

# Co-designing a misinformation intervention: guidance and resources

## Definitions

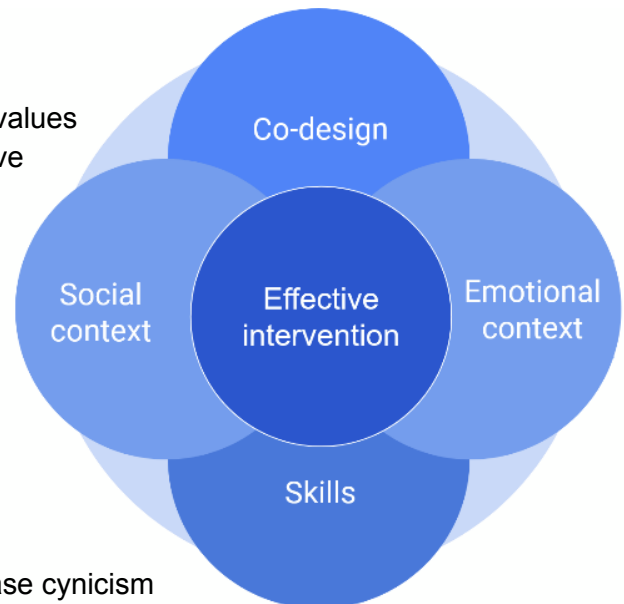
- **Misinformation:** unintentionally inaccurate information.
- **Disinformation:** information that is deliberately false or misleading.
  - But it can often be hard to tell the difference between the two! For the purposes of this session, when we say “misinformation,” we mean unintentional or intentional false information.
- **Co-design:** A participatory approach to designing solutions, in which community members are treated as equal collaborators in the design process.
  - From: <https://communities.sunlightfoundation.com/action/codesign/>
- **Intervention:** Any activity or set of activities that you design to mitigate the effect of mis/disinformation in your community.

## Advice for prototype creation

Address multiple facets: Teaching digital skills from a purely technological approach is not as effective as incorporating other aspects into a more holistic digital skills training.

## Best Practices

- Make it locally relevant; draw on community strengths and values
- Make it amusing and lighthearted, but factual and informative
- Make it clear that misinformation is a threat to everyone
- Provide a clear pathway to learn or engage more
- Use plausible and locally relevant examples
- Be aware of political environment



## Things to Avoid

- Don't use too many examples that are false, so as to increase cynicism
- Don't make it about spotting or guessing misinformation
- Don't include 'gotchas' that make people feel stupid
- Don't shame people
- Don't let people walk away feeling like they are already experts
- Don't overfocus on digital literacy or misinformation
- Engage users but don't trick them



## Types of possible library interventions 🤔

Here are some of the ideas from our co-design sessions with rural librarians. Please note that these are example approaches! Your intervention may or may not include any of the following:

Approach	Audiences	Advantages	Limitations
Existing programming	General or specific to activity	Organic, already in place	Shift to misinformation may feel like an ambush
Curriculum kits	Teachers, students	Grab and go; doesn't reinvent the wheel	Time intensive to develop
Public presentations	Service clubs, community groups, etc	Goes to the audience instead of trying to get them to come to you	Time to prepare, need to convince partner
Book clubs and/or author presentations	Specific to book	Can be virtual; brings the community together	Need to advertise and connect to misinformation
Local government workshops	Local residents	Learn about government	Labor intensive for the govt partners; controversial
Guest commentaries in newspapers	Newspaper readers	Wide audience	Passive; doesn't reach those who don't read the paper
Google ads	General	Inexpensive	Passive; misses non-internet users
Staff development	Library staff	Prepares staff to engage patrons on touch issues	Time intensive; some staff may not be comfortable
Installation in library	Existing patrons	Non-intrusive way to engage community	Time and resources to produce; less personal

## Our team's prototypes 📝

From the initial ideas, the librarians prioritized a focus on the online quiz and a physical analog experience. Our final design session produced some mockups of what these could look like.

### Online quiz 📱

Potential benefits:

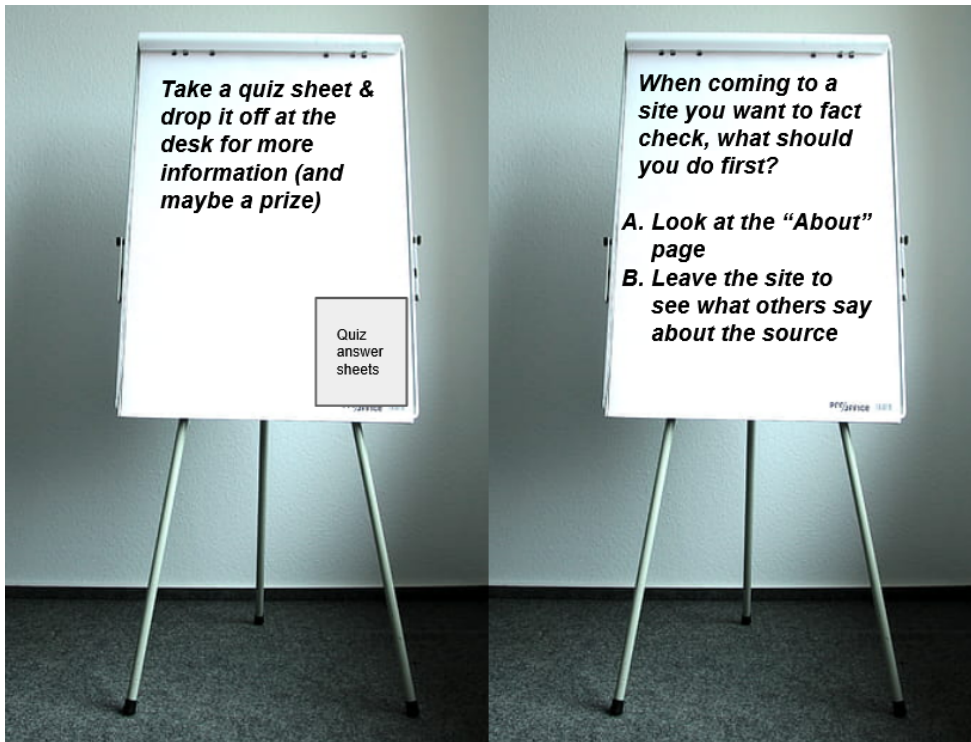
- Reach people that do not come into the library
- Interactive
- Directly link to library resources or programs



## In-person quiz

Potential benefits:

- Low cost, easy to construct, update, and customize to local needs
- Can be used in library building, at community events, mobile library stops, partner sites
- Can facilitate interaction in different ways and could tie to online intervention



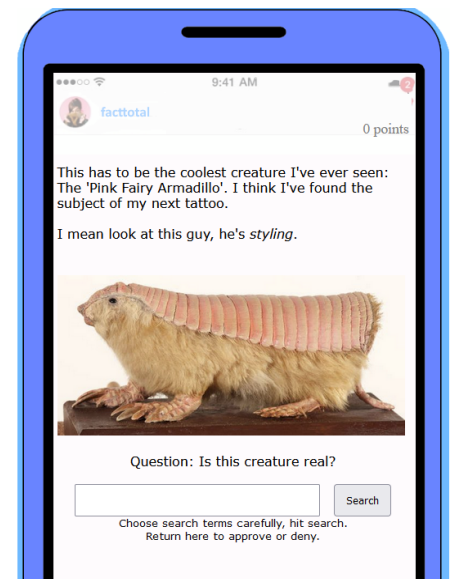
## Other resources to draw inspiration from

### Bad Influence

Created by researcher Mike Caulfield



- Format: Virtual
- Time Needed: 10 minutes
- Audience: Multiple potential audiences
- About: In Bad Influence, an online game, players compete to be hired as an assistant to an online influencer, vetting social media stories before the influencer posts them. For each item, players search online to evaluate the source and report back on how they made their choice. They win points for correct answers and lose points when they're wrong. Along the way, players get tips about how to effectively evaluate sources.
- [https://badinfluence.reclaim.hosting/bad\\_influence/start.php](https://badinfluence.reclaim.hosting/bad_influence/start.php)



- Part of the SearchLit series <https://cor.stanford.edu/blog/search-literacy/>

## Mediawise Fact Checking Curricula

- Format: Virtual
- Time Needed: Varies
- Audience: General
- About: Offers a variety of curricular resources such as online courses, and videos to support users as they navigate misinformation.
- <https://www.poynter.org/mediawise-education-resources/>



## About Co-Designing for Trust 🤝

- **Co-Designing for Trust** is a collaboration between academic and community researchers, librarians, educators, and other partners working to design community-oriented solutions to misinformation. In partnership with Black-led organizations and rural communities, we are creating digital literacy resources that help individuals understand and respond to the ways that misinformation exploits our minds, emotions, and social circumstances. These resources center the knowledge and existing assets of our community partners, to ensure that they provide solutions that can be easily and usefully integrated into the existing approaches that they use to navigate information in their everyday lives.
- Learn more at our website <https://www.codesigningfortrust.org/> (More information and resources posted soon!)

## Session Hosts

- **Dr. Jason Young**, Senior Research Scientist, Information School, University of Washington. [youngjc2@uw.edu](mailto:youngjc2@uw.edu)
- **Stacey Wedlake**, Research Scientist, Technology & Social Change Group, University of Washington Information School. [staceyaw@uw.edu](mailto:staceyaw@uw.edu)
- **Cindy Altick Aden**, Professor of Practice, Distinguished Practitioner in Residence, University of Washington Information School. [adenc@uw.edu](mailto:adenc@uw.edu)
- **Chris Jowaisas**, Senior Research Scientist, Technology & Social Change Group, University of Washington Information School. [chrisjow@uw.edu](mailto:chrisjow@uw.edu)

