

Workshop Overview



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Disclaimer

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- This presentation contains contentious political content.
- I have taken a perspective on the issues that may not accord with some popular political views. My belief is that a professor professes – that my job is to provide an interpretation of events, policies, positions or subject matter. That does not mean it is only justifiable interpretation about events or the subject matter.
- These lectures reflect my views derived from research, reason, evidence, and legitimate sources. It does not represent the Information School of Kent State University or that of Kent State University.
- You will not be penalized, ignored or suppressed for any views that you hold.
- However, if you argue for any position – whether it aligns with mine or not, it must be based on verifiable evidence, facts, reason and legitimate sources.
- If you send me email (tfroehli@kent.edu) concerning a particular issue that you do not understand or doubt, I will strive to make a reasoned response, given that your concerns are based on facts, reason, evidence or authentic sources (for example, in making a different interpretation of events).

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It is my belief, based on my research, that America is polarized into two factions, primarily because of alt-right media. They are (1) the 30%+ of Americans living in a closed propaganda feedback loop, who reject any views other than their own and (2) those who are open to real alternatives and/or educable. Information professionals need to know why the first group is more or less unreachable, and yet whose views and inflamed anger will affect the survival of American democracy and may restrict access to all sorts of materials that question their views (e.g., challenges to certain contents in libraries or a lack thereof). For those that are open, training and education in various literacies will allow them to cope with the deluge of disinformation and misinformation.

I. Introduction:

1. Introduction to the Age of Disinformation
2. Varieties of Ignorance and False Information (23 minutes)

II. How and why of 30%+ Americans are closed off from reason, facts, evidence, and sources of information other than their own

3. Psychological Factors
4. Knowledge, Beliefs and Second-Hand Knowledge
5. Cognitive Authorities
6. Social Media

III. Education and Training for those open to literacies training

7. Information Literacy, Media Literacy, Digital Literacy
8. Attention Merchants, Persuasive Technologies and Surveillance Capitalism and the Decline of Critical Thinking.
9. Violations of Ethical Principles in Political Discourse; Logical Fallacy Literacy

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- All elements of the workshop content can be found at: <https://www.personal.kent.edu/~tfroehli/workshop/workshop.html>
- As usual, I have too much content, so I have tried to restrict lectures to 30 minutes or less. I was not always successful. I am concerned that I can wrangle it all into 9 segments in 8 hours, especially with feedback and exercises.
- Unfortunately, that means that there will be more lectures and less interaction – simply because I need to establish a framework. I will always be reachable and the course will be available for a while after the scheduled weekend. I do not know whether the association will unplug the sharing software after the end of the workshop. If they do, we can continue to converse through shared emails.
- I suggest that you follow the voice-over PowerPoint presentations, review the PowerPoint slides, and contribute to discussions. The exercises will be discussion questions on 9 topics (though there will be 10 lectures), but I would hope you would contribute to at least 8. The total time to listen to the lectures is around 5 hours, most lectures being 30 minutes or less. For some lectures, you can shorten the time by following the slides alone: I would recommend the following: Logical Fallacies Literacy, Violations of Ethical Principles, and Psychological Considerations.
- I know that this will demand a huge amount of your attention, but I think you, personally and professionally, should have a better grasp of what's happening with manipulated information in American democracy.

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- You can proceed through the workshop at your own pace despite the assigned hours. I will make myself available in Zoom during the assigned hours, but you can contribute when you see fit, for each of the discussions. I will enable 9 Breakout Rooms (one for each of the assigned discussions), but it would make more sense to create 9 chat threads, so that when you finished a module, you can contribute to the chat thread and/or comment on other chat threads on the same subject area. Because there would be a problem syncing the contributions to the breakout rooms, you can post remarks to the chat threads at any time and look back to previous contributions to see if there is something that you want to add or question.
- We do not need to have other Zoom interactions unless you want to. I will be available at the scheduled time slots, but I can set one time at the end of each day to discuss concerns or other matters. I'll set that time at 4:30 PM Saturday and Sunday. We can have a group discussion at that time if you want to join.

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- To supplement each lecture, there is a lesson plan mostly taken from or adapted from my book proposal.
- These readings are solely supplemental – you are not required to read them. You might want to scan them if there was something that you did not understand from the taped lecture.
- For my research output over the past 4 years see:
<https://www.personal.kent.edu/~tfroehli/>. If you are uncomfortable talking about personal information in a particular discussion, then refer to a generic person: what a regular person might do or say under the circumstances.
- If you want me to review something privately, please post it to my email:
tfroehli@kent.edu.
- All my references are in a pdf document called Workshop Bibliography. It will be updated when I see missed references. It follows APA style, so it is sorted by the authors' last names. If a missed a reference please, let me know. There are a lot more references in it than is in the slides. I haven't been able to reduce them to only the references used in the slides.