew there was an overlap but when you articulated them there in that way I never realised before how we are probably two of the most closely matched professions. Different words for the same things really. I knew there was an overlap on information sharing but I never realised how alike they actually are in terms of our mission and ethos. yet we are quite desperate but if we joined forces what a force we would be.’

L3 made an interesting point when she suggested that librarians should be embedded in media organisations:

‘There really should be a senior librarian on the leadership team of publishing houses. I could be speaking out of turn but librarians need to be less on the side-line, they should be at a management level and that's how you safeguard the accuracy and the authenticity ...’
In agreement with L3’s suggestion of a collaboration between Journalists and librarians L5 mentioned that it had been a topic conversation at the recent LILAC conference in relation to fake news:

‘I think there is a huge correlation between especially where librarianship is going now as I said about moving away from library-centred information and to talk more about information in general. It's definitely one of the professions we need to partner with- we had that conversation at the LILAC conference we said we need to join forces to provide the tools to decipher fake news and get to see what’s really going on.’

As with some of the Journalists, it was interesting to note that although L2 and L4 agreed that there were links they also pointed out some key differences, L2:

‘I definitely see a correlation when you see them side by side definitely... but when I think about being a librarian it is freedom to information without judgement, equality of access, respect for diversity, the public interest is not necessarily what's good for the public...I consider the library to be a neutral space for example, we don’t allow any advertising even for stuff going on in the college, nothing like that is allows in the library – it is a neutral space. I don’t think journalism has kept that principle of objectiveness not all papers anyway...There are some differences between the principles but lots are the same.’

L4 pointed out what he saw as another key difference:

‘I think access is the real difference between ourselves and journalists media organisations don’t really thrive on open access for everybody so that's a significant difference ...the library is protected from any commercial aspects we have our own take on those things ... we’re access not preservation yes I don’t know I don't think media has a duty to impartiality I think you have a duty to construct the truth as best you can and be fair and then make a judgement we are on the side of liberal enlightenment you do make judgements when we classify stuff into anthologies which are white male heterosexual western Dewey-like system .. collection is not impartial it’s a very partial construction of truth.’
4.6 Openness to the Implementation of a Bespoke Information Literacy Module in Journalism & Media Programmes

4.6.1 ACRL Information Literacy for Journalism Students

The interviewees were asked about the ACRL framework for Journalism students, which was previously mentioned in the literature review. None of the journalists had ever heard of the framework. Interesting, and somewhat surprisingly, all the librarians were aware of the ACRL framework but none of them were aware of the specific ACRL Journalism Information Literacy standards. One Librarian pointed out that much of the Information Literacy initiatives come from the US and are tailored towards American students, she tends not to use this material as Irish students cannot relate to it. If there was a bespoke Information Literacy module for Irish students, it would, in her opinion be more effective.

All interviewees expressed a keen interest in learning more. Their comments are set out below:

J1: ‘The ACRL acronym I have come across through my librarian friends but I wasn’t familiar with their journalism specific framework.’

J2: ‘I am not familiar with that at all’

J3: ‘No, not aware of it at all. I think the standard of American fact-checking has always been higher than anywhere else in the world…’

J4: ‘No, never heard of it...Is it publically accessible?’

J5: ‘I am not aware of it but it sounds very interesting’

J6: ‘I am not familiar with it and I would pride myself in being familiar with lots of different disciplines’.

L1: ‘I know some of the frameworks but sorry no I have never heard of it’

L2: ‘I would be familiar with the general one from ACRL, but no not the one for journalists’.

L3: ‘No I wasn’t aware of that and that is fantastic. It doesn’t surprise me that ACRL have done that because they are great at bringing out new initiatives they are on the ball.’
L4: ‘No I’m not familiar with it, but my excuse there is journalism faculty never ask to talk to me about it. I think all media lecturers thing oh well we’re good at this anyway.’

L5: ‘I am familiar with ACRL but no not the one for journalists. I did not know that and I follow ACRL quite closely, they need to do more work on publicizing it...makes sense.’

4.6.2 Collaboration

When asked for their opinion on a bespoke embedded Information Literacy module for Journalism and media studies all interviewees were reacted positively. J1 mentioned that his institution was currently reviewing the curriculum and they were considering the introduction of a ‘Skills Pillar’ that aims to enhance the employability of the graduates:

‘Our BA courses are under review at the moment and one of the things that is being looked at as part of that review is the introduction of what they are calling a Skills Pillar, it's a range of what can be vocational/quasi vocational so Information Literacy, work placement and work engagement so on is looked at so we would like to integrate Information Literacy in a partnership and use the specialist skills of the librarian to teach how do you access information, how do you research and evaluate sources but we would like to integrate academic and more vocational perspectives so that we can have learning outcomes that speak to the librarians and to the subject heads.’

J2 was enthusiastic about the idea of a collaboration saying there was a lot to be gained by the journalism faculty by teaming up with the library particularly with the overabundance of information available today:

‘I think it would be a really good idea, I think perhaps now more than ever because the sources of information have become so diverse that it's hard task for anyone to figure out verified news. I think journalism education practitioners a do their best on their own but would be gaining a huge amount by having someone from a library background. I think teaming up the two together would be very beneficial and a good idea to do that.’
J3 admitted that they had attempted to introduce first years to the benefits of library research methods but it would appear that the faculty didn’t reach out to the library for advice.

‘It would be really interesting.... Last year we tried doing stuff to bridge the gap between second level and third level like introducing them to the library research methods and dealing with academic life etc... I would say we would be very open to that type of collaboration... Anything that can arm students with critical faculties and get them to dig deeper anything that would encourage that I would be in favour of. ‘

J4 was extremely positive about the idea of collaboration but noted that they would have to have senior management buy-in to make it a success.

‘That would be a great idea...the senior management would have to be behind it and it would have to be organised properly. I think we do a lot of the Information Literacy training ourselves we teach them how to get specific results from search engines etc. we teach them writing and research skills. I think a visiting librarian lecturer would be a better idea as the students tend to pay more attention to visiting lecturers... but it would have to be accessed and weighted.’
Chapter 5 Discussion & Conclusion

5.1 Discussion

Research Question 1: What are Journalism educators’ and librarians’ perception of the problem of Fake News?

The findings of the research confirmed that the recent proliferation of fake news and misinformation is a cause for concern for academic librarians and those working in Journalism education. However, as noted in the literature review and in concurrence with Randall and Moore, most interviewees agreed that fake news is not a new phenomenon and in accord with Suiter many asserted that, while fake news is not new, the motivations are. The librarians were aware of the current initiatives which are being rolled out by other libraries and library associations regarding fake news and fact checking. Likewise,
Journalists were aware of ongoing developments within media and broadcasting, but neither disciplines appeared to be aware of each other’s endeavours to combat the rise of fake news. Two of the journalists interviewed talked about the work of Dr Harry Browne of DIT and the Centre for Critical Media Literacy and other journalists spoke about the Irish Literary Festival event about fake news which took place in May 2017. All of the librarians were aware of Alan Carberry’s recent presentation on Fake News and UCD’s LibGuide on fact checking. This would concur with the researcher’s experience while attending various talks and discussions about fake news. No librarians were on the panels of events organised by journalists and no journalists were involved in the fake news discussion organised by librarians. When asked about ways in which fake news could be dealt with, Journalism educators overall believed that teaching strong verification and fact-checking skills would help tackle the problem. Also using the toolkits available online, such as Tin-Eye or Google reverse image search can show students how to ensure that sources they use are reliable and fact-based. Both journalists and librarians throughout the interviews referred to other fact-checking websites such as Snopes.com. Getting on board with initiatives such as EU Fact-checking was also mentioned as a way forward for journalism students. This showed a strong awareness to the various initiatives taking place in Ireland and abroad as referred to in the literature review. All interviewees agreed that improving evaluation and critical thinking skills would go a long way towards combating fake news.

Research Question 2: What do educators and librarians rate the evaluation and critical thinking skills of students?

There was further concurrence regarding the evaluation and critical thinking skills of the average undergraduate student embarking on Journalism and Media Studies degrees. Most considered those skills to be of a substantially low standard, which is in line with the recent Stanford Study. Social media, filter bubbles and an over-reliance on Google search are all cited as problematic when it comes to student’s evaluation skills. Furthermore, there is a consensus amongst Librarians and Journalists that more needs to be done to raise that standard. Librarians and Journalists alike, raised the issue of second level education as a reason for poorly developed critical thinking skills of students, which is in line with the suggestion of Dooley, of the NUJ, when he proposed that media literacy should be introduced as part of the second level education system.
Another problem alluded to was that of the ‘google generation’ and their reliance on social media as a source of news. There was widespread awareness among both disciplines of the ‘filter bubble’ phenomenon, previously discussed in the literature review, where newsfeeds are tailored to the user based on previous searches and online interactions. Furthermore, one librarian revealed that, despite her profession and acute critical thinking skills, even she at times found fake news hard to spot. Another librarian discussed a recent fake news competition, which was sent to students and academics as part of the All Aboard Digital Skills Action week. Approximately 96 people entered the competition, half of which were academics. Only 9 academics managed to spot all six fake news stories, and some of those were from the school of Media. She deduced that spotting fake news is problematic for students and lecturers alike and Information Literacy training would not only benefit students but faculty members also. Likewise, the filter bubble problem was noted by several participants, but not only from a student perspective, it is important to note that many working journalists are also at the mercy of filter bubbles, particularly on Twitter where many journalists follow likeminded colleagues and tend to interact and retweet news which supports their individual beliefs and world view.

Research Question 3: What are the current interactions between Journalism faculties and the library?

In discussing the interactions between faculty and the library, in most cases, it would appear that Journalism and Media Studies faculties have minimal interaction, despite library staff endeavouring to interact with them. It was found that in the majority of colleges, the interaction was limited and inconsistent. However, one institution stood out for having a strong and successful relationship with the library and allocated teaching hours to Information Literacy instruction. By and large, libraries are seen in a positive light by faculties but only in terms textbook/database repositories and for academic research skills. All journalists spoke highly of their library and had great respect for the librarians, however, their sentiments are not often reflected in their interactions. Interestingly, this positive attitude towards librarians was also noted by Dempsey in the literature review when she
maintained that historically, studies have proven that people see librarians as trustworthy, and have respect for libraries in general.

Research Question 4: Is there a lack of awareness of the concept of Information Literacy within Journalism faculties?

Overall there would appear to be a lack of understanding of Information Literacy and a distinct lack of awareness of the role a teaching librarian can play within journalism and media studies programmes. There was an underlying notion that Journalism lecturers teach critical thinking skills as part of the journalism programme and have done so for many years and see little need to involve librarians. They do not use the term Information Literacy but make reference to terms such as ‘Fact-checking’, ‘verification’, ‘media and digital literacy skills’ which is consistent with Bruce’s assertions that there are many different terms used for IL, as mentioned in the literature review. It was suggested by one librarian that another reason for the poor interaction, was possibly down to the fact that librarians are not good at self-promotion, she stated that librarians were notorious for gathering in a room and telling each other they were great but unfortunately that message was not transferring across to the faculties. Notably interactions improve immensely when a ‘library champion’ is identified within the faculty. A library champion currently exists in only one of the institutions interviewed. Another librarian mentioned that at one point they had a library champion at their college but since she had retired, it was proving almost impossible to secure a meeting with the faculty.

When asked how their fully embedded Learning to Learn module had come about, the journalism lecturer was under the impression that it was a departmental decision on behalf of the programme leader and had not been instigated by or had any involvement with the library. On further investigation by the researcher it became apparent that, the Learning to Learn module was a departmental decision but the Information Literacy librarian had taken the opportunity to request that IL be inserted into the module as part of a drive to embed Information Literacy across Arts & Humanities programmes within the institution. The module is taught across several programmes and not just specific to Journalism and is taught by faculty lecturers as opposed to Information Literacy Librarians. This lack of awareness of library input, within journalism faculties would further highlight the problem of ‘library visibility’ within higher-level institutions.
Overall, when asked to compare each discipline’s core values, both librarians and journalists were surprised at the correlations and most had not, in the past considered the commonalities of both professions. On reflection, both disciplines acknowledged that an alliance of journalists and librarians would be advantageous to students and civil society equally. This notion generally concurs with Lampert’s assertions, referred to previously, in the literature review.

None of the interviewees from either disciplines were aware of the ACRL Information Literacy standards for journalists. The reason for this is unclear but possibly because ACRL do not promote or have much literature available about these standards. It is also important to note that these standards were formulated in 2011 and may be outdated or as one librarian asserted, ACRL is an American organisation and Irish Librarians tend to focus on UK or Australian frameworks for Information Literacy. As raised in the literature review, the consortium of main research libraries of Ireland (CONUL) endorses the standards of ANZIL.

Research Question 5: Is there an openness to the implementation of an embedded bespoke Information Literacy module for Journalism students?

All interviewees responded positively to the idea of an embedded bespoke Information Literacy module for Journalism and Media students and a collaboration between themselves and their library. Setting time pressures aside, a partnership between libraries and faculty was considered to be a definite area of opportunity to raise the overall standard of evaluation skills and critical thinking of the Journalists and Media Professionals of the future. However, for a partnership to be wholly successful many interviewees raised the matter of management/head of department buy-in. It was suggested that support from the top town is imperative for a collaboration to work. Furthermore, one journalist proposed that a bespoke Information Literacy module be delivered as a guest lecture, as in his experience, students tend to pay more attention to guest lecturers.

5.2 Conclusion
In conclusion, it is apparent that there are many similarities and shared values between the disciplines of librarianship and journalism, as asserted by Leif in the literature review. Furthermore, the ongoing discourses about fake news within the professions has drawn particular attention to the problem of evaluation and critical thinking skills of undergraduate students. It can be argued that for all the negative aspects of the proliferation of fake news, it has managed to put a positive focus on Information and Media Literacy and has started an important conversation about the necessity of good evaluation and critical thinking skills, not just for students but for wider civil society.

This research has found that the current lack of interaction between faculty and the library could be improved by better communication, where libraries promote their services and become more visible to the faculty. Journalism faculties appear to be unaware of the value the library can bring to their students particularly in terms of Information Literacy instruction and consider Information Literacy instruction to be part of their role as educators.

When the similarities between the core values of both professions were revealed during the interviews, it was met with surprise from both sides but most notably, the Journalists showed openness to the idea of a collaboration or partnership with their library. However, the journalists were interviewed by a librarian and they may have been reluctant to dismiss the idea of a collaboration for fear of insulting the interviewer. Nevertheless, their enthusiasm would indicate that they were genuinely interested in joining forces with librarians. Demonstrating library value is an on-going problem for all academic libraries therefore the findings of this research can be seen as an enormous opportunity for librarians to reach out and market their services. By framing this research around the problem of fake news and the current discourses, it has highlighted the many overlaps of both professions, which hopefully will lead to the prospect of fostering stronger relationship and provide more embedded Information Literacy modules in Journalism and Media Studies programmes thus leading to a higher standard of journalism in the future. It is therefore proven that Information Literacy has role to play within Journalism education in Ireland. Accordingly, it is recommended that librarians who are responsible for Information Literacy collaborate with their journalism faculty to design and develop a bespoke Information Literacy module, which will combine both the expert and long-standing skills of the journalist and librarian. By embedding a teaching librarian into journalism programmes and measuring the success over time could
also raise awareness and open up further opportunities for librarians to work in the media industry, as was suggested by one librarian.

5.3 Recommendations for Future Research

This research has raised many other questions and topics of discussion and has laid a path for future research. The lack of awareness of Information Literacy within journalism faculties could be investigated in more depth by surveying how academic librarians promote their services to faculty in relation to Information Literacy. The reluctance of librarians to self-promote could prompt the question of the personality types which are drawn to librarianship from a psychological perspective. Additionally, when discussing evaluation skills and the use of trustworthy sources, the topic of Wikipedia was raised several times in the interviews. There would appear to be an opportunity for future research around the use of Wikipedia and how academics and librarians now view its reliability and evolution as an information source. It was interesting to note from this research that one of the lecturers who had taught in the US found that comparatively, Irish students had a higher level of critical thinking skills, therefore a study into evaluation skills of Irish students, similar to that of the Stanford University study, would be beneficial from an Irish academic perspective. Finally, there is scope for research to investigate the role that Information Literacy librarians can play in the media and broadcast industry in Ireland.
Chapter 6 Reflections on Learning

6.1 Introduction

Having completed a BA in Journalism at Dublin Business School I went on to work as a producer at a film documentary company Canola Pictures. As part of my role there I organised a collaboration with the public libraries across Ireland and Northern Ireland to show one of our documentaries. I always had a passion for libraries and working with librarians and library staff as part of the film project, brought back fond memories of my position as school librarian in 5th and 6th year of secondary school. When the six-month library tour came to an end I decided to research a career in the Library sector and in August 2016, I spoke to Marie O’Neill and some recent graduates of the course. Completely satisfied that I was choosing the right course I applied for the MSc in Information and Library Management and so began the LIS journey. In retrospect, I may have underestimated the workload, after the first week I realised it was not going to be as easy as I had expected and the required level of commitment to achieve a Masters left me feeling somewhat overwhelmed. Nevertheless, I was enjoying the classroom and learning environment and settled into the next phase of my lifelong learning journey. Knowing that I had a dissertation to complete by the end of the year, I began to take notes on areas of particular interest within the course in a research notebook. The one module, which was of greatest interest to me, was The Teaching Librarian, taught by Colin O’Keeffe. When Colin introduced the concept of Information Literacy, and the role of the teaching librarian I more or less knew this was an area of librarianship that was going to appeal to me. In this chapter, I will set out the various stages of my research study and my personal and professional development over the course in general.

6.2 Research Topic

The research methods lecturer impressed the importance of a good research topic from the first day and encouraged us all to start thinking about topics relevant to the subjects we were studying. The strong correlation between Information Literacy and Journalism practice had already piqued my attention and I began to investigate if any other research had been done in the area of overlaps in Journalism and Librarianship. In October 2016 I came across an article written by a Journalism professor Louise Leif in the Columbia Journal Review entitled *What the News Media Can learn from Librarians*. It would appear that (Leif, 2016) and
myself had the same dawning realisation that there was a strong connection between the two disciplines, at that point I was certain that this was going to be my area of research. I just had to figure out what exactly I was trying to research, and how I would frame the research question. During this first semester, the run up to the American presidential election was taking place, there was much media attention on the new phenomena of fake news and alternative facts and many journalism experts were discussing the problem and looking for ways to combat it. There were many calls for more stringent fact-checking and improved media literacy skills. At the same time, I noticed on social media that more and more librarians discussing the same fake news problem but in terms of improved information literacy skills. Both disciplines seemed to be equally concerned about the rise of fake news but there was no cross-discipline discussion taking place. Librarians and Journalists were talking about the same things but referring to them using different words. I decided my research topic should look at the correlation between the disciplines, and investigate to what extent Information Literacy skills was being taught to journalism students in Irish third level education.

6.3 Literature Review

I began an in-depth literature review into the area of fake news and journalism education and the role of the librarian in terms of Information Literacy instruction. My research skills as a trained journalist were strong but when combined with my new found library skills, I had no problem locating good academic journal articles and papers on the subject. Because the subject of Fake News was relatively new, I was relying on more non-peer reviewed literature but as time went on there was an increasing amount of journal articles being published by both librarians and journalism academics. It was an emerging area of research which made the literature review process exciting but at times exhausting – when you thought you had read all there was to read on the subject, another article would appear. Rather than taking each article at face value I was beginning to critically analyse all the material and began to gain deeper understanding of the subject. I used two methods of recording the reading material, primarily I used the citation tool Zotero and I backed it up by using the bookmarks tool in Google Chrome. As part of my research and as discussed in the Methodology Chapter, I attended as many discussions and events relating to Fake News as I could manage and took handwritten notes.
6.4 Research Design

We covered various aspects of research design with the research lecturer and early on in the process. Initially I found it hard to understand the relevance of research philosophy but when it was explained in simpler terms and applied to my research topic I was able pinpoint that the philosophy for this research should be interpretivism. I explored different ways in which to conduct the research and found that Qualitative research would best suit my topic, as I wanted to get an insight into, as opposed to a measurement of, Journalism education. I had conducted many face-to-face interviews in my past career and felt comfortable with the idea. I investigated the possibility of carrying out interviews with a selection of academic librarians and journalism educators working in higher-level institutions all of whom offered journalism, media or broadcasting, level 8 degrees. After much deliberation I decided to include a list of the events, which I attended as part of the Research Design. Traditionally I understand that conferences and events are classed as grey literature and often appear as part of the literature review, but on reflection the events were more akin to focus groups where a particular group gathered to discuss the current problem and also invited questions and feedback from a public audience. In the context of this dissertation I believe it is best placed in the methodology as I gained considerable insight into how both disciplines and their audiences were discussing the fake news phenomenon.

6.5 Collection and Analysis of Data

Using the CAO and Qualifax websites, I identified eight higher level colleges across Ireland who offered undergraduate BA in Journalism, Broadcasting, or Media Studies. Of the eight colleges I managed to secure interviews at six. DBS, DIT, DCU, NUIM, NUIG and Griffith College. I used my networking skills to gain introductions to the relevant interviewees. Overall the librarians were more willing to give of their time and understood the relevance of the topic straight away. While some journalists were obliging and generous with their time, the majority of them were hard to pin down and initially, less understanding of the relevance of the topic to Journalism education. From April to July I conducted 11 extensive interviews, with a six journalists and five academic librarians. I enjoyed the interview process and gained enormous insight into the relationship or lack thereof between the Journalists and the Librarians. I particularly enjoyed pointing out the overlaps of the core values of both professions, which for the most part was met with surprise. By the end of each interview, I felt a sense of achievement, not only was I progressing my own research but I was making
journalists think about librarians in a way they had not previously thought about and likewise with the librarians. I felt like I was starting an important conversation within journalism academia. Some of the interviews ran way over time as often, the conversation turned to other interesting topics like Donald Trump, Brexit, social media and general ‘state of the nation’ chats. I have eleven more contacts in my phone, all of whom expressed an interest in reading my dissertation and all invited me to contact them again. In many ways the data collection was the easiest part. Analysing the data was more daunting, I set about the task of transcribing the interviews, over a course of a week. As the interviews were spread out over a couple of months the transcribing gave me an opportunity to recap on what everyone had said. This made is easy to analyse while I was transcribing. I took notes and highlighted the emerging themes as I went along. I used a word document and the keyword search function to further interrogate the transcripts. I found that the data analysis was easier than I had expected. I was engrossed in this chapter for days on end and found I had a few sleepless nights overthinking how I was going to present the data. It all fell into place in the end and to add something visual to the analysis chapter I used a word analysis website tool to make a *Wordcloud* graphic illustration to highlight the most frequently used words. I feel my discussion and conclusion sum up the research well and have shone a light on several areas of possible future research in the fields of librarianship, academia and media.

6.7 Personal & Skills Development

Overall, completing this masters has had an enormously positive effect on my personal and professional development. I have grown in confidence and truly feel like I have mastered the subject of librarianship. The dissertation, in particular has given me some great opportunities for the future. As a result of my research and the many networking opportunities, I have been appointed to the working group of the newly formed Broadcasting Authority of Ireland Media Literacy Network. I have also applied to be a member of the Information Literacy Taskforce of the LAI. I believe I can combine my skills as a journalist and a librarian to pursue a career in the area of skills training in the media sector. Additionally, the work placement aspect of the course has given me 7 weeks of solid, hands on work experience at RTE where I gained new library and archiving skills. Most importantly, by completing this masters I have a deeper understanding of my academic capabilities and have established a clear pathway forward to a new career and fulfilling life as a professional librarian and journalist.
Ancora Imparo...I am still learning

(Michelangelo Aged 83)

Source: British Museum
BIBLIOGRAPHY


We have a BA with journalism so that is a double honours major where students take two traditional arts subjects and take modules of journalism alongside it. So a student, for example can take English and History or Spanish and Economics and you then take three modules of Journalism in first year, two in second year and then a year out where you do work placement and all the practical projects around that. I like when I am essentially selling it to potential students. Journalists by their nature are generalists rather than specialists, this course at undergraduate level can for example give subject matter specialism and knowledge without being overly prescriptive about what happens. The trade-off of this model is that you don’t have a lot of time to talk about the reflective nature of journalism. There is only so much time in a week we cannot add extra modules. I work inside the discipline of English where we have introduced a number of media related modules and we expect to launch a specialised BA in Media Studies and English so essentially more or less have will be a traditional English degree and then a set of media studies alongside primarily concept based. We have broadcast module and online journalism module the idea being to provide the basics and then in third year they can do placements or project work to let the student to find his or her own level. The BA at the moment has a less vocational focus.

How would you rate the evaluation skills of the average undergraduate starting a journalism course today

Good question- Not bad, I have taught in the States in media programmes where I have taught students with on occasion much weaker critical faculties. I have found here particularly in a specialised programme like ours it has a reasonably high CAO points level it’s not a good direct metric but as a proxy for students being fairly well applied we have students who are reasonable good at evaluation there is always a temptation to pull out the
weakest points where you could have a student who may not know the difference between a novel and a text book but for the most part I think our students are reasonably proficient and reasonable strong with variables within that.

Me: How are journalism ethics/news gathering skills currently taught to undergraduate journalism and media students? Is there a particular module

J1: yes so for the critical component we have yep, we try to integrate it throughout the curriculum we bring in visiting speakers to talk about what it’s like in a newsroom etc. and it has a reflective component but the module that is the theory based in first year is called cultural foundations, we pack a lot in media law, media ethics and also we try to provide a critical perspective on the history the conception of journalism, getting people to have a ... remember you asked about the evaluation skills? yes well one of the things I find is some of the students have a preconceived notion and over-deterministic of issues of balance and issues of objectivity so either students will go down the route of saying "it doesn't matter it's just my own opinion" or they'll say if its journalism it has to be equally balanced, in an artificial way but sometimes there are stories with three sides or more complex stories so what they have got from social spaces is the notion that journalism is a two sided scale and there's always two sides and this notion that just because you get two voices but there are sometimes stories you don't need to find an opposing view for example if someone dies in a car accident you don't need to find someone who says "and isn't that wonderful.." so people understand that but sometimes there are cases where it is a little more nuanced and the student doesn't recognise that and they feel that have got to find someone who says exactly the opposite for a balance but it is not a situation that needs balance. In your study you don't need to find someone who says "fake news doesn't matter it's wonderful."

Me: I actually have found people who are saying that!

J1: (Laughs) yes you need to bring in people with a variety of informed perspectives, certainly eh but for our students when they are building a news story and evaluating sources they need to think, like Herb Gantz who is a journalism sociologist says, you need to have multi-perspectival journalists from a variety of backgrounds who are aware of a range of voices that need to be heard and bring those voices in but don't necessarily try to artificially be like we need 3 to be pro and 3 to be con - if 80% of the population believe something then that’s that. We had a practical example of this in Ireland with the Referendum commissions
when first established they took a proactive stand with education they found it was impossible to both proactively educate people about complex issues and also try to meet minute requirements that had to give equal time to trivial concerns or fringe concerns about a topic ...like the in Florida who has brought in legislation about the reporting on climate change to allow for equal time for debates. if you have a teacher teaching evolution in the classroom well then you must have equal time given to the creationists so that’s why I try to get my students to... see how objectivity developed over time and institutional factors that lead to it, what does it benefit and what are the strengths and limitations of it... when does it work well - that’s what we do in the cultural foundations of the course.

Me: What is your opinion of on the current rise of Fake News/Alternative facts?
J1: So my sense is em on the one hand there is a longer history to this...Fake news is not new people look at Hirst, the appocratic tale of Hirst sending a reported to the Caribbean to report on the attacks on the non-American soil - that particular case speaks to the approach in the 1880s and the rise of the yellow press in the us of voyeurism and sensationalism trumping any particular concern for fact eh...you know the idea was to get eyeballs, 'let’s say stuff that will create attention, worry about how we match the facts up to it later' you have PR and Béarnaise where you bend the facts in order to suit the message so there is a longer history there about fake news. People have talked about the alt right in particular who have weaponised some of the theory of post modernism and identity political and have turned its back on itself which is somewhat destructive and dangerous I think there is a long history and then a short history, look at data manipulation that fact that we have these algorithms shaping what we see online SEO, similarly someone can figure out how something can go viral and can make something be shared much faster than the correction that follows it. The other thing is that I have been annoyed with some overly simplistic bundling of mainstream objective news as being presented as fake but an opinion site is not necessarily fake or a politicised outfit may not be fake even though it may have an particular ideology or be part of a leaning but that doesn’t mean that the underlining facts are fake, there are reporters that do good work but you wouldn’t see as balanced they may have leanings and I think someone sometimes and this is where Trump has turned the definition back when he says 'well CNN do negative reporting of me because they are not reporting as many good things about me as bad things that means they're fake.’ so I think it is important to think about defining and also realising there are many different types of fake news and many different motivations.
Me: In NUI Galway's journalism courses how will you tackle this issue of fake news and how every prospective journalism should be aware of fake news, within the course content?

J1: With great difficulty, so we're a small faculty of journalism there is only two full time faculty who are engaged with the journalism programme as such, there is a broader range of people engaging over the media subjects but in this particular programme its smaller and it is often left to a module by module lecturer on how on to engage with these problematic issues but it is something we that they will have to integrate into their planning every year. I know myself every year as I start out the programme there will be a new contemporary development in which the students will be Familiar with that I can integrate into the course. A few years ago there was the issues around the redacted controversy in the States and there was a lot of issues on how race was being reported in the Hurricane Catriona disaster, and so I think it's one of those things that we do at the moment something like the US election which happened last year, next year will be used in the course content to get students thinking about ethical and conceptual issues play out.

Me: What is your understanding of the term Information Literacy? (Gave definition on piece of paper along with core principles of Librarianship and Core principles of Journalism)

J1: So one of the questions are is it sufficient are there areas that are lacking in the course... as my background is as a critical media scholar and political columnist I am interested in questions of motivation... what is the purpose of TV3 RTE what is the difference with their remits and funding models and how does it shape how they frame and present information and so on and so I notice the word evaluate in the definition of Information Literacy, locate, evaluate and use information eh I think there's a whole pile of stuff packed into that that needs to be unpacked - people need to understand that there's facts and truths but singularly you can have things that are not false claims but the way in which they have been presented and chosen leads you down a certain path to a framing of few societal issues I think It’s important to realise the motivations of the speaker not just in terms of if it’s true or not but where this person is coming from.

Me: The ALA have set out the core principles of librarianships and here are the core principles which you will be familiar with as a journalist (hands two sets of core principles) Do you see any correlation between the two disciplines?

J1: So one of the things I see is that they are very similar in how the ALA have
structured their principles and how the SPJ (The society of Professional Journalists) in the US structure their core principles of journalism. So one of the things in the core principles of journalism that I like is that you can have principles that are in conflict with each other for example respect for sources and telling the news, but sometimes privacy and accuracy and impartiality is in tension with dealing ethically with your sources and sometimes they come into conflict. I think we sometimes, we become more prescriptive, if you look at the press council’s code with the presumption that because it says you will do this in this situation there is going to be contradiction so there is the notion that principles can be at odds with each other so yes one of the things that librarians do in terms of differences em.. curation, providing info that people need in journalism similarly we talk about gate keeping and news sources we are both disseminating information and in a library the most important and controversial things in library terms is culling -- how do you maintain a collection? how do you decide this book is going to be dumped in a newspaper you only have so much space, some say you have infinite amount of space on a website but you only have so much space on the front page so you have to make those sort of decisions. In critical media studies we have had to recently change how critical scholars talk about media because we have gone from a place of criticising gatekeeping because of what it left out to now when we talk about fake news. We’re taking about one of the good things that editors did, which we often criticised them for you know class bias or exclusionary stuff you know, stuff got miss but at the same time what a professional editor would do was spot fake news, cranks and conspiracy theories etc... When something is in the pages of the Irish Times you are certifying that the Irish Times as an institution this is something they believe that matters a source that can be trusted and respected and worth hearing. there is only so much space on their opinion page but they will give someone like Breda O’Brien space for an opinion because they believe that even though someone else would provide content for free they that that view in society this particular voice must get the space. There is a lot of overlaps with what libraries are doing but in journalism we do more of the framing of a story whereas with libraries you do more of the filtering of information when you decide what to put in your collection.

Me: What is your current interaction with the library at your institution?
J1: Minimal... largely due to pressures of time. Our library does reach out to us in terms of collection development and so we have as a department we have representatives that liaise but is one of those things that gets pushed down the list "I should get down to the library and
tell them about this and that but you know since you asked the question I actually feel this shame and guilt.

Me: Are the media and journalism students actively encouraged to seek library instruction? what way to you present the library to them?

J1: Library instruction I think is included in the first year orientation programme for students but that goes across the board. I think because of the nature of number of students coming in in the first week and it's perhaps minimal in the initial stage. One of the things we have done in NUIG is we have a writer’s workshop which is physically based in the library and that is staffed by the English faculty but it is hard to get the already strong writers engaged in a writers’ workshop but how it works well is when we get them to see how a library works as a physical space. There is probably more we can and should do but one of things that I know I do myself is to stress to the students the need to actually physically visit and see the shelves, even though a lot of resources are now on databases, there is still a lot of shelves and what I find useful myself is that if you visit the 070 shelf where you can find the journalism content, you can look for a particular book but what you will see the 7 books either side to help you get a sense of what you are looking for and you can see the connections between subjects.

Me: What would your opinion be on an embedded IL module in the first year of a collaboration of some kind between the library and the faculty?

J1: Our BA at NUIG are under review at the moment and one of the things that is being looked at as part of that review is the introduction of what they are calling a Skills Pillar, it’s a range of what can be vocational/quasi vocational so IL, work placement and work engagement so on is looked at one of the concerns prevalent across academic because of the nature of these things is, by taking 10 credits you have had to eliminate 16 17% of your programme so anything you provide that it be in partnership with other modules but we also don't want to throw 5000 students at the library so we would like to integrate IL in a partnership and use the specialist skills of the librarian to teach how do you access information, how do you research and evaluate sources but we would like to integrate academic and more vocational perspectives so that we can have learning outcomes that speak to the librarians and to the subject heads.
**Me:** last question... The ACRL devised a IL skills framework in 2012 specifically for Journalists, are you aware of this?

**J1:** No I am not

**Me:** I explain the framework...

**J1:** The ACRL acronym I have come across through my librarian friends no doubt, but I wasn’t familiar with their journalism specific framework.

Interview Ends.

**J2**

**Me:** How would you rate the evaluation skills of the average undergraduate starting a journalism course?

**J2:** The undergraduate part time students tend to be more savvy due to their age and maturity but if we are talking about full time undergraduates in general I was surprised when I set them a task to find information they take a long time to come back with the right information using search engines. I think it the second level education system doesn’t encourage independent research or critical thinking. There is a tendency for them to trust the internet too much, they use Wikipedia as a source they don’t realise that it is user generated and can be prone to fake information. But Wikipedia is ok to use by using the references, it’s a good starting point just as google is. But they don’t always take the time to look further.

**Me:** How are news gathering skills and journalism ethics currently taught to undergraduate journalism students?

**J2:** There is a long standing steady way of teaching news reporting back since the days of Rathmines college when journalism was first taught in Ireland Online journalism has changed that but the basic principles of news reporting, fact-checking, on the record off the record, none of those principles have changed in any significant way so what I teach in news reporting is very much as I had been taught myself in my journalism masters. It has adapted
but for instance, now there is a new strand of online journalism being taught but the principles of news reporting are the same.

Me: What is your opinion on the current rise of Fake news/Alternative Facts?

J2: Good question. It’s almost like people think it just happened when Donald Trump came around but it’s not a new thing. It’s journalism eating itself and its journalism's own fault. I think the problem started around the time we devalued journalism which is all to do with not paying and when it became free. Resources were no longer there to provide fact checking etc. One day someone said... we have all this information we have the internet let's give this information away for free it wasn’t being monetised in any way then of course when one group did it everyone did it and the flood gates opened. Now newspapers are trying to turn that back by putting in paywalls etc. but the problem is not one of the consumer it’s probably been good experience for the consumer because they say it has never been better for the consumer because you are getting so much information, so much news leaving aside the fake news, just in terms of the richness of content. But it is not a great time for journalists as practitioners. Because newspapers historically were owned by rich men who owned a printing press they got to be the gatekeepers of the information and in turn journalists were also the gatekeepers so nobody could get the information and it wasn’t shared widely so it was good for media organisations and it was the democratisation of information which now journalists are no longer in charge of and now journalists realise they are not in the same privileged position they had been in society. That’s where I think fake news all began, that’s me blaming the internet for breaking journalism! Flat earth news by Nick Davies a Guardian Journalist was a precursor to the fake news thing - he was quite involved in the hacking scandal in the UK - it was about "Churnalism" and I teach that on the course. The central thesis is that there was a study done in Cardiff centre for journalism studies 72% of news stories could be traced back to PR activity, mostly press releases or from news wire stories and that was shocking when that research came out I think it was in the mid 2000s and it got a backlash from the journalists as it was seen as not being loyal to the profession. The whole idea of churnalsim is that because we haven't put enough resources into journalism and newspapers are more concerned about their websites deadlines have increased and the demands are huge. I remember myself working as a journalist the demand for content and the rate of putting out copy had increased It puts a lot of pressure on journalists they are being asked to do more but to keep it to the high standards that they were taught in college. you are trying to hold on to a story until it's ready to go but you are part of
a copy machine so his thesis is that journalism has just become about churning out copy. Whose fault is that? Its media’s reaction to what they think the consumer wants because of the rate of consumption and the demand for information. There was always a purity to news reporting, the impartiality the objectivity, getting to sources that you were striving to get to the truth of the story and that was kind of the aim. So user generated news on social media has helped fuel the fake news.

Me: How do Journalism faculty propose to tackle the problem within course content?

J2: By teaching good independent verification skills. By stressing the importance of fact checking, say someone gave you incorrect information - never accept always try and verify in another way. Secondary sourcing even if it’s off the record and double checking on the internet. There are tools there for journalist but nowadays we have a very loose interpretation of what is the truth and what is considered news and the idea of having alternative facts but may be now the stakes are higher for some organisations or some people so before there was always spin doctors but now I think it has become more of a concerted effort to completely concoct false stories. Before there was Stephen Glass and Yohan Hari and others who famously made stories up. I used to teach this in news reporting as an example of what not to do. That was more of a case of journalists gone rouge but now it's maybe a case of the powers that be vested interests really very deliberately and in a manipulative way trying to bypass the media, devaluing the media in the case of Trump and Sean Spicer devaluing the BBC the NY Times CNN as credible sources. I think most journalist are behaving as they should be now and it's now an attack on the media.

Me: What is your understanding of the term Information Literacy?

J2: Uh the first thing I think of is my earliest introduction to the library system as a child the Dewey decimal system etc. and it makes me think about how to access information. I know one of the key things to get undergraduates to do is to know how to use the library and how to access information. (Shows the definition and the core principles of librarianship from the ALA)

IL it’s interesting that it looks at the need for information in the first place and not just about accessing the information, I think today in a rush to get information out we are not standing back and asking what do we need this information for where are we getting if from etc...
**Me:** Do you see a correlation between the core principles of journalism and the core principles of Librarianship?

**J2:** Yes, I think there are cross overs there but I wouldn't say people have always recognised that there is a lot of cross over because we tend to think of librarianship as being more rigid and systematic that what we think of journalism which we believe is a bit more free moving and evolving with stories changing so in a way if you think about a newsroom and a library it is not something we would think there is much cross over. We shouldn't think of a library as static or rigid in a similar way people come into a library there are new books all the time but I suppose I would see the differences more than the similarities but I can see a big cross over before the internet newsrooms had reference libraries where you could get a phonebook, an encyclopedia or access to Lexis Nexis it was the precursor to the internet. There was a librarian in the Irish Times and in the Independent but not now since the internet. The main cross over I see is the verification of information and libraries are repositories of information where people can access it and journalists see themselves as repositories of information which they share with people but there is a financial side to that. Libraries are not in it to make money but ultimately the media are.

**Me:** The current interaction with the Library

**J2:** There is a session arranged by the library for introduction to the library I usually am the first person to tell the students where the library physically is and ask them have they been. I suppose it was a limited interaction, probably more about telling the students to go to the library I wouldn't have been aware that the librarians were trained to accessed databases and teach students how to research.

**Me:** Are students actively encouraged to seek library instruction?

**J2:** Not so much for first years anyway probably more for thesis students I would encourage them to seek help at the library. I know the library did run some sessions to help students doing thesis. So only in the beginning I'd tell them about the library and then at the end at thesis stage more or less.

**Me:** What is your opinion on an embedded information literacy module into the first year journalism undergraduate course or a collaboration of some kind with the library?

**J2:** I think it would be a really good idea, I think perhaps now more than ever because the sources of information have become so diverse that its hard task for anyone to figure out
verified news. I think journalism education practitioners do their best on their own but would be gaining a huge amount by having someone from an IL background. I think teaming up the two together would be very beneficial and a good idea to do that.

Me: Are you aware of the ACRL Information Literacy skills framework for Journalists?
J2: No I'm not

J3

Me: What's the Current intake of undergraduate journalism students at DIT?
J3: This year the intake was around 27 or 28 students but there were are few drops by fourth year we about 23/24 its quite small but because there is so much emphasis on practical work it would be hard to work with a bigger size class.

Me: How would you rate the evaluation skills of the average undergraduate student starting the journalism course?
J3: I don't think they are particularly strong. I think we have a tendency to assume that because they spend so much time online and they use social media and spend so much time on their phones or tablets or whatever that they are good at going and finding information or that they are good at using technology but actually really it's an assumption that older people have about younger people being way ahead when it comes to using technology and that just isn't the case.

The idea that nowadays there are multiple web browsers and you can go so many places to get information apart from google that often does not occur to undergraduate students. They are very dependent on those first 10 results that come back from Google and in fairness those first 10 results that can come back can be fairly accurate and reliable but their ability to go a bit deeper is not great. The amount of information that you can get from Twitter would be known to working journalists today but the students would have no understanding of that at all. I previously thought in Ballyfermot college and a lesson I learned there was that any assumptions you make about students you need to step way back and start from the beginning. So I would say their research abilities are fairly limited.
Me: How are journalism ethics and news gathering skills currently being taught to the students?

J3: I’m only here two years but I teach one module with the first years reporting news. The ethics is taught as a separate module. News gathering skills - a big emphasis for us is about getting them to be able to write and formulate an news story but we do teach them how to research, making sure information is checked, they don't plagiarise material or copy and paste except for quotes in press releases they need to re write everything and put it into their own words and then I try and introduce them to more sophisticated research techniques using different browsers, advanced twitter search, partly to show them also how much personal information they leak each day in their own lives - they don't really understand about the amount of information they are putting into the public domain inadvertently so I try teach them about things like whoever they write about deserves the right of reply and things like that. For every story there are several sides and you try to speak to as many people as you can to get balance and check things. They do media law as well so they are exposed to defamation law, copyright and so on. It’s a slow process but the main emphasis is on getting them to know how to write. The main focus on first year is getting them to write a story that has been well researched and not plagerised and original research to move away from the idea of being a magpie taking bits and pieces from the internet and putting it all together. It’s difficult because a lot of journalism today is done like that but we are trying to encourage good habits which they might not encounter in the newsroom today. We have to try and teach them about generating content as well. It’s not like before where you could have a week to work on a story now there is an expectation of 5 or 6 stories a day no point in giving an idealistic picture.

Me: What is your opinion on the rise of fake news/alternative facts?

J3: The issue of Fake news is really come about because of the Trump presidency, the idea that this has just come about over the last couple of years. There has always been fake news but what is new today are these renegade websites that just have pure nonsense and they have no interest in anything except just generating clicks and traffic, that didn’t exist before but people have always generated readership by exaggerated news for e.g. National Enquirer The Star the Daily Mail to an extend and the Sun have been in trouble It has been part of a wider struggle within the media industry where the legacy media are trying to set themselves
up as these great pillars that can be relied on but that's hypocrisy because at the end of the
day many of these papers were tapping phones and there has been many instances of
fabricated news e.g. Hillsborough millions of mistakes and some very unethical behaviour
but what I consider fake news are these websites that are set up with the intentions of
creating content that attracts readership without any consideration if it is true or
not. Clickbait. Not written with any sense of journalism about it. but fake news is not new.

Me: How does the faculty propose to tackle the problem within the course content?
J3: as part of the modules we do I would always try to teach basic things like looking at the
URL are they masquerading as a legitimate media like BBC or CNN. Certain things like the
sharing of fake pictures after a tragedy where those pictures get shared over and over again
so we teach how to always get to the source. But in terms of how we teach journalism we
would always have taught people to be skeptical to ask questions and constantly fact check so
I know one thing we are involved with is an EU fact checking programme which is planned to
run for the EU elections in 2019. Its run with lots of journalism schools across Europe so we
will run a Fact checking module for the degree programme EUCHECK is only in its early
stages. The fact checking thing is happening forever it's a branch of journalism that we've
been doing for 200 years. The journal do a grading system basically where a politician
would make a statement and then it's graded as True/partly true/partly false/partly false or
uncheckable so there are lots of uncheckable stuff.

Me: Is there enough relevant literature on the subject of Fake news within Journalism
academia or is it just opinion?
J3: I don't get to see the literature as much as I'd like too as I'm busy being a freelance
journalist as well. I think people talk too much about it because again, it's not new it's just
the evolution. A huge part of it is google and Facebook which has basically broJ3 the media
model now a lot of those media companies that have been left behind struggling to monetise
and struggling to attract advertising, a lot of it is a defence mechanism where they are saying
we used to do this amazing job of presenting the news to people every day not these two
companies have come along and they will take our content or anyone’s content they don’t
care and they are only interested in the people who are reading it their product is the
person's profile and as people say when a tech company gives you something for free then
you are the product. I’m not sure legacy media have done a good enough job to be able to
turn around to the state and say we need money for support or we need Facebook and google
to pay them. They were not perfect in many cases they were deeply flawed and made a lot of mistakes. A lot of the fake news debate is a disguised commercial debate whereby legacy media are desperately trying to present themselves as absolutely crucial and should not be lost. I

Me: What is your understanding of the term Information Literacy?
J3: That's not a term I would use in the classroom but it is a fundamental building block to finding good information.

Me: Do you see a correlation between the core principles of journalism and the core principles of librarianship?
J3: I think there clearly is a correlation. when we think of libraries - if we didn't have a system to code and organise information a library would be useless and I see journalism occupying the same space in the internet where we have this vast repository of information that no one could find their way around unless ...I see the librarian as the gatekeeper of all the books and all the resources within the library and I see a journalist as a gatekeeper of all of the information that is published by state bodies, etc. and they monitor the information on people's behalf. That's why I have great faith in the future of journalism because that gatekeeping role is getting more and more important with the amount of information out there today. That's always what newspapers have been about, a newspaper everyday had thousands and thousands of things they could put in the paper that day but they made the decision based on what they felt was most important and that's the keep link between librarians and journalists. The Drudge report is an example of someone acting as an internet librarian he basically has a team who trawls through every newspaper in America takes all the best stuff and puts it on one page where all the people of rightwing persuasion come to find it. I think people are looking for gatekeepers and looking for people to point them in the right direction then the other side of it is that you need certain skills to be able to access different types of information so when I was in college it was difficult to access stuff in Ireland because it was a secret society but with FOI now it's better than it was. It's easy to say it's all out there but people don't always know how to access it and a library works in that way just as journalism does. I do see a correlation yes.

Me: What is your current interaction with the library at your institution?
J3: I don't depend on the library a lot at all. I know they run an induction course for new students and there is a person in the library that runs things for the communications side of things here and they are happy to meet with students one to one and we would encourage that but it is an issue for all teachers that asking a student to read something - we can be we can’t follow through.. you can tell them everything but not all of them will act on it.

Me: Are students actively encouraged to seek library instruction if yes at what stage?
J3: ye in first year. We are very much aware of what the librarians are capable of doing but you can’t force a student to attend you can’t make them listen you can just suggest. It tends to be the best students that go to the library and the more time students spend in the library the more the realise how much resources are there.

Me: What is your opinion of an embedded IL module in first year of journalism BA or a collaboration of some kind?
J3: It would be really interesting but we have had a programme review last year and Kate Shanahan is open to trying new things to see if we can do things better. Last year we tried doing stuff to bridge the gap between second level and third level like introducing them to the library research methods and dealing with academic life etc.. I would say we would be very open to that type of collaboration, it's difficult to try and understand what first years need and they change over time, their attention span is not brilliant but I think all of us have that problem today. Anything that can arm students with critical faculties and get them to dig deeper anything that would encourage that I would be in favour of.

Me: Are you aware of the ACRL information literacy skills framework for journalists?
J3: No not aware of it at all. I think the standard of American fact checking has always been higher than anywhere else in the world. The standards of fact checking in Irish media are not as high as they should be except in RTE because the stakes were high and the cost of a mistake were enormous. Working there has changed my approach to journalism.

It's important for everyone to be able to fact check not just journalists.

J4
Me: Current intake?
Me: How would you rate the evaluation skills of the average undergraduate student starting the journalism course?

J4: I would say the average undergrad are exactly the same as their parents. Very Poor I would say the vast majority of students are no different citizens as they are predisposed to gullibility it has reduced since 2008 young people are more skeptical since then but we were starting from a very low base. As a result of the economy they are more keenly aware that someone is lying somewhere. In a class of 45 you will always get one or two bright sparks that will say 'that's weird" and they will automatically look for a second source but that is not representative. They are not coming to college with good research skills any more than their parents did. We have to teach them.

Me: How are journalism ethics/news gathering skills currently taught to undergraduate journalism and media students? Is there a particular module

J4: Ethics are taught in every module you can never teach enough ethics, it is imbued right across the modules, History of the Media, sociology, classical news reporting subjects and investigative journalism... In terms of where it came from Who took the photograph? who owns it? What does it say about copyright? how do you know it's not someone taking Getty images and putting them on a web site and pretending they are creative commons 3.0 and waiting for you to use it and then being a adjunct of Getty images finding 2000 people who used the photograph and giving Getty the details. The internet: Treat the internet like a pub in Ireland on a Saturday night at 11. 30pm..would you believe some drunk guy? because that's the internet... or does the person follow up what they are saying hands you a business card a follows up on Monday with a meeting?

the third thing we teach is always get a second source and we have in first and second year media law and ethics there is a component of ethics. We teach them to look at a press release take the information and check it with the CSO or EU commission for example and attribute attribute attribute all the time because they will get more marks if they tell us where they got the information for your essays and news reports. We teach them how to cite sources ethically. If you show us what you read and understood, it they will get more marks. There will always be a few who will write down word for word what you say and then try to hide where they got their sources from.
Me: What is your opinion on the rise of fake news/alternative facts?

J4: Fake news is not new. But today... we are actually thinking of taking the word journalism out of our course name because everyone is putting the word fake in front of the word now .. fake news fake journalism. Today it seems that news doesn't have to be true it has be sensational

Me: How do Journalism faculty propose to tackle the problem within course content?

Me: Is there enough relevant literature on the subject of Fake news within Journalism academia or is it just opinion?

J4:

Me: What is your understanding of the term Information Literacy?

J4: my understanding of it is the embracement of enlightenment values where you are basically skeptical of everything all the time. fact-checking and skepticism would be at the core of my idea of what IL is. Being literate is no longer about being able to read and write it is about being able to find out what is truth.

Me: Do you see a correlation between the core principles of journalism and the core principles of librarianship?

J4: Yes there is a massive overlap this is a really interesting topic you have..when you read out the core principles of librarianship it should like you read my media journalism syllabus - honestly we have a course document that underlies what we teach and those same word appear numerous times in the whole introductory section. It's an excellent insight.
Me: What is your current interaction with the library at your institution?

J4: We encourage the students to go to the library. In the politics module the students are given a list of 20 or 30 books on the subject of global politics and international relations we set an assignment that they have to pick one read it and write their own review with no quotes from anyone thereby demonstrating that they have accessed it and read it every year. There are always some that cut and paste a review of the book. They physically have to go to the library check the catalogue and find the book. Secondly we give them academic essay titles to find which are only available on databases so they have to access them. We teach them the importance of being able to back up their opinions with academic empirical evidence. Two main things physically get them in to library and secondly access a database because there is a tendency to go on google scholar and take what they want there.

Me: Are students actively encouraged to seek library instruction if yes at what stage?

J4:

Me: What is your opinion of an embedded IL module in first year of journalism BA or a collaboration of some kind?

J4: That would be a great idea...the senior management would have to be behind it and it would have to be organised properly. I think we do a lot of the IL training ourselves we teach them how to get specific results from search engines etc. we teach them writing and research skills. PR firms gleans the information from academic papers not journalists the idea of journalists reading academic papers is wonderful but it doesn't happen. I think a visiting librarian lecturer would be a better idea as the students tend to pay more attention to visiting lecturers. but it would have to be accessed and weighted. (credits)

Me: Are you aware of the ACRL information literacy skills framework for journalists?
J4: No - I assume it is publicly accessible? Never heard of it.

J5

Me: How would you rate the evaluation skills of the average undergraduate starting the Journalism course?

J5: For example in our study we find that journalism students are particularly interesting because they are specifically taught about accessing information but the idea of balance tends to make work against them when they come across misinformation for example with climate change the biggest climate change denier institutes that have huge amounts of money behind them present themselves as ‘we are offering you the balanced counterpoint’ so the journalists tend to treat that as the balanced counterpoint because there are other ones aren’t telling us the other side. So the problem is balance which is a big problem in journalism anyway. They didn't understand that there wasn't another side there climate change is real.

Me: How are journalism ethics/news gathering skills currently being taught to undergraduate journalism students?

J5: It is part of news gathering skills, it's practice based, like they would be asked to do a business piece or lifestyle piece it is incorporated into the course. Taught by lecturers who have all been practicing journalists who have moved to academia.

Me: What is your opinion on the current rise of Fake news/Alternative Facts?

J5: The big challenge with it is - it is not enough to just point out that it is fake because the people who are most likely to believe fake news is true are not going to believe you when you tell them its fake or they are not interested it is a much bigger and insidious problem connected with I think, declining trust in institutions for very good reasons people are quite suspicious of experts who tell them things and official institutions and if that's the case how do you correct it? There are quite interesting conspiracies out there if you look at what people share on Facebook about health...people feel they're disillusioned with pharmaceutical companies and they have good reason to be suspicious of them. They get all of this stuff about alternative medicine which, some of it is perfectly fine but some is mixed in with stuff that is just plain wrong and dangerous. It's the mix of them that is interesting rather
than people being outright conspiracy theorists they have half-truths and other bits that are
dangerous and it is that overlap that I think is fascinating. Its very hard to address. It comes
back to critical literacy and their capacity to judge information which is not taught in schools
I don't think the leaving cert makes anyone capable of thinking critically.

Me: How does the Journalism faculty propose to tackle the problem within the course
content?
J5: They have modules on fake news and misinformation modules that look at what is
happening now - looking at it from the producers side, what social media companies can do,
they look at fact-checking initiatives and they have classes specifically on verifying content
going right through the four years of the degree.

Me: Is there enough relevant literature on the subject of Fake news within journalism
academia or is it just opinion?
J5: There is a huge amount happening now since the US presidential election and before that
Brexit put a lot of focus on the news media in the UK and their failure to present information
so that people could make a proper assessment. So that got a lot of attention and the focus
was on Fake News. Fake news has always been around forever there is something
disingenuous about how it is being presented as if the news media had never done it before.
You open up a any tabloid which is mostly fake news, the Journalists are really interested in
the topic and maybe not the public at large is convinced that is is as big a problem.
Research is saying now that interestingly unless fake news is really penetrating the public
you cannot verify everything you can end up giving stuff even bigger exposure sometimes it’s
better to let things be. I think Digital literacy is not a topic that journalism is interested yet.
you have to think about the readers and how they take in information.

Me: What is your understanding of the term information literacy?
J5: I would see it as people's capacity to make a judgement about the information they take in
so it could be a judgement about how credible the information is but also how they would go
about verifying it ... I think that's crucial for students and in fact for everyone where would
you go to check up on that information? and then do you trust where you have gone to check
it out?
Me: Do you see a correlation between the fundamentals of journalism and IL? (Show core principles from ALA)

J5: When I look at the librarian ones I can understand them because when you go to the library you can see the public good the public space the preservation is really well done of local records and when I look at the journalism ones well this is what we say the core values are of journalism but does it actually ring through are these ideals we dont necessarily live up to. Thats the first impression looking at them ...definitely in the freedom of expression and also in - but journalists are a burrowing down and narrowing of the good principles of librarianship but they are part of the same core values,

Me: What is your current interaction with the library at your institution?

J5: I'm not entirely certain to what extend the journalism faculty are in touch with the library but you could ask the library because I am not teaching on the course. There are faculty wide labs they run about writing and IL but I’m not sure if there is any particularly tailored for journalism students.

Me: Are journalism students actively encouraged to seek library instruction? If yes at what stage?

J5: Generally, that would be a cross communication they are encouraged particularly at the beginning of the year and the library run great courses for everyone across the board

Me: What is your opinion on an embedded information literacy module in first year journalism or a collaboration of some kind?

J5: I think it would be great to combine it as a critical literacy as a core module and as part of it information literacy could be taught.

Me: Are you aware of the ACRL IL skills framework for Journalists?

J5: There was big study done by Stanford last year which I am aware of but I wasn't aware of that one. It sounds very interesting.

***Is there something in journalism that maybe they know best and the idea of going to a librarian or the library to ask how do I find this out does not sit with the mentality that a journalist has but maybe there seems to be an issue there.** I noticed that final year
journalism students are the most difficult group to teach as they just don't want to know they have an amazing capacity to switch off and say that's not relevant I don't need to be told how to do that..but maybe what is part of what allows them to be journalist.** There is a lot of work being done on verification in Journalism -

A lot of the early digital literacy stuff was all around children and internet safety and then about bullying but there is a need for literacy for the larger public.

It's good that primary schools are involved in digital and media literacy as it's confusing for small children, before we could look things up in a book and explain things to them but now we have to explain that not everything on the internet is fact so it's good to have a media literacy programme for them. how do you tell a 10-year-old to be discerning? There is a massive opportunity there. From the news media they need to understand their audience and how their reader understands the information, before they only had to worry if they bought the paper. Trust is crucial thing... do you trust Wikipedia? A lot of the time I use Wikipedia because I don't have time to read lots of papers I think it can be a credible source. Also the trust around do you trust the Guardian or the Telegraph is it about the writers?

Wikipedia is a healthy way to present information you can flag information that may not be true.

There is a need for cross sectional informational literacy needed media digital information literacy is all needed.

(Weinberger - Too big to know a book about networked knowledge.)

J6

ME: How would you rate the evaluation skills of the average undergraduate journalism student starting?

J6: I think on a scale of one to ten I would say 2 it would depend, as you know every class has a cohort of students with different abilities, but generally speaking even for level six level seven and level eight honours degree. I would say 2 if not 1..you would have the odd student
that would be outstanding in their ability to think independently and to throw out different ideas.

**Me:** with the current rise of fake news alternative facts what is your opinion and what would your thoughts be about how to combat it?

**J6:** Emm that's a difficult question to answer because I think fake news has always been there and elements where people were willing to take a chance and put out something that wasn't for the sake of provocation, or their own interests or for whatever reason I think Fake News is topical and current because of Donald Trump. I will say in the last year or two...I will say I don't know a lot about fake news but I do know there have been people in eastern Europe who have been putting out news stories and calling them real...there has always been an element of it but Donald Trump has made it popular

...it's a phrase that will go out of fashion.. it is not something that journalists or journalism students need to be worried about because the when we teach students how to write a news story you are covering all the bases so that they will understand the merits of a real news story and how to distinguish one from a fake story but ...we don’t have a problem with fake news in Ireland we don't have a problem where journalists in national newspapers or radio/online have a problem deciphering what's true or not.

I don’t think it's a problem. I won’t be doing anything new in my courses, I just be putting an emphasis on news values being fair, fast and accurate and that would cover fake news.

I think fake news is just a fad... for sure it is a big problem within social media.

**Me:** Was the learning to learn module brought in through the librarian or suggested by the library?...who actually teaches it?

**J6:** I'm not sure...when the idea was floated it was heavily championed by the first year head as an idea could be extended through all programmes and it has been extended across all programmes I don't think it was prompted by library staff I think it was an academic decision. There are a couple of lecturer's who do it a guy called Ray Whelan who does that stuff and Paul Halligan teaches it ... There has never been a specialist journalism lecturer who did it.. it was always done by one person across different programmes in other words so you would be sitting in a classroom with people from different disciplines in first year it was specific to journalism and Miriam Gormally would have taught it... I think since I have left the position It has been delivered generically. It wasn't prompted by library staff but library staff would have had an significant input into delivering elements of it.
Me: How did the collaboration come about?
J6: From my memory it was something we decided as a faculty Orna Farrell who was the first year head but she’s now gone... she was involved in DCU at the moment. It was faculty not the library but the library would have had an element.

Me: In first year are the students actively encouraged to seek library instruction are they encouraged to go to the library?
J6: Very much so I would say by every lecturer, some more than others, for sure they are and for sure they don't! They are always encouraged but most don’t bar the most diligent of them because they don’t really need to know how to reference there’s no urgency for them to go to the library ...they don't have to go to the library to up skill. They are advised but the vast majority don’t go in my experience. Most students don’t get knee deep in library literacy until they have to in third year when they have a dissertation to write.

Me: How familiar are you with the term IL?
J6: No really familiar with it and I would pride myself on being familiar with a lot of different disciplines... Personally speaking I focus on core skills of finding a news story how to source how to get the information, how to write a first draft how to fine tune it and how to edit it so me and all the other journalists teaching we stick to the old-fashioned "this is how you do it" there is no other way...you generate and idea you source it you research it you write it as a first draft you get more information, you BALANCE it and that never changes and that formula for news as you know never changes so there is no real need for us to delve any deeper in terms or giving students different options because it complicates that.

Me: ACRL Journalism IL?
J6: No I have never heard of it and have never used anything like that in my classrooms.

Me: Core principles of Librarianship V Core principles of Journalism (READ ALOUD)
J6: I suppose you could say the core principles of librarianship remind me of the principles of journalism but you can argue that a lot of journalism is not for the public good then it's has nothing to do with confidentiality it's all about getting information that didn’t exist before and that you can be first with and you can make money from. There is no doubt there is an overlap... I would see more of an overlap with political science as opposed to journalism in
Journalism is a relatively noble profession but it isn't really... you only have to look at any front page and they all have stories put in for certain reasons, mostly monetary gain. There is an overlap but they don't tick every single box...

LIBRARIANS

L1

ME: How are Information Literacy skills currently being taught to undergraduate students in general and more specifically to journalism students?

L1: at the moment we are all divided up and we all have specific responsibilities for different schools I have the school of communications I would do the IL for Communications, law and Government and the school of applied languages but everyone is kind of doing the same thing and we need to stop duplicating the effort plus with the student numbers going up, the numbers here are about to rocket so it is not going to be feasible to meet every single undergrad face to face so I think we will probably move to on line a lot more. like there is online tutorials created by the library called Let's like Let's begin..etc it would be ideal if you could get undergrads to look at it but again I am not convinced they are ..we have a let's find which would be a little bit further on and then lets cite...everything we want them to know is there online but it's getting them to it so in terms of communications there is a library liaison officer Jim Rogers in Communications is liaison officer and if i need anything from the school I go through him and vice versa. my predecessor left and there was two of us put into the position as an interim measure so on my first we I did an IL class for Jim Roger's first years - he told me to keep it really simple and it was called 'why use the library and not google' and I have used that presentation so many times for first years you don’t really want to get into the nitty gritty with them. I think the danger with IL instruction is that we are so concerned this is the only opportunity we are going to meet them maybe in their whole university life and we'll never get to see them again so we try to cram far too much in which puts them off and at the time your are meeting them in the first few weeks of term they couldn't care less about IL they are more concerned about making new friends and having a
good time. So that presentation was a nice one to do because you just brought it back to the basics of you know google now this is what we are saying its all about quality. The fake news thing is a separate thing but on a general level you are trying to get them to not believe everything they read on google and to be aware of the peer review process and why you should favour resources that have been through the process.

So it's basically saying ok you've got an assignment- where are you going to go first? - Google ok so start with google scholar if that's all they take away from the presentation that's ok. Again with Wikipedia some of the lecturers will say I'm all for Wikipedia and others will say don't you dare quote Wikipedia in your assignment so it's trying to explain that to them. The Irish Times article from 2008 when the UCD student made up a quote about a French composer who had died, as an experiment he made up a very flowery quote and stuck it into the middle of the Wikipedia page and several big newspapers fell into the trap and quoted it in their obituaries for the composer but it was completely fabricated so that is our example we use a good concrete example.

**ME:** How would you rate the evaluation skills of the average undergraduate students starting any course in the institution?

**L1:** I think I always overestimate them! so no not great I think they need to be told even though they are viewed as the internet generation it (the internet) doesn't come with quality control. I don't rate them very highly no. my boss told me when I started to assume they know nothing and you know she was kind of right!

**ME:** What is your opinion of the rise of Fake News/Alternative facts etc.?  

**L1:** It is something that I find that I am referring to more and more as the year has gone on i suppose. Even if you use an example of Wikipedia I will tell the student to find a second source but with sharing on social media things are in six places before you know it so that advice doesn’t wash anymore and it’s a huge worry and with FN we have been treated to so much of it with Donald Trump. In terms of the communications students, the first years were asked to create a website and Jim said to them colour Red a very broad term and they had to find content for that so he got me to teach a class on where they might find good content for that so fake news came up there and you can’t just accept what you see online. With sharing on social media it is a growing problem even myself (a librarian) I am not the best at always spotting it even if you take that first class that I used to do it’s bigger than that - it’s not just about using other sources you just want them not to accept and to think about where this
information is coming from who has written it and why have they written it and what is their agenda and you're trying to formulate a critical assessing mind and I don't quite know that we have perfected the art of that yet but I think that is what we are trying to achieve.

**ME:** How do librarians propose to tackle the problem within library instruction?

**L1:** I think it will be something that will just have to be mentioned in IL training. It will depend on the discipline obviously Science is based on facts but with the Arts a lot of it is opinion a lot of it is biased. We need to talk about it definitely and in terms of our approach it helps immensely to have these examples. I think addressing fake news needs its own space and not just for undergrads but for all of us. I would mention it across all levels... people need it I need it... but librarians have the edge when it comes to teaching it. We all gravitate towards the newspaper we agree with or that have our opinions - confirmation bias and to make students aware that we are all subconsciously doing that. The filter bubble is a huge problem.

**ME:** Is there enough relevant literature within librarianship on the subject of fake news or is it just opinion?

**L1:** I haven't noticed because I haven't fully explored I'm sure if you do a search you will get a ton of 2017 results because it is such a current thing whether it's opinion or studies I don't actually know. I think there will be so much more now after the year in politics and terrorist attacks we've had and all that. I see stuff from Al Jazeera clarifying things but I actually don't know what to think.

**ME:** What is our understanding of the core principles of Journalism? (Shows the Principles)

**L1:** Well I was somewhat aware, for example i would have used the Irish Times as good source of journalism so I did look up their policy at the time which would have covered a lot of this.

**ME:** Do you see a correlation between the core principles of Journalism and the core principles of librarianship?
**L1:*** wow the crossover yep it’s very interesting to see them side by side. It’s really that both are about a responsibility of truth and a delivery of truth. I think of librarians that we provide access to so many things our main thing is access and exposure and explaining things but journalists are providing the content from the information.

**ME:** What is your current interaction with the journalism faculty at your institution?

**L1:** Liaison officer Jim had a good relationship with the girl before me but Jim is very good. A lot of the faculties and some of the academics don’t engage with the library at all they don’t give you space in their class time to come in and do any IL whereas communications is the one school that does. He will actually approach me to do a class he is really good and I would have had 8 or 10 first year classes for one hour and he might stay for some of them you just see one group once so different groups all the time. He compliments us he has a plan of what he wants to do but he wont do it with out the involvement of the library. He sees us very strong on database access and stresses to the students that they will not have access to these subscription databases when they leave this is a special golden time to have access to so much in the library. In terms of using the space they are physically encouraged into the library.

**ME:** Are journalism students actively encouraged to seek library instruction if yes how are they targeted?

**L1:** Yes most definitely and targeted through Jim Rogers they get a marked assignment which was weighted so they were more inclined to come to the class and that’s the kind of buy-in you want…if it matters to the lecturer it will matter to the students and in order to do that it needs to be work marks. I know with the school of law and government they send their students on a treasure hunt around the library to introduce them to the library but they do it with absolutely no instruction from us and other groups like the student’s union arrive over to give a tour of the library without consulting us and we’re like: what are you telling them? We have a different take on things and we have more to offer.
**ME:** What is your opinion on an embedded information literacy module in first year of journalism/media courses?

**L1:** It's school by school but in communications it's there. As time goes on I'd like to see it across all schools as something generic. Because they only get one shot at it and they get so much information they are overwhelmed. I think we need to get more instruction up on line and then find a way of getting them to it. IL instruction needs to be there all the time so they can consult it and not just run in when they get an assignment and ask about finding sources. I actually heard of someone completely a PhD on google!

**ME:** Are you aware of the ACRL information literacy skills framework for Journalists?

**L1:** I think I know some of the frameworks but no sorry I have never heard of it.

The difficulty is when students hear library - they say oh we know that already it's like the critical thinking oh yea I do that all the time. But I think IL needs to be taught but that's the difficulty - you always have to justify your existence as a librarian and show your worth.

**L2**

My job description says I teach but it may not be like that across all institutions not all librarians are in a teaching role so they may not consider themselves teachers but there is a current project which I am on the group for its the National Forum for teaching and learning its framework for teaching which is applied to third level teachers and so on but not all institutes require a teaching and learning qualification like you could be a subject expert but not a teaching and learning qualification but DIT require that all academic staff have a teaching and learning qualification on top of their masters LLTC upstairs run the course. There is a working group to see if the framework applies to what's happening in libraries it's only in its infancy we have only met twice it's an 18 month project but essentially this topic is coming up all the time: are we teaching? It is agreed at this state that yes there is formal teaching going on there's formal teaching in terms of the classroom but there is informal teaching when you think of the reference desk so again it came up the word teaching is not in some of the librarian's job description so again it varies but I considered my role here that teaching was always involved so yes I am a teaching librarian along with other stuff like overseeing journals I look after media and law subject and I share the role with
another college. I would never turn away a business student there is a cross over and it's
good to have that discipline's knowledge as well and the typical library duties along with that
I look after all the online tutorials. The library learning project which I have presented at
the library conference. There is a move towards all digital but the students will lose out if
they only focus on that. Our research showed that the engagement drops off if they don't
have that face to face contact with the library, so it shows the importance of the librarian .. I
also look after marketing and outreach to promote what we do here. Siobhan Dunne in DCU
did an ethnographic study on how students look for and ask for information but more and
more of it is coming down to culture...Students didn't realise that they could just come and
ask us for help something as basic as that so we had this logo "Need help just ask?" it can be
an age thing but it is more a cultural thing for eg eastern European culture if they have to ask
for help they already see that as a failure and similar in Asian cultures  They would come up
to the desk and say sorry I know you're busy sorry to disturb you and you're trying to tell
them no you are our priority, obviously I'm not going to sit here and look out to space I'm
going to do some other work if it's quiet at the desk. Two streams we are trying to get it
across to students that we are here to help them find a book and the other is we can give them
classes in research and they can book them themselves it doesn't have to come through the
lecturer. We have six embedded programmes here three sessions with them as part of their
class time and then for one of the courses we assess them as well they have to do a blog post
and write a marketing plan and we also correct the referencing part of their final assignment
but other courses we might only see them once or twice whatever and that could be booked
by the lecturer but we encourage the students because not all lecturers do book our services
because they have to hand over their teaching time and they might not always want to or can
do that

ME: How are Information Literacy skills currently being taught to undergraduate students in
general and more specifically to journalism students?

L2: It's called the generic module back in 2012 a member of library staff was seconded and
she came up with the module of IL classes I think there are 9 or 10 in it ranging from how to
find a book in the library to researching. If a lecturer gets in touch, we send them the generic
module and they can pick and choose what they want from the module. Every student would
have a general induction but again it depends on the lecturer if they book an induction in the
first week of term. We talk to the lecturer and get it slotted in to the diary the diary from last
year was booked solid the class is normally an hour. We have a training room that fits 25
but we can squeeze in a few more and then we give them a sample reading list and show them
how to find resources. After that it varies between courses some courses opt for embedded sessions and some they link it to the course module or assignment for example accounting and finance have a communications module so we are slotted into that and they come to us for three classes. For journalism or any school of media we don't have any embedded IL with the school of law we would have embedded. In the school of media, we would struggle to see them I don't know the reason for that...sometimes we think it comes from the top down and we haven't seen that.

There is a disconnect with due to my manager here has nothing to do with the school of media as the librarian who looks after that is based in Grangegorman so there is a logistical problem when we're all under one roof it will be easier the school of media are due to move in 2019 and we are the last to move. I think it depends on the individuals how much they are aware of what the library does and what is involved in their course. Broadcasting could be very practical for most of the course and then they don't have to do a thesis until the final year, it depends on the number of assignments they have and that will vary... There is a new Gaming Course and they don't actually have to write anything until the final year so we have only stared to see them now because it's a new course. It comes down to the personality of the individual lecturer this particular lecturer knew straight away the value of the library and that IL was important so she engaged with us and we call it our library champion, you just need to find someone who supports you and you can keep contacting them and they will teach on other courses so you find your way in then.

ME: How would you rate the evaluation skills of the average undergraduate students starting any course in the institution?

L2: Terrible... abysmal there was a study done. We have always had an evaluation session as part of the generic class but over the years it just dropped off by the way side due to time pressures on academics having to hand over teaching time but students themselves can book classes and sometimes they do but if it's outside teaching times they just won’t come particularly true of the undergraduates. So it has to be within the scheduled class time. The three most popular ones were How to find a journal article from a reading list, how to find a journal article on a topic, then referencing and citation, they are the three most popular and the fourth was evaluation and it just dropped off over time and lecturers were looking for us to put all into one session which is impossible but again the evaluation kept getting tagged on to the database session but we found that because it was watered down the message was being lost we were talking to them about plagiarism and ethics but with this whole fake news
thing we need to bring it back in and maybe change the name to something other than boring Evaluation session...so we did a session as part of the digital skills all abroad initiative in April we called it Be Your Own Fact Checker and were doing a similar one for the summer school but we are going to work on that and see if we can make one applicable for the students and to their course work because if you look at the Stanford study about they found evaluation skills to be really bad across the board. We explain that it's ok to have some websites and blogposts but they are writing for an academic audience and they need to mix in academic sources and we will say that but you get the assignment back and it's just full of website references I don't know if it's just left to the last minute or maybe that's all they are familiar with... they trust the information they don't think about the person who wrote it or what their agenda is

ME: What is your opinion of the rise of Fake News/Alternative facts etc.?

L2: Alan CarJ4 did a good talk about it- it depends on our role we can look at our role as a citizen - the role of the librarian is to give them the skills to figure out themselves what’s real and what’s fake there are good fact checking sources out there like Snopes where you can check on stories. As an academic librarian I'm not sure - in a marketing session we can’t really talk about society but for journalism it is totally applicable.

I know one final year student was talking about journalistic privilege and the ethics of what tabloid papers print. So I know they cover a lot in their modules but it is about what they are actually sourcing- how far do we go as librarians? we are trying to help them find academic sources rather than general sources that anyone can find. One journalism lecturer said one of her undergrad groups did not want to learn about print and they didn’t want to know about broadsheets they were saying everything is on Instagram now everything is online why are we even learning about newspapers but she tried to stress that they had to learn about the basics of journalism and the concept of what's good news what’s quality news what’s bad news so you could link this back to why we can say this is academic this is better than that. It’s trying to get them to link up the dots but I don’t think they know how to do that yet anyway.

ME: How do librarians propose to tackle the problem within library instruction?

L2:
ME: Is there enough relevant literature within librarianship on the subject of fake news or is it just opinion?

L2:

ME: What is our understanding of the principles of Journalism? (shows list of core principles)

L2: I'm not surprised

ME: Do you see a correlation between the core principles of Journalism and the core principles of librarianship?

L2: I definitely see a correlation when you see them side by side definitely but when I think about being a librarian it is freedom to information without judgement, equality of access, respect for diversity, the public interest is not necessarily what’s good for the public so again I think we get a lot of queries from Muslims about the shelving of the Koran they have requested that it be displayed on cushion but we inquired and apparently it is not classed as a sacred text here it is just another religious text so it can go on the shelf so What I am trying to say we are asked lots of questions as to why would stock Mien Kamp but it is not our role to judge just to give access the idea of a banned book is completely bizarre there is equality for everyone to come in and access it I consider the library to be a neutral space we don't allow any advertising even for stuff going on in the college nothing like that is allowed in the library it is a neutral space. I don't think that journalism has kept that principle of objectiveness not all papers anyway but a lot of the students do comparison of stories across different newspapers and you can see the different agendas of the newspapers. There is some difference between the principles but lots are the same.

ME: What is your current interaction with the journalism faculty at your institution?

L2: limited it has improved now but again it varies from course to course when we had that library champion it was great because she taught on the journalism course too. We tried to go through the first year tutor but we found it difficult to get hours from them. Journalism talk more about media literacy and say sure we teach literacy ourselves so we’re trying to say yes maybe you do but time and time again we get fourth year journalism students coming to the library saying how come no one showed us this before or they happen to come up for a one to one session and they hadn't realised that the databases existed. that doesn't mean that the lecturers didn’t show them but I feel it is not being carried through they are letting them get to fourth year at a certain standard then suddenly it's the dissertation and it's important they cant just muddle through they could be writing very good assignments with good quality sources but not academic. We can't turn around to a lecturer and tell them those sources are
dreadful because it could be a well-written assignment. The undergrads are so used to just typing a sentence into Google they don’t know how to break a topic down into keywords and to some times they don’t even know the difference between UK and US English. One student was researching power sharing and was getting nothing so we suggested leadership and decision-making and then we started to get to the right stuff. Journalists need to know how to search there is a gap.. media literacy they say they teach themselves and they see IL as a bit old fashioned and even now ourselves we are starting to talk about digital literacies I’m hoping it will improve because there is grad attributes now and one of them is digital literacies and over time I hope it will become standardised across all institutions and the library will have something similar to what L5 Dodd did in NUIM that they get that seat at that table. Maybe we need to resell IL and rebrand it.

ME: Are journalism students actively encouraged to seek library instruction if yes how are they targeted?
L2:

ME: What is your opinion on an embedded information literacy module in first year of journalism/media courses?
L2: We would love to have that we have it on the college of business courses and they work really well but even within the embedded sessions we get to meet them face to face so they can see we are approachable and they remember us and building a relationship with them that’s what we try to get across to the academics our jobs are not just about delivering these once off skills sessions its more about building a relationship with us so they come back in second third and fourth year. We mail out and reinforce what we did in class and we have Youtube tutorials made as well. The BA in journalism are included in our mail outs but we don’t have embedded sessions. We are working for embedded sessions across the board for all students that cover the basics of IL ML DL whatever it is you want to call it. It would be ideal if we could embed a bespoke tailor made session into journalism course. The other problem is if we have a session based on one particular module they don’t transfer the knowledge to other modules they don’t see the link or they’ll forget by the time they get to fourth year.

ME: are you aware of the ACRL information Literacy skills framework for Journalists?
L2: Not for journalists I would just be familiar with the general one from ACRL. I notice that there's a lot of stuff done in the states and sometimes we show the students some American tutorials but they look at it and say this doesn't apply to us they want to see their own DIT branding on it I think there is a politics to it and that the college itself is split at the moment so there's no college librarian to push it on our end I think it depends on the head of school and what their attitude is about it I know with people retiring there was no head of journalism school for a long time so that leadership and guidance was missing. The fake news thing will be interesting - We did a be your own fact checker as part of DS week did a week long series of questions it was a national competition anyone could enter we also did a local one for academics and students out of 96 people half of them were academics and there were 6 questions only 9 of them got all six right and some of them were from the school of media so we are going to talk about that. we are doing the Dublin summer school e learning and well do another be your own fact checker at that one of the questions was about banning farting in public was it true or false but it was a story picked up by the BBC and other news sites that they were trying to pass this legislation but in fact it was about an anti air fouling legislation and the minister for justice at the time asked would it include farting and that was what was picked up - they got the story wrong because they saw it was the BBC they didn't bother going one click further to bother reading the actual facts - were going to talk about that. Someone has suggested that Trump is good for journalism because he has made people stand up and say we are sleep walking into this newspapers used to do it for us and we didn't have to think about it I think the problem is impatience i want the answer quickly i want it now so they don't read past the headline. It works both ways with Trump when I read some negative stuff about him I want to believe it but there is some stuff that isn't true. you can't trust anyone except Snopes I suppose.

Librarians have a unique roll we can, the lecturer only has that chance in the class whereas we have the opportunity to teach the students at any time and what I think is really unique about librarians is that we are that neutral safe space. we get a lot of students who would have problem but don't want to show their lecturer that don't know and they can come to us - were neutral and I really like that part of my role and its what makes us different to lecturers.
I think when you see poor journalism it is related to poor information literacy in that they haven’t sourced their facts correctly.

ME: How are Information Literacy skills currently being taught to undergraduate students in general and more specifically to journalism students?

L3: At DBS we originally it IL programme was standalone we would run a programme and details would be on the library website so you could pick a class on essay writing or evaluating information resources or referencing but it was standalone when I came here first I set it up because there were no IL classes at all so I used to schedule classes and I had my own programme which i did maybe three times a week because it was just me. It was very popular particularly with international students and mature students who had issues around IL and evaluating information and the authenticity and reliability of information so I know there was a demand there and also among regular undergrad students as well so they were very popular and people signed up for them. then it got momentum and I realised so I looked around to see what was happening elsewhere and I saw many places had Teaching Librarians and I thought we need a teaching librarian not only that there was a move towards classes that were embedded in the academic programmes and the thing about embedding means you reach everybody whereas standalone classes only the most motivated people will come, and you're not always reaching the people who need the help so what we did was when programmes came up for programmatic review and they are being signed off The QQI keep very close tabs on the courses so they would regularly revalidate or re-credit the courses every 5 years, so when they were coming up for review we decided that there was our opening to get this library IL instruction embedded and locked down into the programme. So in all of the arts and business programmes they have a module called learning to learn and that would cover things like academic writing and so on so we put 6 hours of IL into that module and it is taught by the teaching librarian. We had Maria Rogers before we had Colin doing the IL instruction. So a number of things happened first we got the teaching librarian then we went to the college and said you need to embed this into the programmes and QQI liked this idea of embedding the IL into it so all the Arts and Business courses have this learning to learn module and postgrad programmes have the PPD module and so we put three hours of library instruction in there too. We didn’t get as many hours into that because there was a lot completing for that spot because they wanted employability stuff as well. There is also an assessment attached on the learning to learn module Colin gets the students to do this Moodle quiz to check that they fully understand the principles of IL and it
is assessed and weighed. So the library could also run a standalone session for journalists or we find 4 to 6 hours in the programme for the librarian to comes in - that's the ideal really where you are reaching everyone and if you want the next generation of journalists to have these really high standards in terms of IL they only way you can do that is to make sure you've got it from the beginning. What we have is a suite of IL courses in that we have the standalone sessions so if people feel they need to top up and they need extra tuition they can come to that one we have a couple of classes every week we then have the embedded and we also have new library website that has lots of guides in multimedia tutorials so I think a multi-strand approach is really good.

ME: How would you rate the evaluation skills of the average undergraduate students starting any course in the institution?

L3: I think it's quite shockingly poor to be honest. I think it's because IL for example the government have a literacy and numeracy strategy but they don't mean literacy in the sense of IL they mean reading and writing literacy but actually we need IL as a skill this should be taught to children...children of 8 and 9 are online and you know to my mind the best way to deal with this is by having more school libraries and more librarians and they can be pushing the IL agenda at school level and at governmental level. it is too late to have 18 year olds coming into undergraduate courses. If you asked the average 18-year-old what IL is they wouldn't know and you should know that and learn it at school because actually to be a fully participating citizen in society if you are not digitally and information literate, you are in danger of being socially excluded that's the real fall out of that. If you grow up in an area where it's poor and your parents have left school young and you don't get exposure to IL you are in cut of from society and it has educational repercussions because when you go into a college environment and your lecturer is looking for good sources for your essay and you haven't got the language or skill so I think school librarians could help us a lot in terms of pushing IL into the school system, we have some very good school librarians in this country...start young children should know what a good source is or a bad source is way younger then they currently do. That's why being a TL is a pretty hard job. Talk to Colin...we have all these 18 year olds coming in and research says that 95% of assignments start with a google search and google is great you can get some good stuff on there but its a very mixed bag we are paying top dollar for all this peer reviewed stuff .. So the answer to that question is I dont think they have good evaluation skills and it is an uphill battle then.

ME: What is your opinion of the rise of Fake News/Alternative facts etc.?
L3: It is worrying because I think there is a lack of awareness about IL and a lack of education so people are like lambs to the slaughter there’s a lot people who don’t know what a good source is and so there is so many people buying into this stuff and the dangers of it is like Donald Trump getting elected and that’s because if we had a more information literate public and a these people weren’t stuck in these filter bubbles none of these things would happen so we have a big job to do with IL that starts at a young level and that would be the biggest combat against fake news...if people have the individual capabilities to discern what is a good news or bad news source.

ME: How do librarians propose to tackle the problem within library instruction?

L3: There was actually a debate organised by SILS the UCD library school and it was on fake news it was do librarians have a role to play in combating fake news and it was a tie unfortunately and both sides were actually if wasn’t about fake news it was about being visible librarians and fake news came up in it. but people argue that it is a tsunami of fake news out there and so many things are scheduled to run so it’s impossible for a library to stop it alone but I think educators and librarians do have a strong role to play and we have to start somewhere and I know the LAI have brought out a poster it’s about how to spot fake news and that went everywhere. That went viral it has been on twitter and Facebook. ok so i think it would be naive to think that librarians and educators could completely stamp it out but i think we have a huge role to play.

ME: Is there enough relevant literature within librarianship on the subject of fake news or is it just opinion?

L3: IT is being talked about but i would love to see more studies about what we could concretely do at the moment I am noticing lots of discussions about you know how can we combat the rise of fake news debates discussions talks I’ve noticed posters educating the public and students about what is fake news but we need more concrete guidelines for library professionals for teaching librarians for school librarians on what we can do to have a particular framework at what we can do at each level I dont see any policy documents or guidelines out there. It will come it think.

ME: What is our understanding of the principles of Journalism? (shows principles)

L3: If I didn’t know you were talking about journalism I would actually think you were talking about librarianship there and I’ve have seen those same principles being talked about in articles and books about librarianship so it’s incredible I knew there was an overlap but when you articulated them there in that way I never realised before how we are probably two of the most closely matched professions. Different words for the same things really. I knew
there was an overlap on information sharing but I never realised how alike they actually are in terms of our mission and ethos. yet we are quite disparate but if we joined forces what a force we would be actually there may be librarians in all the big media places like RTE and The Irish Times. There really should be a senior librarian on the leadership team of publishing houses. I could be speaking out of turn but librarians need to be less on the side-lined. they should be at a management level and that’s how you safeguard the accuracy and the authenticity ..

ME: Do you see a correlation between the core principles of Journalism and the core principles of librarianship?

L3: Yes absolutely we are all about data protection and freedom of speech etc.

ME: What is your current interaction with the journalism faculty at your institution?

L3: It’s good actually I would interact with J6 quite a bit and students as well there is also Henry McDonald and Barnaby they are good for interacting with the library they are always suggesting good texts to have and certain databases that we should have they are good for getting the students to come over and they have invited us in to do sessions on things like Lexus Nexus and I used to do that but now Colin does it. We do standalone, embedded and point of need so sometimes even though we have done an embedded session in learning to learn but if there is an assignment coming up sometimes lecturers would say would you mind coming in and go over some stuff.

ME: Are journalism students actively encouraged to seek library instruction if yes how are they targeted?

L3: Yes the lectures are good at pushing them to go to library classes and they have a learning to learn module embedded in the course in first year. Timing is the critical thing sometimes the library is the Cinderella of the college and everything gets squeezed in at the last minute we get to do an introduction to the library in the beginning and then at the end of fourth year for dissertation we get thrown in again and that is something that need to be taught about because actually before you can do anything you need to be information literate from year one not year 3 so these are important considerations in terms of IL being successful and we’ve learned this the hard way and we advocate more that this needs to be done by week whatever and there is evidence base of TL who have been doing this for years and they have great experience. TLs could do with collaborating more as well and sharing this experience. There is an IL Taskforce at the moment and they are starting to come together. Metaliteracy is a new term that is important for journalists Susan Sweeney is a lecturer here for business students and she is teaching them about visual literacy she gets
them to do photo exhibitions and they are encouraged to do more things on visuals because business is changing and there is a leaning towards visual things twitter Facebook etc so you need to be visually literate what training do you get in evaluating images and trusting images. I think the type of IL you need for journalists needs to be broader like Metaliteracy covering a range of literacies. Maybe it's time for IL to become Metaliteracy and there is a push towards that. There may be a book on Metaliteracy in the library talks about Metaliteracy and transliteracy so competing literacies liked a lot to media There's a school of thought that some librarians need retraining on all the literacies themselves like digital literacy like all aboard they say that there is a poor level of IL in faculty so we need a holistic approach.

ME: What is your opinion on an embedded information literacy module in first year of journalism/media courses?
L3: a great idea.

ME: are you aware of the ACRL information Literacy skills framework for Journalists?
L3: No I wasn't aware of that and that's fantastic but it doesn't surprise me that ACRL have done that because they are great at bringing out new initiatives they are on the ball.

Originally when we brought in the embedded learning to learn it began on the Arts side and the business programmes had nothing. Eventually we got them all on to the level 8s at one stage we looked at the courses with L2L and compared the outcomes. We found that on the embedded courses we had less failure, higher academic performance, more likely to attend lectures and less likely to drop out of the programme compared to the courses without L2L. People could say that's a very crude analysis because perhaps the class we picked were all already high achievers but what we actually did was we picked to similar classes in terms of their academic profiles we made sure it was even in terms of the type of student the level they were at was exactly the same except one was business and one was arts and we did a comparison and even at a crude level we saw a very significant difference and there are articles on library impact where they do experiments like these. In Journalism it might be too early to say yet but you have a greenfield opportunity to see what's going to happen down the road better standards of journalism less fake news that's the ultimate outcome and that's difficult to measure. you can see the difference IL has made in certain areas in academia in terms of raising the standard, increasing student numbers and retention but the bigger
outcome will be seen by editors who will have to spend less time checking things. It could be 8 or 9 years away but you will have good outcomes from embedded. IL has proven to raise academic standards reduces plagiarism but there is huge gains for society particularly in public libraries and this may sound very noble but it is transformative in societies but educating journalists to be more IL has empowering opportunities to have a more truthful transparent media a sounder political system even...that's what i like about the power of information much more than just in an academic context it is transformative for society. We could do more on the library side in general we should bring journalists on to our taskforce for IL. We as librarians have huge value to bring to media organisations like Facebook. We need to bring more media people into our spaces like our conferences and taskforces.

L4
ME: How are Information Literacy skills currently being taught to undergraduate students in general and more specifically to journalism students?
L4: In general, the business and computing students have an effective learning development module which I teach on which has some elements of critical thinking and IL and we also do classes which are designed to support researchers which is essentially has IL in it and legal research is its own special thing legal research is very different it’s doctrinal research so they are dealing with a specific set of materials. Of all the faculties we don’t do much with Journalism and media at all. I suspect it's really because they want to do it their own way and you can’t force people to do it your way, unless it's got marks credited to them so we don’t to it for journalism. I have offered them specific workshops on data visualization journalism Wikipedia because I think Wikipedia is an important topic for students you know... 'you can’t use Wikipedia' is a dumb way to approach it.
ME: How would you rate the evaluation skills of the average undergraduate students starting any course in the institution?
L4: I think that contrary to most peoples opinion, I do have a set of questions I ask undergrad students for a show of hands on a range of things and I’ve asked similar questions for a long long time mostly to do with privacy and data security, and some say the young people are all concerned about data security and privacy ...I don’t see it...but I do see when talking about referencing and citation I see people asking good critical and learned questions
now I see a huge improvement young people now are much more visually literate than young people were years ago they ask things about language bias in citation I can’t have imagined an undergrad asking me that question 15 years ago or 20 years ago. When I suggest a citation management tool they ask about the open source ecosystem etc...wow I think they are great but I don’t cover news with them.. I think they are great and better than before. The biggest single change in education is the relationship between the learner and information when I was an undergrad the lecturer would read the book he would have written if there was a publisher so we were the scribes and scripters. They now have to find their own information.

**ME:** What is your opinion of the rise of Fake News/Alternative facts etc.?

**L4:** I think it’s about clickbait with headlines written on the basis of metrics for clicks and then they are presented as being news sites but they have no news gathering mechanism and they are sources from fiction for cash. Fake news doesn’t exist because news doesn’t exist. This analogy about pope still dead...?? our constructions of facts are socially constructed and particularly social and historical phenomena therefore there is no such thing as fake news there are fake news sites and they way to spot them is not that difficult. I don’t think critically is a generaJ2ble skill. I have more experience than most. I have enough of a background  I use mobile phone review sites and ask the students to evaluate and they generally find everything I have thought of. I address all those evaluation issues but not with the journalism faculty

**ME:** How do librarians propose to tackle the problem within library instruction?

**L4:**

**ME:** Is there enough relevant literature within librarianship on the subject of fake news or is it just opinion?

**L4:** yes I have noticed articles I’ve read two or three in the last month or so but nothing that has made me go wow I read someone’s project on doing a lib guide on fake news and just at the same time i saw an article from twitter about oh yes let's write a new lib guide about fake news. This is not a preach its practice that's why i like to do it in a collaborative workshop where they produce the work themselves and it’s a lived practice and if you can’t trust your leaners that’s not good.
ME: What is our understanding of the principles of Journalism? (Shows principles)

L4: I think access is the real difference between ourselves and journalists. Media organisations don’t really thrive on open access for everybody so that’s a significant difference and I work in a commercial organisation but the library is protected from any commercial aspects we have our own take on those things and we share with each other some.. we’re access not preservation yes I don’t know I don’t think media has a duty to impartiality i think you have a duty to construct the truth as best you can and be fair and then make a judgement we are on the side of liberal enlightenment you do make judgements when we classify stuff into anthologies which are white male heterosexual western Dewey like system .. collection is not impartial its very partial construction of truth

ME: Do you see a correlation between the core principles of Journalism and the core principles of librarianship?

L4:

ME: What is your current interaction with the journalism faculty at your institution?

L4: the media students use of the library is no bigger than any other group media students are the mean for us

ME: Are journalism students actively encouraged to seek library instruction if yes how are they targeted?

L4: not really no I have pitched to them for next semester to do academic integrity with their students because they have an issue with that which is becoming a problem i thought that it would be good to do that

ME: What is your opinion on an embedded information literacy module in first year of journalism/media courses?

L4: I can do the academic integrity thing on Moodle and slot it in as being worth a certain amount of credits I don’t think IL is general2ble in the same way it needs to be tailored specifically for every department every faculty particularly in first year because it needs to be useful and appropriate for them at that stage unless it is ... metacognition is something we teach to first years in effective learning and development and we found that a lot of students have done metacognitive things in school for example in history or other subjects but they never think of doing it in any other subjects but if it is critical thinking II or any metacognitive thing has else it has to be taught at the moment of need

ME: are you aware of the ACRL information Literacy skills framework for Journalists?
L4 No I'm not but my excuse there is journalism faculty never ask to talk to me about it. I think all media lecturers thing oh well we're good at this anyway ..I refuse to do things I’m not interested in showing people how to cite or to use databases what I do if I’m asked to do a class is a class on evaluating sources the other parts of it are trivial

ME: How are Information Literacy skills currently being taught to undergraduate students in general and more specifically to journalism students?
L5: ok so at Maynooth university we have this undergraduate programme called critical skills it basically operates as an additional subject that any first year student can take we have about 1200 first years and something like 800 of them take it and that is open to journalism and media students as well so critical skills is based around helping students develop critical thinking skills, learning how to integrate new knowledge into their existing knowledge and most of the curriculum is based around IL so the core of the curriculum is IL and the library works very closely with the coordinator for critical skills in developing the curriculum. Any student who does that programme gets are really good grounding in IL and that would cover very strongly things like evaluation skills and it would explore areas like filter bubbles and fake news and all those kind of things so, this year was the first year it was fully mainstreamed for all students to take so it's probably a little too early to see the impact of it yet. Journalism students don't have to do it but they have the option to do it. I don't have the specific information about how many of the media students take it. but on top of that the way it works is that academics would come to the library and ask for someone to come and talk to my students about how to find and evaluate information. I would say of all the courses media studies probably doesn't come and ask us. If media students are getting that it is because they choose it themselves to do. The university is moving towards every academic department having to have critical skills embedded into one of their subject based modules and we are trying to work with the departments on that so I haven't met with the media skills one yet but it will come up. hopefully that will come in the future it will work in the same way as the critical skills one does but it will work in the context of the subject

ME: How would you rate the evaluation skills of the average undergraduate students starting any course in the institution?
L5: I would say overall it is quite poor but obviously there are some exceptions to that some students who are good at evaluation but generally the ones who aren’t. ..that is mainly because they are a product of the leaving cert system and they have just come out of a system
where they learn stuff off by heart so they have never actually been asked to think critically about anything so being able to evaluate information is part of those critical think skills. They are spoon fed information learn it off by heart and regurgitate it ..they really really good at that but they dont have that questioning skill yet so I would say they are generally quite poor and that was one of the reasons why we introduced critical skills because they were still poor coming out the other end too and employers were noticing that they were poor at that.

ME: What is your opinion of the rise of Fake News/Alternative facts etc.?

L5: So I think it's really interesting I don't think it is a new phenomenon the national inquirer has been going since the 50s it is not a new thing but what is new is that people are not thinking critically about the news they are hearing so we all know NI was fake news but for some reason the Fake news that's around now some people are not good at identifying that it's fake so I think the big question is what is the difference I think the difference is that it is probably a little more sophisticated now and I also think that people lack those skills that they need to stop and think about everything and I think it’s changed the perception of how we view authority in information we used to say if it’s from a particular authority we would say it could be trusted but that's not the case anymore so we have to teach people to question everything even if it looks like it's coming from a reputable source and so it is different but it's not new. It is something that we as librarians have been talking about for years but all of a sudden it has captured the public imagination which is interesting.

ME: How do librarians propose to tackle the problem within library instruction?

L5: In my opinion there is some great work going on like Alan Carberry's work it's really good and really needed but I do think a maybe a lot of us in the profession probably need to sit up and change what we are doing. so I still think the IL is very library focused so it's about finding journal articles, chapters in books etc. but those aren’t the skills students need like they can search pretty well that's the one thing I think students are good at when they come into us we need to be more information focused rather than library focused I think we need to let go of saying students you need to know what a database is and you need to search the catalogue and accept that they are going to go to the sources of information that the usually go to and that probably won’t change but we need to give them the critical skills and the roadmap to the good information. I think an awful lot of librarians are still doing the pretty much the same thing they did 10 years ago so I think some are changing and thinking about it but as a profession we have a way to go to catch up.
ME: Is there enough relevant literature within librarianship on the subject of fake news or is it just opinion?

L5:

ME: What is our understanding of the principles of Journalism?

L5: I know nothing about journalism but I suppose my understanding is that when you become a journalist you commit to having a suite of ethics, you would only report stuff that you know to be true and that you wouldn't try and sway you would try and be neutral to a certain extent. (Reads principles) They would be a lot of the same things that librarians believe in but I think in some ways journalists have a more important role because of the influence they have particularly in the areas of democracy. Democracy doesn't work without an independent media I think that's important I don't think the librarians would have the same power or influence.

ME: Do you see a correlation between the core principles of Journalism and the core principles of librarianship?

L5: yes absolutely I think there is a huge correlation between especially they librarianship is going now as I said about moving away from library centred information and to talk more about information in general. It's definitely one of the professions we need to partner with we had that conversation at the LILAC conference we said we need to join forces to provide the tools to decipher fake news and get to see what's really going on. Yes, definitely.

ME: What is your current interaction with the journalism faculty at your institution?

L5: It's certainly not the strongest relationship we have much stronger relationships with other academic departments and a lot of those relationships that we have are very much driven by the academics because we are such a large institution it is very difficult for us to have a close relationship with every single academic department and sometimes it's the academic departments that drive it in the first place. Media Studies are not one that engage with us in a huge way. they are also kind of thrown in with English here. We have a library rep basis so our rep is from the English department and they represent media studies as well so that probably was the relationship as well. Also it's a relatively new discipline in this university so that's a factor as well.

ME: Are journalism students actively encouraged to seek library instruction if yes how are they targeted?

L5: we would run our LIS (Library and Information Skills) sessions but they are not specifically targeted. It covers thinks like how do I find information how do I evaluate information all those basic skills and they are walk-in running at lunchtime throughout the
term and anyone can come in there is a very good uptake at the beginning of semester one then it teeters off and comes back for dissertations. We would also go into the class room in the later years if they are working on a research project we would come in and we would give specific instruction on information in the context of that particular subject. and we have a suite of online tutorials, online subject guides, we have a media studies guide which we would push out to students to try and get them to look at those.

ME: What is your opinion on an embedded information literacy module in first year of journalism/media courses?

L5: I think it’s a great idea but rather than a standalone IL the focus could be on evaluation skills for journalists or something like that where IL is part of it - it would be more effective if its properly integrated with other skills which they are developing so that it’s not a standalone thing... I think they could apply it in a more effective way when integrated with their subject

ME: are you aware of the ACRL information Literacy skills framework for Journalists?

L5: I'm familiar with ACRL but no not the one for journalists. I did not know that I follow ACRL quite closely and I never saw that they need to so much more work on publicising it. It makes sense...my daughters friends parents are both journalists and I have this conversation with them ... Librarians do this stuff too you know...and they're fascinated by that. The language around IL nobody outside our profession understands what it means and don’t think it matters what it's called as long as the skills are still being developed.
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### QUESTIONS/TOPICS FOR DISCUSSION JOURNALISM

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Core Principles of Librarianship and Core Principles of Journalism as shown to interviewees.
Event Tickets

Event
Fake news is an oxymoron, and a LibGuide won't cut it Alan Carbery, Associate Director, Champlain College, Vermont, USA.

Date + Time
Thursday, 6 April 2017 from 14:00 to 16:00 (IST)

Location
Royal Irish Academy
19 Dawson St
Dublin 2
Ireland

Order Info
Order no. 599565558. Ordered by Isabelle Courtney on 22 February 2017 22:17

Type
General Admission

DBS Msc student (Isabelle Courtney)

Order: 127062960 - 1 of 1

Banter: Media in the Age of Fake News

Sat 27 May 2017 at 14:00
Smock Alley Theatre - Main Space 178
€8.00 - Standard (1 of 1)