Café Salon Notetakers' Template for Café Salon #3 - Kaleigh Miech - Notetaker

#3   The sociological and humanistic problem of "fake news," as it applies to all subjects, including scientific research and theories in the public sphere. - Facilitators:
Andrée Rathemacher, Amanda Izenstark.
-Ballroom front tables

SUMMARY notes

The charge of fake news is a political weapon to devalue a person or group
Most claimed research findings are false due to work incentives or being rushed

How do we define fake news
        There are 2 issues
                News that is fake
                People saying that news is fake

Now we have a name for it, Defining it is a good first step
There is confusion between what is fake and what is false

People are not looking at the difference between people making mistakes and people just inventing information

Critical thinking skills--make up your own mind on using your own brain
Implement some of these tools to teach faculty to teach students how to tell if information is true or not...
Research is not accessible to everyone, ie. students lose access to journals and etc. when they graduate

Journalists are always taught to be skeptical and we should all be skeptical, and <u>we do not teach skepticism</u>

People are going to believe what is in their best interest

Health literacy is also important to teach to students
        Because pharmaceutical advertising, etc.
There is a difference between fake and false news

Consumer literacy is also important.

Students need the ability to critically think

1.   *What would it look like for URI to take leadership in this area?*
Consensus:
   ● Forming a committee to have a honors colloquium or lecture committee

- *Develop a module that could go into URI 101 so that this information could get to future students*
- *Hold an honors colloquium*
  - *What would students propose as a result of the colloquium?*
- *And hold a conference here at URI*

Is there something that we can implement in Information literacy to also supplement information for students on media literacy and health literacy?

That could be part of a students summer orientation to start develop their critical thinking skills
URI should do more with health literacy and it could become a robust area for research and teaching

What role can we play to change the tides in critical thinking, because this is not just a problem that URI is facing?
Showing what is taught in the classroom is relevant in the outside world, and will be relevant even once they finish their 4-year degree
We do not have agreed upon values and principles and that could be causing some of the problem, but this will provide a lot of issues, i.e. if we bring this up in the classroom

2.   How does work in this topic open up research/scholarly activity <u>across disciplines</u>? - Who is already working on this topic?
Now that fake news has a title among common people could be beneficial to researchers, the fact that everyone is thinking about it people may listen more

3.   What is the right breadth of areas to be covered?
 It is woven into everything that we do

4.   What are the University's strengths that would build out this topic well?
We are all very invested in student's understanding and in student's critical thinking skills, because it heavily affects everyone

5.   What areas of the topic would be a main focus for URI?
 Consensus:
- Critical thinking ideas
- An honors colloquium on media literacy and critical thinking and fake news
  - Also include a potential conference to showcase local expertise
  - Find a way to recruit students as presenters, so some of the information is coming from students, for students.
    - Good option for Civic Knowledge & Responsibilities (C1) courses. LIB 350: Current Issues of the Information Age has an existing assignment that could connect with this activity. Are there other courses as well?

- General education and uri 101
  - Add critical thinking because that is important part of the students future
  - Many of the gen-ed outcomes
  - Critical thinking, like diversity, how are you doing it how are you really doing it