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Research interpreted for real classroom

Theme: What Actually Helps Students Learn? Volume 3-11, 2026
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CAN STUDENTS CHALLENGE MISINFORMATION EFFECTIVELY?

What New Research Says About Community-Engaged Learning

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WHAT RESEARCH FOUND

In an age of misinformation, students need more than content knowledge. Researchers developed a course that trained graduate students to address misinformation through community engagement, dialogue, and evidence-based communication.

Students became more confident in science communication and showed stronger intentions to engage with communities. Rather than simply correcting misinformation with facts, they learned to listen, build trust, and connect through shared values. The study highlights the importance of relational and community-based approaches to addressing inaccurate information.

WHY THIS MATTERS

Students increasingly encounter misinformation online and offline. Schools play a critical role in preparing learners to evaluate claims and communicate evidence responsibly.

CLASSROOM REALITY

Schools Want	Students Often Experience
Evidence-based reasoning	Information overload
Civic engagement	Passive consumption
Dialogue	Online polarization
Critical evaluation	Quick sharing

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TRY TOMORROW

1. Analyze a questionable online claim.
2. Ask students to identify evidence.
3. Practice respectful disagreement.
4. Discuss how trust influences belief.

CAUTION

Correcting misinformation requires more than presenting facts. Relationships and trust matter.

ONE KEY TAKEAWAY

Students may be better prepared to address misinformation when they learn how to communicate evidence effectively.

Keywords: misinformation, science communication, civic engagement, evidence

Reference:

Cagle, S. M., Anderson, A. A., & Kelp, N. C. (2025). *Stop the spread: Empowering students to address misinformation through community-engaged, interdisciplinary science communication training.*