PIL's list of Covid-19 misinformation resources

As a supplement to the Project Information Literacy 2020 series, “Covid-19: The first 100 days of U.S. News Coverage,” we have created a select list of resources about Covid-19 misinformation to support learning about information and news literacy.

**Resources for building activities**: Includes interactive sites, fact-checking resources, and tips and tools for verifying information

**Readings**: Useful brief articles that work as assigned readings or in-class discussion starters

**Podcasts**: Brief and longer interviews with experts in the field

**Videos**: News clips and in-depth reporting on coronavirus misinformation

**Resources related to photos, charts, and graphs**: Tools and readings related to visuals often used in misinformation campaigns

**Background resources**: Long reads that feature in-depth reporting, criticism, essays, and government reports about the novel coronavirus outbreak

**Resources for building learning activities**

- Anatoliy Gruzd and Philip Mai (2020), COVID-19 misinformation portal – A rapid response project from the Ryerson University Social Media Lab, https://covid19misinfo.org/. This site includes interactive resources, and engaging infographics:
  - The COVID Global Misinformation Dashboard allows users to click on a list of claims updated daily and fact-checked by a trusted network of agencies;
  - Botswatch looks at Twitter data to see who is spreading what information about Covid-19;
  - Twelve Common Types of COVID-19 Misinformation offers a useful framework for examining claims.

- Jane Lytvynenko (2020), "Here's a running list of the latest hoaxes spreading about the coronavirus," Buzzfeed News, https://www.buzzfeednews.com/article/janelytvynenko/coronavirus-fake-news-disinformation-rumors-hoaxes. This list focuses on the first 3 months of 2020, provides easy access to a range of misinfo cases with links to articles that debunk the misinformation and often outline the steps reporters took to verify claims.


Mike Caulfield and Jane Lytvynenko (2020), “Ctrl-F: Find the facts,” CIVIX, https://ctrl-f.ca/home/. “The three-part learning module uses the COVID-19 pandemic as a case study to help teach students simple verification skills they can use to determine the reliability of sources and evaluate the accuracy of news and information.” While designed for high school students, this would also work well in a first-year course. The site is linked to a larger resource on News Literacy for teachers.


Craig Silverman (Ed.) (2020), The verification handbook, 2nd Ed., https://datajournalism.com/read/handbook/verification-3. Comprehensive free online resource with chapters by experts in the field on verifying news content, case studies, and tools for various levels of users from beginner to advanced.


Readings


Khushbu Shah, (June 16, 2020), “When your family spreads misinformation: In times of crisis, family group chats can become dangerous platforms for the spread of false claims,” The Atlantic, https://www.theatlantic.com/family/archive/2020/06/when-family-members-spread-coronavirus-misinformation/613129/. This is a really useful discussion starter to talk about misinformation flows in real life and includes links to other good content from The Atlantic.


**Podcasts**


- Jane Lytvynenko, Quinta Jurecic, and Evelyn Douek (July 17, 2020), “Podcast: Jane Lytvynenko on debunking the disinformation garbage fire,” Brookings Institute Tech Stream, https://www.brookings.edu/techstream/podcast-jane-lytvynenko-on-debunking-the-disinformation-garbage-fire/. A 49-minute interview about analyzing and reporting on mis- and disinformation in real time — especially in the context of COVID-19, where “fake experts” espousing misleading stories about the virus, and conspiracy theories such as the “Pandemic” video, have proliferated.”

Videos


Resources related to photos, charts and graphs

- D. L. Cade (May 04, 2020), These photos show how easy it is to create ‘fake news’ with photography,” Petapixel, https://petapixel.com/2020/05/04/these-photos-show-how-easy-it-is-to-create-fake-news-with-photography/. Illustrates how changes in framing, depth of field, etc. can be used to convey particular messages around social distancing.

Background resources


- Renée DiResta (May 6, 2020), “Virus experts aren’t getting the message out: If the authorities can’t satisfy the public’s desire to know more, others will fill the void with misinformation,” The Atlantic, [https://www.theatlantic.com/ideas/archive/2020/05/health-experts-dont-understand-how-information-moves/611218/](https://www.theatlantic.com/ideas/archive/2020/05/health-experts-dont-understand-how-information-moves/611218/).


• Misinformation and the Covid–19 infodemic (July 21, 2020), UK Commons Select Committee on Culture, Media and Sport, https://publications.parliament.uk/pa/cm5801/cmselect/cmcumeds/234/23402.htm. Massive report outlining the issues and possible responses including changes in policy.