

Abstract

In crisis situations, students, faculty, staff, and administrators often turn to media to get informed about what is happening and where, who is affected, how they can protect themselves, how they might be able to help, when things might be safe, and why the crisis occurred. At the same time, a recurring dilemma is that those seeking to influence public sentiment may generate misinformation in an effort to control the narrative or elicit certain reactions. In the current media landscape, misinformation is now a defining feature of any crisis situation. In this context, the role of universities and interdisciplinary scholars and teachers is to lead students in strengthening digital media literacy skills. This workshop focuses on using creative problem solving to navigate, manage, and verify the onslaught of information and misinformation generated and disseminated during a crisis, whether immediate, such as a wildfire or flood; or ongoing, such as the COVID-19 pandemic. We explore how to connect students with tools to help demystify the research and fact-checking process, as well as how students can integrate tools they use every day to inform their own networks and counter misinformation. Tools explored include memes and video creation platforms, such as Tik Tok.