This Site is Fake Dot Com: A novel resource and community model for teaching information literacy.

The University of Washington (UW) Information School (iSchool) (PI: Stacey Wedlake) requests $249,884 from the National Leadership Grants for Libraries program for an Implementation Project grant (Goal 1, Objective 1.1). The overall goal is to ***provide library workers with resources and a replicable model to support teaching information literacy.*** The intended impact is to co-design a sustainable resource that provides an authentic environment for information literacy instruction, while addressing instructional pitfalls of using "live" examples on social media. To do this, we will develop a website, associated professional development materials/resources, and a model using teen engagement to provide a sustainable means for keeping the site updated with curated material of relevance to libraries. The project will partner with diverse cohorts of public and school libraries to ensure broad impact.

1. Project Justification: ***Information literacy in the United States is both increasingly important and increasingly difficult to teach***. Information literacy is of growing importance due to the recent proliferation of inaccurate and misleading information, which goes by terms including misinformation, disinformation, and problematic information. Misinformation is a pressing threat to democracy because it undermines citizen trust in public information and institutions (e.g., journalism and science) and exacerbates existing political polarization and socio-cultural divides. In recent years, misinformation has impacted areas of life ranging from public health to election integrity. Libraries have reported being the targets of concerted disinformation campaigns, with impacts on their ability to garner public trust and support. Information literacy offers one critical tool for addressing misinformation, since it equips individuals with the skills they need to engage in fact checking and identifying trustworthy and untrustworthy information sources. Unfortunately, it has also become more difficult to teach information literacy - information ecosystems have dramatically increased in complexity, and many online platforms are designed to exploit emotions and psychological biases in ways that short circuit critical thinking skills and make users more vulnerable to misinformation. Continued advances in technologies, including generative Artificial Intelligence (AI), are likely to exacerbate many of these challenges.

Libraries have a vital role to play in addressing these issues. Public libraries have maintained high levels of public trust and have a longstanding role in providing information literacy services, making them natural partners in efforts to address misinformation. School librarians are similarly well-positioned to support youth as they navigate misinformation and other emerging issues related to information systems. Library workers often find themselves on the frontlines of information literacy instruction, whether through the provision of public programming, through collaboration with K12 classroom teachers, or through one-on-one support of patrons and students. Despite this, these same library workers often report feeling ill-prepared to help patrons and students navigate misinformation and have expressed a need for more resources and training to support them in carrying out literacy interventions within their communities [1]. Over the past three years this project team has been working to address this need. Wedlake, Young, and Jowaisas have led a national project, funded by the US National Science Foundation (NSF), to co-develop information literacy resources with and for public and school library workers. The project, now in its final months, has been successful in developing a wide range of public engagement tools and library programming approaches. However, one critical gap remains across all of these resources - they rely on librarians being able to find and draw on examples of misinformation, and library workers often have difficulty finding appropriate and locally resonant examples. Library workers need easy access to relevant examples of good and bad forms of information, and training to help them integrate and use those examples within their instructional activities. This project responds to those needs and, in the process, ***advances the IMLS National Leadership Grant Program's objectives of developing library programs, models, and tools for supporting information literacies (Goal 1, Objective 1.1).*** The project addresses three specific library challenges to advance these objectives.

Access to Effective Programmatic Resources for Teaching Updated Information Literacy Skills | The scale and complexity of the problems associated with misinformation necessitate a fundamental rethinking of how to provide individuals, organizations, and communities with information literacy skills. Until recently, many scholars and educators have focused on updating traditional information literacy paradigms for a digital age. Current efforts have only just begun to advance fundamental modifications to dominant paradigms, by reimagining information literacy with insights from media and civic literacy, journalistic training, and more. For example, SIFT, a lateral-reading approach used for fact-checking, has been a popular approach in U.S. higher education and K-12 schooling. Research has shown that SIFT and lateral reading approaches increase students' capabilities in accurate fact-checking [2]. Like many information literacy approaches, much of the resources related to SIFT were originally designed and assessed with classroom teaching in mind. This can be a challenge for library workers since curricula developed for classroom instruction do not always translate perfectly to library settings. Our work has revealed that adapting classroom-based lessons to support library programming takes a great deal of time and effort, and that library workers do not always have the capacity to carry this out. In fact, there has only recently been a concerted effort to formally implement SIFT in the public library field. This effort has taken considerable time and resources, in the form of a program called Super Searchers that was co-developed through a partnership between the Public

Library Association (PLA), Google, and the University of Washington Center for an Informed Public (CIP). This program offers a free webinar to support library workers to learn about SIFT. The webinar is aimed at increasing library workers' online fact-checking capabilities and points to resources including customizable fliers and examples of real social media posts that can be used in fact checking. However, like many other programs, Super Searchers continues to suffer from limitations that prevent library workers from taking full advantage of it. While the program offers a few customizable flyers and points to some examples of misinformation-based social media posts, it largely does not provide library workers with curricular resources that they might use to develop their own SIFT-based programming. This can make it difficult for library workers to think through how they might adapt the program to their own local setting. Through our research we have found that it is vitally important for these programs to be well contextualized to local cultural conditions, interests, and needs. Misinformation is often highly targeted to particular identities and communities - this ensures better uptake and allows misinformation to exploit existing social divisions within communities. Information literacy interventions need to be similarly contextualized to local conditions, so that community members understand why it is relevant and important to spend their time learning. Unfortunately, these locally tailored materials are rarely available, and it can take a lot of time to collect those materials. This project's focus - on developing effective and diverse examples of misinformation - will provide critical materials for making information literacy approaches more effective.

Access to Effective Examples of (Mis)Information | At the core of any successful instruction - including information literacy instruction - lies effective examples that resonate with learners. This is particularly true in the context of misinformation. Misinformation often manipulates information spaces to connect with audiences on an emotional level by, for example, drawing on shared feelings of identity, exploiting histories of fear and suspicion, and falsely leveraging authority. It follows that information literacy interventions must similarly consider the emotional and social context of learners if they are to be effective. The wrong example can, in a best-case scenario, turn learners away by convincing them that a program is not relevant to their everyday lives and, therefore, not useful to them. In a worst-case scenario, a bad example can trigger negative emotions and psychological biases that make patrons less likely to learn and more likely to be antagonistic and disruptive [1,3]. To avoid these dynamics, library workers need access to real world examples that are locally contextualized and directly relevant to the lives of their patrons.

Unfortunately, a number of difficulties - some growing in scale - make it hard to easily find and use authentic examples. First, institutionally adopted filters on accessing content and platforms can make it difficult to use specific examples within lessons. Some state agencies and schools, for example, have banned applications like TikTok on staff devices, while libraries often establish filters on youth computers that prevent access to certain types of content. Teacher librarians working in public K12 schools often must navigate extensive firewalls established by their school districts. These changing conditions of access can make it difficult for staff to reliably access live examples of misinformation for their literacy programs. Second, platforms such as Facebook, Twitter, and Instagram often restrict the types of information with which users can interact. For example, one often needs to have an account and be logged into the platform to access any content at all. At a bare minimum, then, making use of live examples from these sites requires everyone involved in a program to have accounts on the relevant sites, an impossible requirement in many library instruction contexts. One solution may be to screenshot or download relevant examples for use within specific programs. Unfortunately, multiple problems exist with this approach. Simple solutions like taking screenshots can reduce the interactivity and value of multimedia examples, and more advanced techniques require technical skills that some library workers may lack. Additionally, library workers would still need to go out and find effective examples themselves, which involves them being able to effectively evaluate both the facticity of social media posts and their pedagogical value. In our experience this requires high levels of expertise, and many librarians have shared with us that they lack confidence in choosing appropriate examples. Third, there are ethical and pedagogical reasons to avoid real examples in the first place. From an ethical perspective, showcasing a real person's social media post as an example of misinformation may lead others to engage that person antagonistically. From a practical perspective, it is difficult to control the opinions that patrons have of other people, meaning that patrons may end up having strong and unpredictable views of the social media users associated with certain examples. This can reduce the control that library workers have over learning outcomes and increase the likelihood that patrons will become disruptive during programs. Finally, some sites do provide a limited number of examples. CTRL-F, for instance, is a website supported by the organization CIVIX, and it includes an example bank of issues for using within curricula. While sites like CTRL-F are excellent resources, they are often not updated regularly and do not include examples tailored specifically for librarians or the diverse communities from which librarians come. A key innovation of this project is to harness the power of library programming to produce a sustainable and consistent stream of relevant examples that overcome the issues described above.

Training to Support the Integration and Use of Effective Examples Within Programs | Finally, library workers require more holistic training to support them in delivering effective information literacy programs. Library workers are often not trained to deliver information literacy programming that responds to misinformation and have limited time or capacity to

teach themselves the necessary skills. Even when staff do possess relevant skills, they may lack the confidence to employ those skills to address such a polarizing topic. Library workers regularly tell us that they are fearful about developing programming related to misinformation, because they feel that something as simple as saying the wrong word or choosing a poor example can lead to serious disruptions from patrons. Training must extend beyond the selection of appropriate programming and relevant examples, to broadly consider the skills that library workers need to address misinformation. LIS scholar Nicole Cooke argues that it is necessary to draw on as many as seven different types of literacies - including emotional, racial, cultural, historical, political, media, and information literacies - to effectively address misinformation. For instance, even the most carefully chosen examples may trigger strong emotions from patrons [4]. Staff may need skills to facilitate difficult conversations, to de-escalate contentious situations, or to redirect patrons that are attempting to spread conspiracy theories. By training librarians across these topics, misinformation programming becomes more than simple delivery of information literacy to patrons - it becomes a holistic approach to supporting patrons engaging with one another across ongoing divisions. This, in turn, directly supports the wellbeing of the communities that libraries serve.

This project will address these needs by developing (1) a program specifically designed for library contexts, to engage teens in producing fabricated examples of social media posts that include misinformation; (2) a website that provides access to these diverse examples, so that those examples can be integrated into digital literacy programming; and (3) resources to help library workers in developing locally-tailored programming that draws on those examples. Taken together, these outcomes ***will support NLG Program Goal 1 and Objective 1.1 by providing a replicable model and resources to build the capacity of library workers to support information literacy***. The target audience for the project will be public and school library workers. We will work directly with 6 public libraries and 6 school libraries in co-design work throughout the course of the project. We expect to work with 1-2 library workers per library for a net total of 12 - 24 library workers. Additionally, we will undertake extensive outreach and dissemination activities to increase the number of libraries deploying the model throughout the grant period. The ultimate beneficiaries will be the teens that those library workers serve. The process for developing this model and set of resources is described in greater detail below.

2. Project Work Plan: We propose a three-year project that will ***support library workers in using relevant and useful examples within information literacy instruction.*** The project will build on existing work that the project team is currently completing, as part of a National Science Foundation (NSF) funded project co-developing information literacy resources with and for public and school library workers. Research in that project identified the need for additional resources and training opportunities tailored for public and school libraries and helped the project team establish extensive library relationships that will be useful for this proposed project.

Our proposed project will focus on the creation of a website that serves as a sustainable instruction tool with supporting resources to enable ease of use by library workers. We envision the creation of a program that will teach teens basic fact-checking skills (SIFT) using a mock social media website, so that they can identify true and false content. During the second half of the program, teens will practice using these skills, and will conclude the program by creating their own fabricated posts. After the program, library workers can submit the posts via a form on the mock social media website for potential inclusion on the site. UW staff will review the submissions and upload those that meet project standards. This process will provide a sustainable way to generate new example posts that are grounded in content that library patrons find relevant to their everyday lives (see Figure 1).

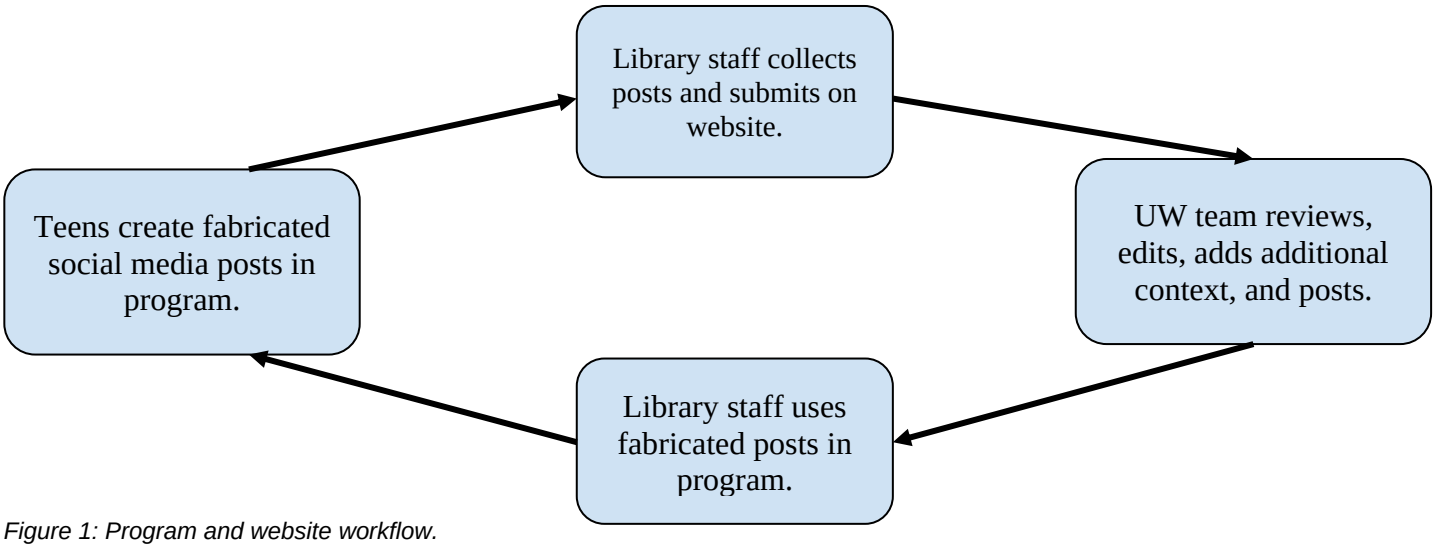

Figure 1: Program and website workflow.

Core goals of this new work include: (1) ***building a mock social media site*** that contains examples for use within information literacy instruction; (2) ***co-designing and implementing teen programming*** that enables library patrons to contribute new examples to the website; and (3) ***developing and implementing professional development opportunities*** and associated resources to support library workers in using the site effectively. Each of these goals will be carried out during separate phases of work, which are described below.

Description of current work: As part of the NSF funded program, Co-Designing for Trust, Wedlake, Young, and Jowaisas have co-created information literacy resources with and for public and school library workers in Washington state and Texas. In this work, they partnered with library workers to identify community needs concerning misinformation and to pilot interventions to address those needs. The outputs of these projects have been lesson plans and supporting resources for public libraries and schools about teaching about the role of emotion in online information. Our library partners have begun to test out these materials in their own communities. However, as part of this work, we identified a need for additional instructional support beyond the scope of the current project. As explained earlier, library workers need examples of misinformation to use as part of their programming and instruction. During the project, the team created some examples to embed in the new resources. However, examples need to be both current and locally relevant, and the current project doesn't have the scope to provide a sustainable source of such effective examples. The current project did teach us that the most relevant examples come directly from the communities that libraries serve. We see an opportunity for teens to demonstrate information literacy skills through the creation of fabricated social media posts, and thus to help create a sustainable resource for information literacy programming and instruction.

Specific activities and sequence: Our work will take place across three overlapping phases (Figure 2).

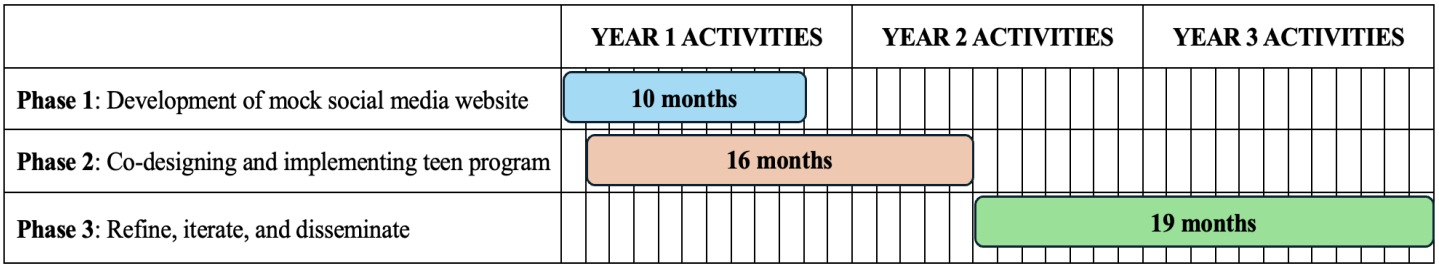

Figure 2. Overview of project activities by phase.

Phase 1: Development of mock social media site and initial content (August 2024 - May 2025 | 10 months)

In Phase 1, the team will build and test a mock social media site, including the initial set of posts, that is designed to support library workers in running fact-checking exercises within information literacy instruction. This site will contain 1) a range of fabricated social media posts with true and false content; 2) additional context for each post, to support library workers in using the posts within their instruction; 3) suggested information literacy curricular materials, into which library workers can place the social media posts that they find on the site; 4) and functionality for library workers to submit ideas for posts developed as part of the teen programming activities.

The website will have the look and feel of a social media website. Users will be able to click on the posts, follow links, and scroll through a fake feed. Much like a real social media feed, the posts will contain a mixture of true and false content and everything in between. The feed will also contain a wide range of media, so that library workers can choose examples that emulate different types of social media (e.g., Facebook posts, TikTok videos, etc.). Each post will have additional context for the library instructor. Such context will explain why certain information is true or false and suggest ways to verify the veracity of the posts using the SIFT fact-checking methodology or other similar methods. Critically, the site will also host instructional resources for public library workers including training curriculum and professional development resources. The site will have the functionality for library workers to submit fabricated social media posts for review and potential inclusion on the website to ensure the examples stay up to date. Any submissions to the website will be thoroughly reviewed for privacy and safety and no personal information will be included from the teen program participants. Co-PI Jowaisas has experience developing WordPress sites and will lead this portion of the project with the assistance of undergraduate student employees.

From August - October 2024, we will design and build a WordPress website that mimics a social media site. We plan to use existing WordPress templates to simplify the design process. Existing technology infrastructure (e.g. Microsoft Azure) will be utilized wherever possible to aim for ease of administration, technical support, and sustainability of the site beyond the grant period. From November 2024 - January 2025, we will develop, iterate, and publish site content. We will

create an initial set of fabricated social media posts with a mix of true and false content. Based on findings from our recent research, we will select content that avoids controversial topics such as politics. The posts will be about a variety of topics including but not limited to animal facts, pop culture, and history. We will also build functionality for the submission of content from the teen programming activities that will begin in Phase 2.

From February – May 2025, we will develop and conduct a user testing process for the website and conduct our first project dissemination efforts. We will partner with the UW iSchool's Center for Advances in Libraries, Museums, and Archives (CALMA) to connect us with library workers for in-person and virtual user feedback and testing sessions. We will integrate user testing feedback into site design, including updating or creating new content, and prepare the website for soft launch in May with our library cohort. When the site is ready for soft launch, we will hold a webinar to publicize the project targeting both public and school library workers to raise awareness of the project and future professional development resources being developed. We will also solicit feedback from webinar attendees as part of our performance measurement plan.

Phase 1 Activities (August 2024 - May 2025 | 10 months)	**Sum 2024**	**Fall 2024**	**Win 2025**	**Spr 2025**
Design and build website				
Develop, iterate, and publish site content				
Conduct initial user testing recruitment and iterate site content / structure based on feedback				
Website launch & project update webinar				

Figure 3. Overview of Phase 1 activities.

Phase 2: Co-design and implementation of a teen program and supporting resources (September 2024 - December 2025 | 16 months)

In this phase we will 1) create a teen program about online fact checking skills with a cohort of 6 public libraries; 2) support the cohort in piloting the program; 3) continue user testing of the website to ready for a wider launch; and 4) develop and release professional development and supporting resources for program development.

From September – November 2024, we will recruit a cohort of six public libraries. We will recruit 2 urban, 2 suburban, and 2 rural libraries from across the United States. Our objective is to select a diverse cohort of libraries. We will recruit potential participants by publicizing a call for participation through our own professional networks and additional communication channels, including professional association listservs / community sites, state library agency listservs or CE newsletters, and social media platforms. Interested libraries will fill out a short application to explain why they want to participate in the project, what they think their teen population would gain from the project, and what the library hopes to gain from the project. The project team will then review applications to build a cohort that will support the project goals of representing a diverse set of communities and ensuring that the programming will be relevant to a high number of libraries. The project team will ensure that geographic, economic, racial, and ethnic diversity is represented in the communities that these participating libraries serve.

Once the cohort selection process is finalized, the project team will begin planning meetings to develop a high-level structure for the co-design process. We will base our approach on the successful co-design model that we developed with librarians in our current NSF-funded project. In February 2025, we will have the kick-off meeting for our library cohort. The kick-off meeting will consist of a project overview, foundational learning sessions focused on misinformation, and getting to know one another. We will meet biweekly with the cohort for a total of seven co-design sessions from March - May. The sessions will begin by focusing on understanding how the cohort libraries currently engage with teens and young adults around the subjects of online web searching, fact-checking, and misinformation. Next, we will teach the fact-checking methodology, SIFT. We will leverage existing training materials, such as the PLA Super Searchers resources, and other resources developed in the Co-Designing for Trust project. The majority of the sessions will focus on co-creating the teen programs and supporting materials. The cohort and the UW team will create at least two program lesson plans. The exact make-up of the supporting materials will be based on cohort's feedback, but we envision them to include instructor scripts, guides to teaching SIFT, a website guide, and assessment tools. In at least one of the sessions, we will share the website prototype and get library feedback on the look and usability. The UW team will meet weekly to prepare for the codesign sessions and help further develop the program materials between sessions.

From January- June 2025, we will enlist the assistance of an iSchool MLIS Capstone team to help develop initial drafts of professional development material for library workers. The iSchool Capstone is a course that provides students with a project-based experience meant to culminate their learnings at the iSchool. The Capstone team will help develop

professional development materials to support public libraries to implement the youth program on their own without support from UW. This includes not only train-the-trainer materials to support direct implementation of the program, but also a holistic set of materials to support librarians in talking to patrons about misinformation, how to use the project's website, how to perform assessment of the program, where to look for digital literacy programming ideas in which to integrate our examples, and more. These draft materials will be provided to the project's library cohort, so that they can draw on them as they pilot the youth program.

From June – October 2025, the library cohort will then run the teen program at their own library at least twice. Throughout this time, library workers will submit a total of 2-4 teen created fabricated posts, collect assessment data, and document their own experiences running the programs. They will submit these data to UW, alongside comments about the usefulness of the professional development materials provided to them. The UW team will draw on these data to iteratively refine the professional development and programmatic materials and the website user testing to ensure the website is ready for launch for a wider set of libraries. At the end of this process, all materials will be added to the project website so that they can be easily accessed by other libraries. We will attend the Association for Rural and Small Libraries (ARSL) conference in September to share about the project thus far and publicize the website and first iteration of the accompanying resources.

In November 2025, the UW team will host a check-in meeting with the library cohort, review the collected assessment data from libraries, hear library workers feedback about the program, and discuss adjustments to the program structure. Based on library feedback, we will make changes to the website and supporting materials.

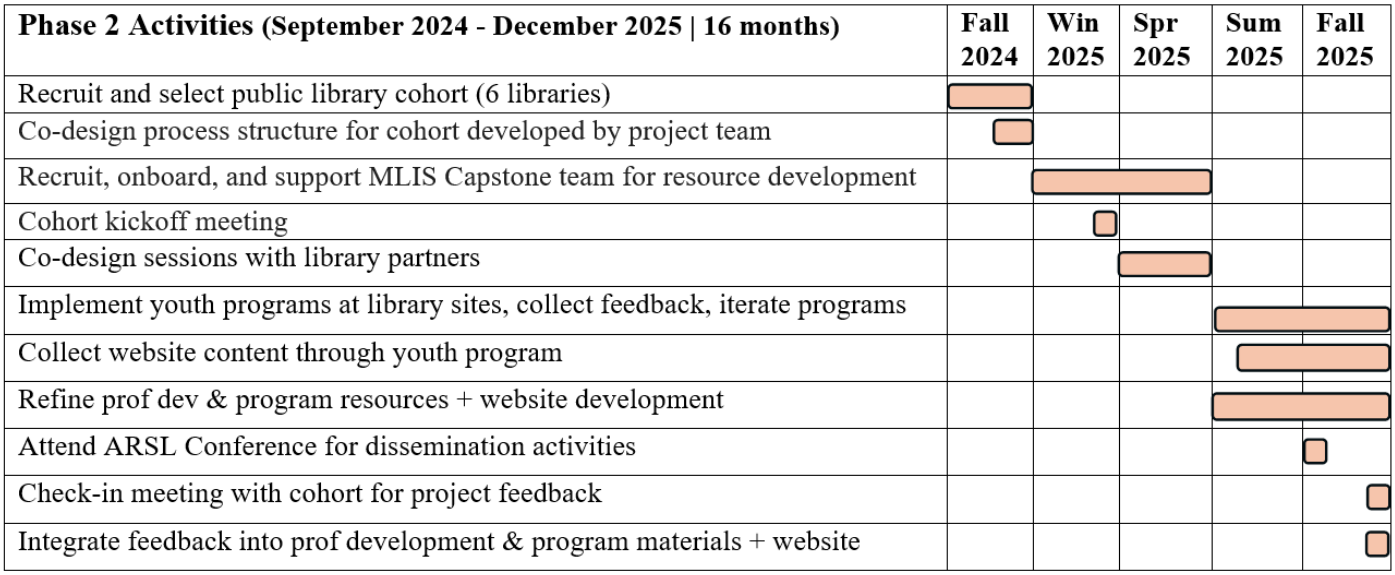

Figure 4. Overview of Phase 2 activities.

Phase 3: Refine, iterate, and disseminate (January 2026 - July 2027 | 19 months)

In Phase 3, will have three concurrent work streams: refine, iterate, and disseminate. First, we will continue to refine the materials through feedback from our public library cohort and new libraries that begin to use the materials. To further iterate and expand our resources, we will engage with a cohort of school librarians to adapt the resources to a school library setting. In the disseminate workstream, we will continue to conduct a series of outreach activities to increase the use of the website and supporting materials. These three work streams are expanded below:

Refine | Throughout Phase 3, our public library cohort will continue to run the program and submit fabricated posts for the website. We will ask the public libraries to host a program at least once a quarter and submit 1 - 2 posts per program. We will meet virtually with our public library cohort every six months to formally check-in, provide opportunities for sharing and learning within the cohort, and receive feedback about the program lesson plans, professional development materials and website. Beyond our continued interactions with our public library cohort, we will also gather data about the effectiveness and quality of the website and accompanying materials from other libraries that use the website. The website will have an opt-in contact list form that will allow the project team to communicate with website users. We will survey the users twice a year to ensure the site and accompanying materials meet their needs. We will encourage users to share successes, challenges, and other feedback on an ongoing basis. All these data will be used to identify and prioritize iterations

to the website and supporting resources. Co-PI Jowaisas will continue to work with undergraduate student employees to make any changes to the website infrastructure or functionality based on user feedback throughout the project.

Iterate **|** From September 2026 - July 2027, we will iterate on the program and professional development materials through two co-design sessions with school libraries. From September - November 2026, we will recruit a total of six teacher-librarians from an equal number of urban, rural, and suburban communities from across the United States. Our recruitment criteria and process will be similar to our public library process in Phase 2 but tailored for school libraries. We will research potential participants through our own professional networks and information distribution channels including the iSchool's alumni network. We will also be supported in recruitment by Teachers for an Informed Public (TIP), an organization dedicated to creating a community of practice for teachers and teacher-librarians focused on digital literacy. TIP successfully supported us in recruiting teacher-librarians for our current project, Co-Designing for Trust. We will ask each interested teacher-librarian to fill out a short application to understand why they want to participate in the project, what they think their student population would gain from the project, and what the librarian hopes to gain from the project. The project team will follow up with a short interview to ensure potential partners understand the scope of the project and the time commitment. The project team will ensure that geographic diversity as well as economic, racial, and ethnic diversity is represented in the schools that these participating teacher-librarians serve.

From December 2026 - February 2027, we will convene the school library cohort twice. In the first workshop, we will share the current website and supporting materials for public libraries and get their feedback on changes that will be needed for use in the school setting. At our next meeting, we will collaboratively edit existing materials and map out any missing resources needed for school libraries. The UW team will develop and publish draft resources to the project website. From March - May 2027, teacher-librarians will run at least one lesson at their schools and submit teen-created social media posts for use on the mock social media site. Before the end of the librarians' school year, we will meet for a final time to hear about the school library cohort's experience running the lesson plan and what changes or variations we should make to the co-created lesson plans. During this same time period, we will partner with another MLIS Capstone team to support the co-design sessions, adapt current materials, and develop at least two new resources for school librarians. The UW team will incorporate feedback from the school librarian cohort and then publish updated school librarian resources and materials to the website in July 2027.

Disseminate **|** We will continue outreach activities to promote the project and receive feedback from the library field about the resources through a series of in-person and virtual outreach activities. We will attend the library conference LibLearnX in 2026 and 2027 and ALA in 2027 to share project information, recruit additional libraries to provide programming based on the model, and solicit feedback on the website and supporting materials. Additional dissemination and outreach activities will include hosting quarterly webinars for interested libraries to learn about our model, see the program in action with presentations from current project cohort participants, and introduce resources as they become available through the project. All dissemination activities will include the opportunity for users to provide feedback on the relevancy, usefulness, and effectiveness of the website content and supporting resources. This feedback will be reviewed by the project team to prioritize work in the iterate and refine work streams. For our final webinar in July 2027, we will present an overview of work completed during the grant by the two library cohorts. Cohort members will be invited to attend and share their experiences. We will also document how data collected from surveys, conference sessions, webinars, feedback forms, and the co-design sessions informed changes to the project outputs. We will also publish a detailed overview of the project outputs and process to our website. All dissemination activities will be published on the project website and materials will be archived (e.g., recordings, slide decks) wherever possible.

We have received a letter of support from PLA and will work with PLA to disseminate tools and resources through its communications channels including publications, webinars, social media, and website. Our communications team at the iSchool will also publicize the project through their channels and networks. We will also leverage our professional networks, plus other communication channels, including other library support organizations (e.g. Califa and WebJunction), state library agencies, CE calendars, and the networks of the advisory board to maximize awareness of the project and utilization of the resources developed by the project.

Phase 3 Activities (January 2026 – July 2027 | 19 months)	Win 2026	Spr 2026	Sum 2026	Fall 2026	Win 2027	Spr 2027	Sum 2027
Meet with public library cohort - 2x per year		■		■	■		■
Ongoing public library programs to generate website content	■	■	■	■	■	■	■
Solicit, analyze, & act on user feedback (webinar & website surveys, etc.)		■	■	■	■	■	■
Recruit school library cohort				■			
Co-design sessions (3 total) w/ school library cohort for adapting prof dev resources					■		■
Recruit, onboard, and support 2nd MLIS Capstone team for school librarian resource development					■	■	
School librarians run class sessions & generate website content						■	■
Finalize and publish school librarian prof dev resources to website							■
Dissemination activity #1 – webinar series (quarterly)	■	■	■	■	■	■	■
Dissemination activity #2 - Conference presentation/participation	■			■			■

Figure 5. Overview of Phase 3 activities.

Planning, execution, and management of project: The project team has extensive experience in successfully managing grant projects. Each of the project team members brings strong project management skills, extensive professional networks within the public library field, and domain expertise in developing information literacy resources for libraries. For instance, PI Wedlake and Co-PIs Young and Jowaisas are currently leading work, funded by a US National Science Foundation grant, to develop new approaches for delivering information literacy instruction at rural public and school libraries. That project has involved dozens of partner organizations and has reached hundreds of librarians across the country. This is just one example of the extensive project experience that the project team has, which positions us well to succeed.

Stacey Wedlake is the PI for the proposed project. Wedlake is a Research Scientist at the UW iSchool. She will manage the co-design sessions, manage the MLIS students, support the website development, and lead the dissemination activities. Co-PI Dr. Jason Young will support the co-design sessions, website development, and dissemination activities. Dr. Young is a Senior Research Scientist and Director of the Technology and Social Change Group (TASCHA) at the UW iSchool. Co-PI Chris Jowaisas is a Senior Research Scientist at the UW iSchool. Co-PI Jowaisas will lead the website development and user testing, support the co-design sessions, and dissemination activities. Co-PI Jowaisas will also supervise undergraduate student employees through the project; students will support Jowaisas in website development, graphic design, and quality assurance testing. The core team will meet biweekly throughout the project period with the exception of weekly meetings during the co-design period of Phase 2. The iSchool has a dedicated communications team, who will support an effective communications strategy. The iSchool also has multiple centers willing to support dissemination and outreach, including the Technology & Social Change Group (TASCHA), the Center for an Informed Public (CIP), and the Center for Advances in Libraries, Museums, and Archives (CALMA).

Advisory Board: To support the project, we will form an advisory board that will meet online once a year to provide feedback and guidance on the project generally and on the resources developed as part of the activities. At this time, we have obtained commitments to serve on the advisory board from the following library workers:

- Toby Greenwalt, Library Consultant, Project Coordinator of PLA Super Searchers Program. Greenwalt has fifteen years working in and with public libraries and has first-hand experience teaching library workers SIFT.
- Meredith "Linsey" Kitchens, Teacher-Librarian, Sedro-Woolley High School, ISD. Kitchens works at a rural library in Washington State and is a current participant in the NSF Co-Designing for Trust project's rural school cohort. Kitchens was Washington State Northwest Region's 2023 Teacher of the Year.
- Darby Malvey, Programming and Outreach Manager, LibraryLinkNJ. Malvey has ten years of experience as a Youth Services and School Library Media Specialist. In her current role, Malvey is involved in an IMLS-funded program focused on reimagining information library standards and curriculum in New Jersey and will help identify potential project collaboration opportunities.
- Kristen Calvert, Programs and Events Administrator, Dallas Public Library. Calvert is the former director of Dallas Public's Central Library and was recently an advisor to the IMLS-funded ALA Media Literacy Education in Libraries for Adult Audiences.

We have selected these advisory board members to connect us with current and future efforts to address media and information literacy across public and school library settings. The advisory board brings extensive experience, connections, and knowledge that will be a valuable asset to ensure that our project activities, resources, and dissemination efforts are relevant and effective. We have one open spot for an advisory board member that we will fill in consultation with the committed board members when the project launches.

3. Diversity Plan: Diversity is a core element of the success of this program. Research has shown that information literacy interventions are most effective when patrons can easily see the connection to their everyday lives. This requires that those interventions be able to draw from examples that resonate with patrons. In response to this, the project will ***design and implement the teen programming components of the project so that they generate content that reflects diverse experiences from across the US***, making it more accessible, impactful, and equitable. We know that in a cohort of this size that it is impossible to fully reflect the diversity of libraries and the communities they serve, but we will create an application and selection process that incorporates a range of factors that we believe will lead to a diverse cohort. This will ensure not only that examples are representative of the information consumption of diverse populations, but also that the programming model created by the project can be implemented by diverse library systems. Our application process will ask the libraries to explain how the teen populations they serve will help us build a diverse cohort and consideration of this question will factor into the selection of participating libraries. This will be considered in addition to other factors that will help to cultivate a diverse cohort, including but not limited to the following characteristics: geographic location, locale, size of population served, organizational or governance structure of library, and community demographics.

Our team has experience working with all library types from across the United States. We will use our own networks to recruit our library partners. This includes professional contacts at national and state library associations, state library agencies, library support organizations (e.g. Califa & WebJunction), and additional contacts from past research or implementation projects that we have led or participated in. We will share the call for participation through these professional networks and leverage additional communication channels, including association or professional listservs, UW iSchool communication channels, and social media to disseminate the call for participation in the project.

4. Project Results: At the conclusion of our project we will have produced both a website and a comprehensive set of curricular and training materials to support the broad scaling of enhanced information literacy programming across US public libraries. Our project will have undertaken a robust set of dissemination and awareness-raising activities about these resources that will reach at least 2,000 library workers. To ensure that we can reach a diverse set of library workers our outreach activities will be a combination of in-person and online events throughout the duration of the project. These resources will address the complexity of information literacy instruction in a rapidly changing environment by providing a centralized resource for library workers to learn about the topic and utilize the resources to deliver their own programs. From past projects, we have found that library workers value materials that can be easily adapted to their setting and templates that simplify the outreach efforts. Our project results will focus on producing practical resources that assist library workers in understanding complex theories related to information literacy and misinformation so that they feel comfortable and prepared to launch programs at their library. We also will produce materials that lower the barrier to conducting successful programs by providing examples from the participating libraries for easy adaptation and reuse.

Result 1: The project will produce ***a mock social media website***, tentatively titled "This Site Is Fake". It will contain a mixture of compelling true and fake posts, context about each post to support teaching, and information literacy curricular materials into which the fake posts can be integrated. These posts will be categorized according to topic, audience, or skill, and other categories to assist library workers as they prepare lessons for their community. This site will be administered by UW during and after the project period.

Result 2: The project will produce ***a community-engaged model for producing site content*** using library partners. Specifically, it will produce a program that enables teens to contribute locally contextualized examples for inclusion within the site. The process for developing the model will be documented and included as part of the professional development materials on the site. The materials will include a best practices guide, examples of marketing / outreach materials, consent forms, and other administrative aspects of programming to simplify creating and running a community-engaged program at their library.

Result 3: The project will produce a ***range of educational and training materials to support the broad scaling of this teen program***. The curricular and training materials will include instructor scripts, presentation materials, additional or related resources handouts, and best practices guides to assist library workers to implement teen programs focused on information literacy skills related to misinformation. In addition to the curricular materials, there will also be materials to help library workers understand key concepts related to misinformation and information literacy instruction. These could include the

introduction of key concepts around how misinformation works; the role and power of emotion in misinformation; summaries of the latest research in the misinformation field; and current approaches to information literacy. The website will host the professional development materials to be utilized by library workers.

Project Result	**Description**	**National Need Addressed**	**Sustainability**
Mock Social Media Site	Social media site that contains diverse examples of social media posts, tailored for use within library literacy programs.	Need for access to effective examples of (mis)information.	The site will be supported long-term by the UW Technology & Social Change (TASCHA) Group. Co-PI Young is Director of TASCHA. Examples for the site will be continuously produced by ongoing library programming.
Teen Programming Model	Programming tailored for libraries, that supports teens to generate fabricated examples of good information and misinformation.	Need for access to effective programmatic resources for teaching updated information literacy skills.	UW TASCHA staff will review submissions of library materials monthly after completion of the project.
Training Materials	Curricular and training materials including instructor scripts, presentation materials, handouts, and best practices guides.	Need for Training to Support the Integration and Use of Effective Examples Within Programs	UW TASCHA staff will run a yearly capstone that guides MLIS students through the process of updating training materials.
Dissemination and Impact: The project will reach at least 2,000 library workers through dissemination through updates on the project website, social media postings, a quarterly webinar series, and presentations at conferences.			

Dissemination: The project will conduct ***dissemination and outreach efforts that reach at least 2,000 library workers*** in the public library field through a variety of methods. In Phase 1, we will initiate posting quarterly project updates to the project website. We will publicize these updates using the UW iSchool's social media accounts. Our partnership with UW iSchool's Center for Advances in Libraries, Museums, and Archives (CALMA) to recruit for user testing will also be an opportunity to share about the project. Starting in Phase 2, we will attend library conferences such as ARSL, ALA, and LibLearnX. We also will share project information with at least 1,000 library workers at the planned conference presentations. Our quarterly webinar series that will begin in Phase 3 will reach at least 800 library workers over the course of the project. The webinar series will cost-effectively introduce library workers to the concepts, materials, and professional development resources created by the project. We expect that an additional 200 library workers will access the recordings of the webinar materials over the project period. The website will have the ability for users to opt-in to email communications from the project team. We will send periodic email updates when we post revised or new materials.

Sustainability: After the project period is complete, we will continue to support the website and promote the resources through resources at the University of Washington. On the technological side, we will use UW's existing technology infrastructure (e.g. Microsoft Azure) and use simple, off-the-shelf software such as WordPress to reduce cost and complexity. The Technology & Social Change Group (TASCHA) will provide additional funding support for technical infrastructure as needed after the project ends. For site content, library workers will continue to deploy the program and upload fabricated social media posts. Yearly, the UW team will engage UW MLIS students through opportunities such as Capstone projects to refresh supporting materials to address new forms of online misinformation. PIs Wedlake, Young, and Jowaisas work closely with libraries on a variety of projects and will continue to share resources with our partners. The PIs regularly work with organizations like PLA, WebJunction, and Califa. Beyond the project performance period, the UW iSchool, including research centers TASCHA, CIP, and CALMA will continue to promote the site as an example of a research-practitioner partnership.

YEAR 1 ACTIVITIES		MONTH 1 Aug 2024	MONTH 2 Sep 2024	MONTH 3 Oct 2024	MONTH 4 Nov 2024	MONTH 5 Dec 2024	MONTH 6 Jan 2025	MONTH 7 Feb 2025	MONTH 8 Mar 2025	MONTH 9 Apr 2025	MONTH 10 May 2025	MONTH 11 Jun 2025	MONTH 12 Jul 2025
Phase 1: Development of mock social media site and initial content (August 2024 - May 2025)	*Phase Timeline - 10 months*												
	Design and build website												
	Develop, iterate, and publish site content												
	User testing recruitment and iteration of site content / structure												
	Website launch & project update webinar												
Phase 2: Co-design and implementation of a teen program and supporting resources (Septmber 2024 - December 2025)	*Phase timeline - 16 months*												
	Recruit public library cohort for co-design activities												
	Co-design process structure for public library cohort developed by project team												
	Recruit, onboard, and support MLIS Capstone team for resource development												
	Public library cohort kick-off meeting												
	Co-design sessions (7 total) for developing youth programming with public libraries												
	Implement programs at public library cohort sites, collect feedback, and iterate programs												
	Collect website content through ongoing youth program activities												
	Refine prof development & programmatic resources + website development												

YEAR 2 ACTIVITIES		MONTH 13 Aug 2025	MONTH 14 Sep 2025	MONTH 15 Oct 2025	MONTH 16 Nov 2025	MONTH 17 Dec 2025	MONTH 18 Jan 2026	MONTH 19 Feb 2026	MONTH 20 Mar 2026	MONTH 21 Apr 2026	MONTH 22 May 2026	MONTH 23 Jun 2026	MONTH 24 Jul 2026
Phase 2: Co-design and implementation of a teen program and supporting resources (Septmber 2024 - December 2025)	*Phase timeline - 16 months*												
	Implement programs at public library cohort sites, collect feedback, and iterate programs												
	Collect website content through ongoing youth program activities												
	Refine prof development & programmatic resources + website development												
	Attend ARSL Conference for dissemination activities		ARSL										
	Check-in meeting with public library cohort - gather feedback on all facets of program												
	Integrate feedback into prof development & programmatic materials + website												
Phase 3: Disseminate, iterate, and refine (January 2026 - July 2027)	*Phase timeline - 19 months*												
	Meet with public library cohort - 2x per year								Meeting # 1				
	Ongoing public library programs to generate website content												
	Solicit, analyze, & act on user feedback (webinar & website surveys, etc.)												
	Dissemination activity #1 - webinar series (quarterly)						WEBINAR #1			WEBINAR #2			WEBINAR #3
	Dissemination activity #2 - Conference presentation/participation						LIBLEARNX						

YEAR 3 ACTIVITIES		MONTH 25 Aug 2026	MONTH 26 Sep 2026	MONTH 27 Oct 2026	MONTH 28 Nov 2026	MONTH 29 Dec 2026	MONTH 30 Jan 2027	MONTH 31 Feb 2027	MONTH 32 Mar 2027	MONTH 33 Apr 2027	MONTH 34 May 2027	MONTH 35 Jun 2027	MONTH 36 Jul 2027
Phase 3: Disseminate, iterate, and refine (January 2026 - July 2027)	*Phase timeline - 19 months*												
	Meet with public library cohort - 2x per year		Meeting #2					Meeting #3					Final Meeting
	Ongoing public library programs to generate website content												
	Solicit, analyze, & act on user feedback (webinar & website surveys, etc.)												
	Recruit school library cohort												
	Co-design sessions (3 total) w/ school library cohort for adapting prof dev resources												
	Recruit, onboard, and support 2nd MLIS Capstone team for school librarian resource dev												
	School librarians run class sessions & generate website content												
	Finalize and publish school librarian prof dev resources to website												
	Dissemination activity #1 - webinar series (quarterly)			WEBINAR #4			WEBINAR #5			WEBINAR #6			WEBINAR #7
	Dissemination activity #2 - Conference presentation/participation						LIBLEARNX					ALA	

LG-255103-OLS - This Site is Fake - Digital Products Plan

Type

What digital products will you create?

This project will create two primary digital products:

1) A project website that includes a fake social media feed with fabricated social media posts.
2) A set of professional development materials to support use of the website in youth programming activities

The website will be developed through WordPress or other widely available web design software. The website will be hosted either through University of Washington (UW) IT facilities or at a commercial web hosting provider. Wordpress is widely supported, provides options for templates that will be easy to develop and maintain, and can handle a variety of media that will be key to our project's intent of providing information literacy lessons.

The professional development materials (quantity is TBD) will be developed through widely available productivity software (e.g. Microsoft Word / PowerPoint, etc. or similar products) and deployed either in those formats or in widely accessible formats (e.g. PDF) that would require free and widely available software for access. These products were chosen for their wide availability and ease of use in addition to the ability to be shared easily in a variety of formats.

Availability

How will you make your digital products openly available (as appropriate)?

Our project's intent is to get as many end users as possible to utilize our resources in their information literacy activities. As such, we will make the website content and professional development materials as widely available as possible through the project website. The website and its materials will be available to the general public free of charge and marketed to the library and education communities specifically for their use in supporting information literacy programming. Our dissemination phase will focus on increasing the reach and use of our materials through conference workshops and webinars. Our partnership with PLA will allow us to have a further reach with access to their communication channels such as publication, social media, and website.

None of the materials available through the website will require specialized software to access, but will be available through standard web browser software and/or freely accessible software (e.g. Adobe Acrobat to access PDF file format).

Access

What rights will you assert over your digital products, and what limitations, if any, will you place on their use? Will your products implicate privacy concerns or cultural sensitivities, and if so, how will you address them?

Access to digital products will be provided without charge for non-commercial use. Commercial use will be prohibited. Preliminary licensing would follow a Creative Commons model that would require attribution; allows reuse, remix, and adaptation; and new products to be created for noncommercial purposes (e.g. **Attribution- NonCommercial 4.0 International CC license).**

As part of the process for reviewing and adapting library staff-submitted content, the project team will ensure that any inadvertently submitted private or PII is removed and that any metadata is removed so that privacy is protected. Similarly for cultural sensitivities, the review process will employ multiple project team members in a review with a formal checklist of cultural perspectives to review before the content is published.

Sustainability

How will you address the sustainability of your digital products?

The digital products created as part of this project will be sustained during the project period through grant funding that covers the minimal cost of web hosting and storage of the content. Prior to the grant support ending, planning will be undertaken to provide for the integration of the technical hosting costs to be integrated into the iSchool general operating budget and/or other related projects that the PI and team will be working on after the post-grant period. The UW Information School, and the UW overall have a variety of resources that will assist the project team in sustaining the digital products created as part of this project.

A core component of the sustainability plan for the project website is to choose a technical solution and architecture that is already supported by the Information School or University of Washington IT department to minimize costs on an ongoing basis and ensure that the website and associated professional development materials are accessible beyond the grant period. For example, the Information School receives subsidized Azure computing services from Microsoft that would allow us to host the project website at a sustainable cost. Additionally, the sustainability of the digital products will be supported by choosing and implementing a technical solution that is a low-cost solution to begin with and does not require extensive technical expertise that the project team does not already possess so as to minimize support or development costs up front and on an ongoing basis.

The website content generation will be sustained on an ongoing basis through continued focus of partnerships and through student engagement at the Information School. As one example, in the final two quarters of their degree program, Information School students participate in a Capstone project. We plan to offer yearly Capstone projects for students to participate in the continuation of content curation, addition, and refinement.