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In-Depth Interview Guide

- What is your department?
- What is your faculty rank?
- How long have you taught at the University of Dubuque?

Opening question:

What comes to your mind when I say the word misinformation?

Misinformation in the discipline

We started by discussing misinformation more generally. Now I'd like to focus specifically on the context of your academic discipline. To clarify, we will discuss your work as an instructor separately.

1. How concerned are you about the spread of misinformation impacting your discipline? In what ways?
2. What topics/areas in your discipline are most prone to misinformation related issues?

For the rest of the interview, we will use common definitions of misinformation and disinformation from First Draft News: Misinformation is, "information that is false, but not created with the intention of causing harm." The working definition of disinformation is "false and deliberately created to harm a person, social group, organization or country."

3. What is your reaction to these definitions? Do you agree/disagree? Does this mesh with how mis/disinformation operates in your field? Is this missing something that is important to understanding misinformation in the context of your field?
4. Can you share any examples of misinformation being spread in your professional communities? Have any of your peers shared or promoted information you knew was incorrect?

Misinformation and teaching

Transition statement: Thank you for sharing your perspective. Let's now turn from your subject area to your work with students.

5. Why do you think it is important for your students in your subject area to understand how to identify misinformation?
6. Think back over the semester so far - have you had any experiences with students bringing up misinformation in your classes? Or using inaccurate information in assignments? If you haven't had any recent experiences, are there any older examples that come to mind?
7. What skills do you think are the most important for students to be able to identify misinformation?

8. From your perspective, how adept are your students at identifying misinformation? What tasks/parts of the process do you think they struggle with the most? Why do you think that is?
9. What role do misinformation related topics play in the curriculum for your department? In which classes, course levels, or contexts to you address misinformation?
10. Can you list some of the techniques or strategies you use to teach students about misinformation? Can you describe some of the lessons you have used to instruct students about misinformation?
11. Which strategies or lessons do you think have been most impactful?
12. Are there other techniques for teaching about misinformation you have heard of but not tried? (e.g., lateral reading, inoculation theory)
13. What are the biggest barriers to addressing misinformation in your classes? How confident do you feel in raising these issues?
14. Is there anything else related to teaching you'd like to talk about that we haven't already covered?

Misinformation collaborators

Thank you, I appreciate your thoughtful responses. I'd like to end by talking about the resources you use to develop your instruction and how you keep up with misinformation related topics.

[If they say they have included lessons on misinformation]

15. How did you develop the activity/lesson you used? What resources did you use? Did you consult anyone else on campus or off campus about it?
16. What do you do to learn about strategies for addressing misinformation in class?

[If they have not included lessons on misinformation]

17. What are the reasons you have not addressed misinformation in your classes?

[all participants]

18. Which people or departments on campus do you see as potential collaborators in addressing misinformation in your classes?
19. Why do you think it would it be beneficial to collaborate with them?
20. What resources or services would help empower you to address misinformation in your classes?