TEACHING INFORMATION LITERACY TO UNDERGRADUATE STUDENTS: TOOLS, WORKSHOP, AND ACTIVITY IDEAS

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ABSTRACT

The present paper provides insights into approaches that can be used when delivering teaching about certain types of "information disorder" such as disinformation, malinformation, and misinformation. The findings that are presented here are based on actual experience in teaching subjects such as "Media Ethics", and "Introduction to Mass Media" to undergraduate students. Hence, the framework that is going to be offered in it is based on the knowledge that has been acquired through the consultation of a certain number of textbooks that were used to design the modules' content that has been given to the students. Furthermore, setting and designing this content had to obey to the six dimensions of the cognitive process, and these are remembering, understanding, applying, analyzing, evaluating, and creating.

The framework presented in this paper has at its core the necessity to pursue the common elements agreed upon by different media outlets through answering the five W's (Who? what? When? Where? Why?), in addition to "how?" as an essential step to avoid the traps of any types of the "information disorder". The approach offered in this paper endorses as well the necessity to understand the different functions that can be served by the same media text, notably those of information, and interpretation. Moreover, it provides a method for investigating the media content that is offered to the target audience through steps that lead to discovering the values reflected through it, the creative techniques used in it, and so on, in addition to assessing its ethical implications.

Finally, the originality of this paper emanates from the fact that it is the product of actual teaching experience that led to singling out the ideas presented in it as a suitable framework for providing teaching about the "disinformation disorder" based on the students inquiries, performance, and learning difficulties..

KEYWORDS: *Information Disorder, Disinformation, Misinformation, Malinformation, Information Literacy, Media Text, and Critical Thinking.*