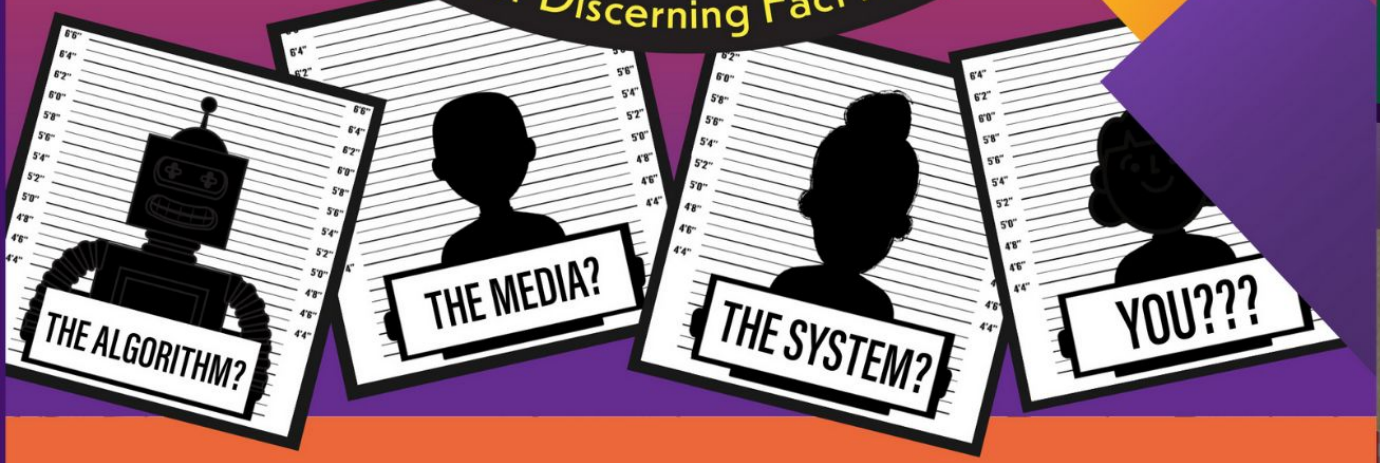
Study Guide

DEVELOPING DIGITAL DETECTIVES

Essential Lessons for Discerning Fact From Fiction in the 'Fake News' Era



Jennifer LaGarde and Darren Hudgins

This resource was created by Jennifer LaGarde and Darren Hudgins.

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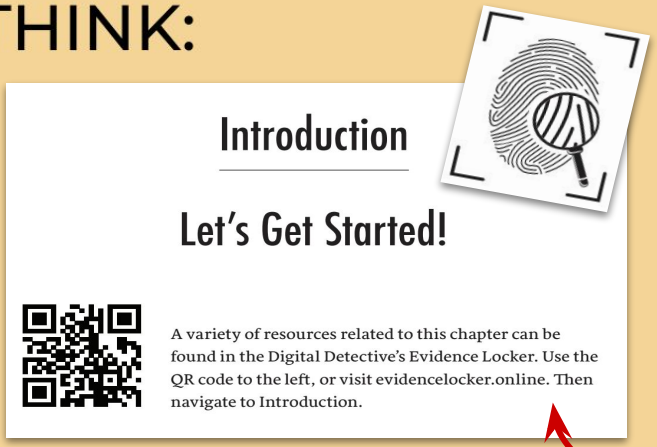
BOOK STUDY

DEVELOPING DIGITAL DETECTIVES

SECTION: Introduction

Let's get to know the book by reading the introduction.
Then flip through the remaining chapters to preview/notice design elements that may be important to your understanding moving forward.

THINK:



The "Evidence Locker" is updated frequently. How might you remind yourself to check this resource for updates - even after you're done reading the book?

QUESTION 1

In the introduction we describe why information literacy is so important to us. Why is it important to you?

QUESTION 2

What would you add to the "core beliefs" listed in the introduction?

QUESTION 3

What did you notice (or wonder about) as you flipped through the remaining chapters?

DO: Completing these tasks will help you get the most out of your learning from this section.

- [ ] Head over to the Evidence Locker and checkout the resources for the section titled "Introduction."
- [ ] Find a thought partner with whom you can share learning and make plans together as you read.

PLAN: What's next? Let's think about what's coming up and/or how to put our learning into practice!

Next we're going to take a deeper dive into Chapter 1. From what you've read so far, what do you wonder about this chapter? What are you hoping you will learn as we explore the Triggers Lens?

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BOOKSTUDY

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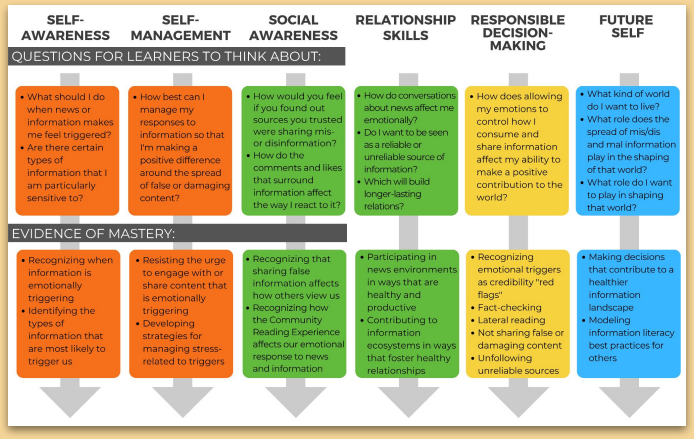
SECTION: Chapter 1 - Triggers

In this chapter, we're going to explore the ways that emotions affect our behavior online. Can you think of a time when the news (or other information online) triggered a strong emotional response in you?

THINK:



This crosswalk, mentioned in Chapter 1, is available, to enlarge and download, in the Evidence Locker.

QUESTION 1

How does the Triggers Lens challenge the ways we have traditionally taught information literacy?

QUESTION 2

What are some ways you might help your students learn to "press pause" when they feel triggered by information?

QUESTION 3

At the end of Ch. 1, we explain why we find the Triggers Lens so empowering. How does the learning from Ch. 1 make you feel?

DO: Completing these tasks will help you get the most out of your learning from this section.

- [ ] Head over to the Evidence Locker and checkout the resources for the section titled "Chapter 1."
- [ ] While in the Evidence Locker, explore the mini-lessons, from this chapter, for your grade span.

PLAN: What's next? Let's think about what's coming up and/or how to put our learning into practice!

We created the Evidence Locker to provide you with resources that you could put to use right away. Which of the mini-lessons (or other resources from this chapter) feel the easiest to implement? Now that you've read Chapter 1, with whom would you most like to share this information?

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BOOK STUDY

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SECTION: Chapter 2 - Access

In this chapter, we're going to explore the ways that the device we access information on affects our ability to evaluate it. Have you ever used mobile devices to teach information literacy before? Why or why not?

THINK:

Whose help will you need to create ways for learners to take their information literacy work to the next (mobile) level?

QUESTION 1

What are some markers of credibility that you currently have students look for when evaluating info, but that require different steps to find on a mobile device?

QUESTION 2

How might we harness our kids' desire to be content creators/influencers to help them understand the "community reading experience"?

QUESTION 3

Having read chapters 1 and 2, what similarities/overlap do you see between the Triggers and Access lenses?

DO:

Completing these tasks will help you get the most out of your learning from this section.

- [ ] Head over to the Evidence Locker and checkout the resources for the section titled "Chapter 2."
- [ ] While in the Evidence Locker, explore the mini-lessons, from this chapter, for your grade span.

PLAN:

What's next? Let's think about what's coming up and/or how to put our learning into practice!

In Chapters 3 & 4, we'll explore more content specific strategies for parsing credibility. Both the Forensics and Motives lens are profoundly informed by the Triggers and Access lenses. As we continue our learning, think about how our emotions and the devices we use most affect the ways we identify and analyze credibility clues.

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SECTION: Chapter 3 - Forensics

In this chapter, we're going challenge some traditional information literacy approaches. If you have used (or are still using!) some of the tools we mention, don't fret! As Maya Angelou famously said, "Do the best you can until you know better. Then when you know better, do better."

THINK:

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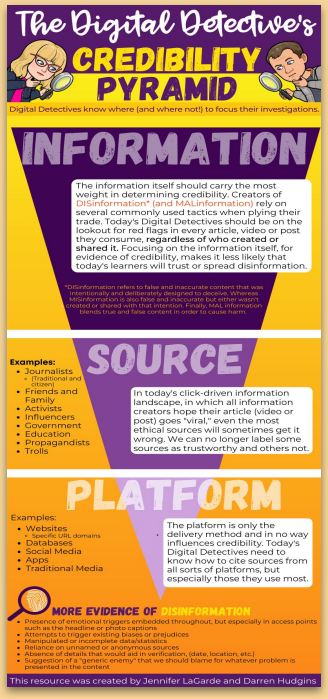

QUESTION 1

What do you notice about when tools like the CRAAP test were created in relation to the platforms and devices we use most to access information?

QUESTION 2

In Chapter 3, we challenge "lateral reading" as the antidote to checklists. How might you help learners apply investigative techniques in mobile environments?

QUESTION 3

Checkout Michelle Baldwin's "question types" in the Evidence Locker. How might these help you move away from traditional checklist approaches to information literacy?

DO: Completing these tasks will help you get the most out of your learning from this section.

- [ ] Head over to the Evidence Locker and checkout the resources for the section titled "Chapter 3."
- [ ] While in the Evidence Locker, explore the mini-lessons, from this chapter, for your grade span.

PLAN: What's next? Let's think about what's coming up and/or how to put our learning into practice!

Chapter 3 illuminates the need for information literacy instruction across content areas and grade spans. How might you use your learning from this chapter to facilitate conversations about prioritizing this work in your school or district?

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BOOKSTUDY

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SECTION: Chapter 4 - Motives

The section of the Evidence Locker devoted to Chapter 4 looks a little bit different from other lens chapters. Be sure to checkout the "mug book" referenced in this chapter as a tool to help you understand the suspects that serve as the foundation for the Motives Lens.

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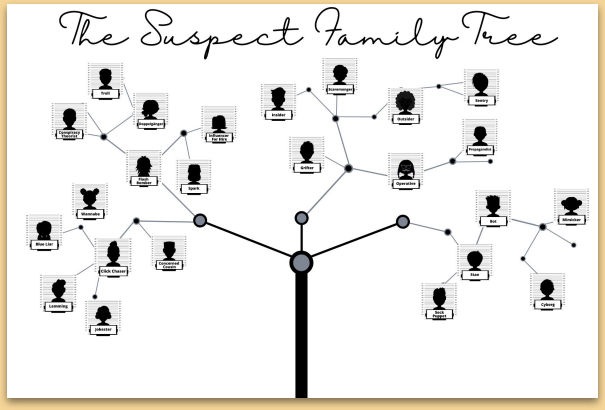

Remember: the suspect cards in Chapter 4 were not designed to be used as a complete set. Activities, like the family tree (above) are most effective when completed using an intentionally curated selection of suspects.

QUESTION 1

How can differentiating between mis-, dis- and mal- information help our learners better understand the motivations of those who create and spread each?

QUESTION 2

Checkout the "printable suspect cards" in the Evidence Locker. Before digging into the mini-lessons for this chapter, what ideas do you have for using this resource with kids?

QUESTION 3

What connections do you see between this chapter and the Triggers and Access lenses? How do our first two chapters affect the learning in Chapter 4?

DO: Completing these tasks will help you get the most out of your learning from this section.

- [ ] Head over to the Evidence Locker and checkout the resources for the section titled "Chapter 4."
- [ ] While in the Evidence Locker, explore the mini-lessons, from this chapter, for your grade span.

PLAN: What's next? Let's think about what's coming up and/or how to put our learning into practice!

What are your big takeaways from the first four chapters of Developing Digital Detectives? How do the four lenses change/challenge the traditional ways we've always taught information literacy?

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BOOKSTUDY

DEVELOPING DIGITAL DETECTIVES

SECTION: Chapter 5: The Littlest Detectives

Although we wrote this chapter with (pre)k-3 learners in mind, the strategies we share are applicable to any age learner who needs practice developing the habits and dispositions that make Digital Detective work possible. For that reason, we recommend all educators read Chapter 5, regardless of the age learner they teach.

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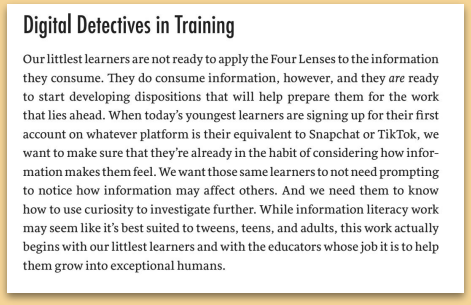

Digital Detectives in Training

Our littlest learners are not ready to apply the Four Lenses to the information they consume. They do consume information, however, and they *are* ready to start developing dispositions that will help prepare them for the work that lies ahead. When today's youngest learners are signing up for their first account on whatever platform is their equivalent to Snapchat or TikTok, we want to make sure that they're already in the habit of considering how information makes them feel. We want those same learners to not need prompting to notice how information may affect others. And we need them to know how to use curiosity to investigate further. While information literacy work may seem like it's best suited to tweens, teens, and adults, this work actually begins with our littlest learners and with the educators whose job it is to help them grow into exceptional humans.

In chapter 5, we emphasize how preparing our youngest learners for later Digital Detective work must be done across content areas. What ideas from this chapter feel the most doable (and replicable - after all, developing habits requires frequent repetition) in your teaching context?

QUESTION 1

Which of the three habits listed in Chapter 5 represents the greatest need for your students? Which of those dispositions do your learners still need the most practice?

QUESTION 2

The book lists in Chapter 5 are frequently updated. Take some time to explore them in the Evidence Locker. What books would you add to our list?

QUESTION 3

Let's connect the dots between Chs 1 & 5. How can the CASEL core competencies explored in Ch 1 be useful in helping our youngest learners develop the habits necessary to support later digital detective work?

DO: Completing these tasks will help you get the most out of your learning from this section.

- [ ] Head over to the Evidence Locker and checkout the resources for the section titled "Chapter 5."
- [ ] While in the Evidence Locker, consider which mini-lessons from previous chapters that might support Ch. 5.

PLAN: What's next? Let's think about what's coming up and/or how to put our learning into practice!

Soon we'll be digging into the unit plans we created to help your learners apply the four lenses to actual content! As you explore those plans, it's useful to remember that they can also help you identify when your learners need more practice developing the habits discussed in Chapter 5.

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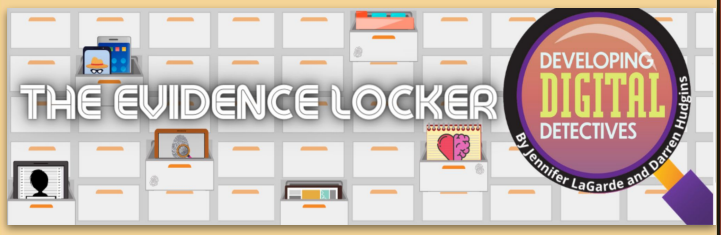
BOOK STUDY

DEVELOPING DIGITAL DETECTIVES

SECTION: Chapters 6 and 7

One of our goals when writing Developing Digital Detectives was to create ways for us to continue to share resources and thinking with you after our book was published. Chapters 6 and 7 dive into the Evidence Locker and the #DigitalDetectiveSquad - which serve as tools for creating and maintaining our growing information literacy community.

THINK:



The Evidence Locker is truly a labor of love. We created and maintain it ourselves (with no support from ISTE, etc). It represents our attempt to a) avoid broken links and b) sustain a community of educators who are ready to tackle, what we believe is, the most important work any of us can be doing right now. We do our best to update the Evidence Locker at least once per month.

QUESTION 1

In Chapter 6, you get a preview of how the unit plans (chapters 8-10) are set up in the Evidence Locker. What questions does this chapter spark about those plans?

QUESTION 2

Having explored the Evidence Locker for Chapters 1-5, what have been your favorite resources so far? If you have used some with kids already, share how it went!

QUESTION 3

How might you leverage the #digitaldetectivesquad hashtag to continue learning/sharing after you have finished reading the book?

DO: Completing these tasks will help you get the most out of your learning from this section.

- [ ] Be sure to checkout the lesson plan template in Chapter 6!
- [ ] Be sure to checkout the “build your own Digital Detective” activity in Chapter 7!

PLAN: What’s next? Let’s think about what’s coming up and/or how to put our learning into practice!

We believe that one antidote to ignorance and hate is community. Chapters 6 and 7 are all about creating that community. We hope you will join us in these spaces as we continue to work towards creating a healthier information ecosystem for our kids.

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BOOK STUDY

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SECTION: Chapters 8, 9 and 10

Each of these chapters contains unit plans for a specific grade span. While you may choose to focus on the chapter that represents the grade(s) you teach, we encourage you to look at the case files for the other grade spans, too. Many educators have told us that they were able to use unit pland designed for other grade levels with just a little tweaking.

THINK:

Fun fact: Because we believe in a backwards planning approach to teaching, chapters 8, 9 and 10 were the 1st chapters we wrote! After that, we tackled the lens chapters to ensure they supported the skills needed for kids to crack each case in the unit plans. Next, we used feedback from educators in the field to revise each case file. Only then did they feel ready to share with all of you!

QUESTION 1

Which of the unit plans you explored looks the most interesting? How do you think kids will respond to the "case file" structure?

QUESTION 2

We intentionally steered away from triggering topics (ie: politics) in our unit plans. Do you think this was the right decision? Share why you feel that way.

QUESTION 3

Work with your thought partner (or others in your book study) to explore all sections of a single case file together. What resources look the most useful? How can you collaborate to get kids ready for this (or another) unit plan?

DO: Completing these tasks will help you get the most out of your learning from this section.

- [ ] Checkout the difference between the blue and red sections of the "case file."
- [ ] Checkout the "Yet To Be Solved Mysteries" at the bottom of each case file.

PLAN: What's next? Let's think about what's coming up and/or how to put our learning into practice!

After Developing Digital Detectives was published, we started a monthly newsletter called From The Mixed Up Files of Dr. Ken Bort Phd. Now that you've read the book, that name should make sense to you! Checkout the last page of this guide to subscribe.

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Dear Readers,

One of the questions we get asked a lot is how long it takes us to create all of the resources we share. The answer is: a long time! You may have noticed that, just like everything in the Evidence Locker and in our monthly newsletter, this study guide for our book is free. We do this, because we believe our world needs Digital Detectives now more than ever, and we want to do everything we can to support you as you tackle the work ahead. That said, if you want to help us out, here are two easy things you can do:

- Leave us five stars on Amazon and GoodReads (you don't have to write a review, but that's awesome if you want to!) This really helps us a lot.

- Subscribe to our newsletter at drkenbortphd.substack.com/ This just makes us feel good!

Thank you for all you do. We are your biggest fans!

Jennifer & Darren