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Marshall Digital Scholar

0873: The Fake News and Information Literacy Project

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Fall 10-24-2021

West Virginia Participant 5 (White/male/24),interviewed on October 24, 2021

Informed Consent to Participate in a Research Study

The Fake News and Information Literacy Project
Stephen M. Underhill, PhD, Principal Investigator

Marshall University IRB	
Approved on:	9/17/21
Expires on:	9/15/21
Study number:	1779793

Key Information

You are invited to participate in a research study. Research studies are designed to gain scientific knowledge that may help other people in the future. You may or may not receive any benefit from being part of the study. Your participation is voluntary. Please take your time to make your decision, and ask your research investigator or research staff to explain any words or information that you do not understand. The following is a short summary to help you decide why you may or may not want to be a part of this study. Information that is more detailed is listed later on in this form.

The purpose of this study is to understand the Appalachian experience with fake news and how people determine what is/not credible online. We expect that you will be in this research study for one hour. Though you will be anonymous and your identity will be kept secret, a redacted copy of your interview transcript will be posted online on Marshall University's Digital Scholar website (https://mds.marshall.edu/oral_history/).

You will be asked 64 questions. Your dialogue will be recorded on Microsoft Teams and housed on Marshall University's OneDrive, which is password protected. The recording will be destroyed at the end of the semester (during finals week). To protect your privacy, you will be identified by your state of residence, race, sex, age and participant number. For example, the Digital Scholar website will catalogue your interview with a pseudonym like "Kentucky Participant 5 (White/Male/65), interviewed on October 5, 2021." Please avoid mentioning your name or other identifying information in the interview. Your name will not be on the transcript. The name of the interviewer will not be included in the transcript or otherwise on Marshall University's Digital Scholar website. All identifying information will be removed before transcripts are posted online. But once transcripts are posted on Marshall University's Digital Scholar website, they will be permanent. We will not be able to remove them.

How Many People Will Take Part In The Study?

About 24 people every semester people will take part in this study. A total of 24 subjects are the most that would be able to enter the study per semester.

What Is Involved In This Research Study?

You will be asked a series of 64 open-ended questions about your thoughts and feelings on fake news and disinformation online. You will be asked about your opinion of sensitive social questions like issues of race, class, religion, etc.

With your consent, this interview will be recorded. You will only be identified as "you" during the interview. The Microsoft Teams recording, which will be with the camera turned off, will be stored on Marshall University's OneDrive and will only be shared with the FYS small group, the FYS graduate assistant and the professor. These people will use the recoding to verify consent and make a

Subject's Initials _____

redacted transcript. Definitized transcripts will be uploaded to Marshall University's Digital Scholar website (https://mds.marshall.edu/oral_history/).

What Are Your Rights As A Research Study Participant?

You may choose to not take part in the study. You may leave the study up to the point that the interview is complete. Once the redacted transcript is posted on the website a participant may not withdraw. Refusing to participate or leaving the study will not result in any penalty or loss of benefits to which you are entitled. If you decide to stop participating in the study we encourage you to talk to the investigators or study staff first.

The study investigator may stop you from taking part in this study at any time if he/she believes it is in your best interest; if you do not follow the study rules; or if the study is stopped.

Detailed Risks Of The Study

Because the recording will be destroyed at the end of the semester, and because the only a deidentified redacted transcript will be posted online, there is no foreseeable risk in the study.

What About Confidentiality?

We will do our best to make sure that your personal information is kept confidential. However, we cannot guarantee absolute confidentiality. Federal law says we must keep your study records private. Nevertheless, under unforeseen and rare circumstances, we may be required by law to allow certain agencies to view your records. Those agencies would include the Marshall University IRB, Office of Research Integrity (ORI) and the federal Office of Human Research Protection (OHRP). This is to make sure that we are protecting your rights and your safety. If we publish the information we learn from this study, you will not be identified by name or in any other way.

What Are The Costs Of Taking Part In This Study?

There are no costs to you for taking part in this study. All the study costs, including any study tests, supplies and procedures related directly to the study, will be paid for by the study.

Will You Be Paid For Participating?

You will receive no payment or other compensation for taking part in this study.

Whom Do You Call If You Have Questions Or Problems?

For questions about the study or in the event of a research-related injury, contact the study investigator, Stephen Underhill at 304-696-3020 or at underhills@marshall.edu. You should also contact the investigator if you have a concern or complaint about the research.

Subject's Initials _____

For questions about your rights as a research participant, contact the Marshall University Office of Research Integrity (ORI) at (304) 696-4303. You may also call this number if:
- o   You have concerns or complaints about the research.
- o   The research staff cannot be reached.
- o   You want to talk to someone other than the research staff.

Did you receive a copy of the consent form?
Please say Yes or No

Do you agree to take part in this study and confirm that you are 18 years of age or older?
Please say Yes or No

Have you had a chance to ask questions about being in this study and have had those questions answered?
Please say Yes or No

What is today's date?

The participant agreed to the terms of the consent.

Interviewer: Alright, first question: tell me about when you first started using social media and news started to appear for the first time on your feed like Facebook or Twitter.

Participant: The first time I started using social media, it was probably like probably later into middle school and I got a Facebook account and I rarely used it. And to this day I still don't use social media a ton. So, now, this is probably early middle schools is when I first started using Facebook.

Interviewer: OK, did you see the news feed on there at all?

Participant: I'm didn't super frequently, and I probably didn't pay much attention to it at that age anyway.

Interviewer: Alright, that's fair. OK. On a normal day, how do you use the Internet?

Participant: I mostly use it for entertainment purposes, watching live streams and just videos and looking up some information when I need to. That's the general gist of what I use it for.

Interviewer: What types of websites do you visit?

Participant: YouTube. Twitch. Uhm, various like Wikipedia pages. That's like on the computer and on my phone. I'll use it to access sites like TikTok and Reddit just for viewing purposes for entertainment.

Interviewer: Alright, uh, what did you search for online in the last week?

Participant: Nothing that really stands out, just videos and trying to find answers to some questions pertaining to just games and various stuff along that line, not nothing too much.

Interviewer: OK. What websites do you visit to pass time when you're bored? What do those websites do for you particularly? And why do you visit them?

Participant: Most commonly, I'll just go to YouTube to have background noise while I'm playing games or doing chores around the house and Twitch is the same way. I go to either, just depending on how I'm feeling.

Interviewer: OK. Thinking about these questions, what do you think other people are doing? Both people you know and people you don't know?

Participant: uhm. I'd say a lot of people are, they're either on there, just like sharing a

bunch of like information to friends and family or doing similar to what I'm doing. Just passing time, having background noise, watching videos, just doing whatever.

Interviewer: What types of devices do you use to access the Internet? Which do you use the most and which do you use the least?

Participant: Uh, I use my phone and my laptop. Interchangeably, probably more often my phone just because of how easy, easily accessible it is.

Interviewer: Okay, what social media forums do you use: when, why and for what do you use them? Please share any that you try to avoid for any reasons for avoiding them.

Participant: I use mostly just Reddit. And TikTok has entered for entertainment purposes. I don't get too much else out of them.

Interviewer: Alright, do you try to avoid any certain ones?

Participant: The reasoning behind avoiding them? Wouldn't really be any reason other than I just haven't felt the need to make an account for them, but I haven't used Twitter much of like at all. I had made an Instagram account but I rarely use it and the same goes for my Facebook.

Interviewer: OK.

Interviewer: When thinking about people you likely disagree with, please describe which forums you think they likely use and why.

Participant: I would assume that like the people I disagree with would be closer to just like....Yes, I'm trying to think about the best way to answer this as and I don't tend to like avidly disagree with very many people unless they have ridiculously extreme opinions on certain things. So, I guess that some kind of radical forum where people have unfiltered opinions, like maybe 4 Chan or like... I don't know, it just depends on what side of Facebook you're on. Stuff like that.

Interviewer: Gotcha. Yeah, yeah, it's kind of hard to be biased over social media.

Participant: Right, right?

Interviewer: OK, describe for me what you do when you want to find out something factual. How do people around you find out something factual?

Participant: Well, for me if I need to make sure something is factual, I make sure that there are multiple credible articles telling me the same thing about a topic before I try to come up to say: OK, that's definitely true. And for some people, and I mean it, it depends on the person really, but I'm sure it ranges from probably looking into it a lot harder than I do it, to seeing a post and thinking it's real. Like it's it's it's a big spectrum.

Interviewer: Gotcha. Everyone comes across things that surprise them on social media between advertising, news, and commentary. Please describe a time when you came across content that you've doubted was trustworthy or made you distrust its author or its purpose.

Participant: Sometimes, if I would scroll through some news sources on Reddit or stuff that it will talk about, like scientific discoveries, and the titles will seem outlandish, and like once you get into the comment section of some of those articles, there will be a plethora of people debating whether or not it's credible, and that's kinda where I start really drawing the line of like: OK, you really like you see a title and you just gotta take it with a grain of salt whether or not it's worth anything or not. So that's the most often times I come across stuff like that.

Interviewer: Have you ever talked about it with your friends or family?

Participant: I'm not too often if I talk about something like that, it has to be something really outlandish that I'd probably make a joke out of or like something along those lines. I typically just kind of forget about that stuff.

Interviewer: Have you seen such content discussed on the news?

Participant: I say that I very rarely like actually watch the like, just like live TV news type stuff, but I'm sure I could find something. I just can't remember an example off the top of my head.

Interviewer: If there are social media sites that you think are untrustworthy, what makes them untrustworthy?

Participant: Just the lack of fact checking of their sources and like if a website just lets people say whatever the heck they want without any like real flagging saying: This is not actually a thing. Like that's pretty much all I see that...

Interviewer: What social media is would you put as untrustworthy?

Participant: Uhm, I know. I know there's quite a bit of stuff on Facebook that gets a bad rep because of how there's not as much filtering that s done on Facebook from what I can tell, and I'm sure other ones are worse. Facebook is just the one I hear about the most.

Interviewer: Yeah, you see a lot of bogus stuff on there that did get a lot of backlash.

Participant: It's also just one of the most popular ones, so it blows up and I'm sure there's plenty of fake stuff on TikTok. It just depends on what side you're on, for the videos you're watching.

Interviewer: Yeah. OK, tell me about your experience finding conspiracy theories.

Participant: Uhm. I didn't. I say when I first figured out like what conspiracy theories were, I had seen... I remember that was the first time I had ran into a a dude named Alex Jones, who's like a really, he was like a big conspiracy theory guy and I for the longest time thought he was a fucking comedian because of how ridiculous he was, the stuff he would say. And when I realized he actually meant half the stuff he was saying, at least half the stuff he was saying, I was like: Wow. These are some wild people and I took college classes that talked about some other crazy conspiracy theorists and all kinds of stuff and there's never enough proof to really...Well, so in some cases there's like, there's like cases like Jeffrey Epstein that are just like borderline kind of suspicious and then like there's stuff along the lines of like lizard people running the government that just kinda makes you laugh a little bit.

Interviewer: Yeah, it's more of a joke than it is taken seriously.

Participant: Right, some people just love taking it way too far, thinking they're on to some reality bending craziness.

Interviewer: Yeah. Alright, if applicable, please describe a time when you shared content that you thought was true but later learned it was not.

Participant: I very rarely had shared much of any content, so I I probably wouldn't be able to come up with a good example for that.

Interviewer: OK, if applicable, please describe a time you shared things that you knew were not true.

Participant: I'd say same as the last question. I rarely post on the Internet about anything.

Interviewer: Yeah. Alright, tell me about a time when a search engine like Google or Yahoo seemed to give you what you wanted and what it thought you were looking for, based on what you've already searched for.

Participant: That would be along the lines of if you recently talk about, or just have been into a topic, the search engines will absolutely make recommendations. When I started playing DND and I searched up one or two DND websites, that would be one of the first things that popped into my search bar, would just be a plethora of different stuff along the lines related to that. So it definitely will cater to whatever you're into it during that time.

Interviewer: like it was listening to you?

Participant: Yeah, either listening or just having a really good algorithm set up.

Interviewer: Have you ever seen this discussed in the news?

Participant: No, but I'm sure it has been. I just don't watch the news very much.

Interviewer: Gotcha, how do you decide what personal information you provide to social media companies like YouTube or Google?

Participant: I just give them the baseline. What you need to give to make an account. I don't really feed them too much other than the name, birthyear, and all that stuff. And then they can get what they want from the videos I watch and use that however the heck they want.

Interviewer: Do you have ways to try to protect your personal information online?

Participant: Yeah. Other than just keeping most of it to myself and not trying to share much of anything past like baseline knowledge, that's kinda how I keep it.

Interviewer: What do you think others around you do?

Participant: I'd say people will more than likely end up sharing a lot of stuff online now. It's a spectrum you'll have like, like over towards one extreme like me where I've rarely shared much of anything other than like through friends' accounts that will post stuff with me in it. And then there's, like the other extreme where you'll have people that don't go 5 minutes without posting something and like you could have their whole life documented through their Facebook account.

Interviewer: What have you heard about protecting your identity and personal information on the news or heard your friends and family discuss?

Participant: That's more like, make sure you know what website you're signing up for. That type of stuff. You just wanna make sure that you're never sharing too much of your personal information. Like you can't. You gotta make sure it's credible sources before going out and sharing much of anything for like account purposes, specially with like credit cards and stuff.

Interviewer: Right. Alright, how have you responded to how Internet companies try to customize or control what you see on their platforms, like on Google searches?

Participant: I don't think it's a bad thing at all. I think it just for the most part, it just makes things convenient that it'll... Once you search for something enough that it's got your search engine kind of catered to what you're looking for so it takes less time to find what you're like, what you need and like that may seem kind of like an invasion of privacy, or like collecting too much data to some people, but I just find it more convenient than anything.

Interviewer: What have you heard others discuss about this?

Participant: I don't hear people talk about it very much other than what people bring up, but it typically doesn't get much further than just: Oh wow, it definitely knows what I'm interested in. I haven't gotten into really deep conversation about if that is like a bad thing or a great thing, or just. Uh, it's whatever.

Interviewer: If you were to explain to your friends or family how false information spreads and can be found on the Internet or how to avoid false information, what would you say?

Participant: I would say that false information kind of starts as something people want to like or believe in, and then they think it's true because they want it to be true and that kind of propels itself. And when enough people say something is true, it's harder to be like: Wait, that's not actually true. And once it gets a big enough following, it starts almost being true and like it, it just gets even more easy to buy into it, and that kind of just creates a big misinformation group that just will consistently spew that it's the truth and it just, it'll keep snowballing out of proportion and those people who really believe it will deny facts in your face just to act like it's true and because they believe it's true. They don't, they don't want to see anything else.

Interviewer: What do you think determines what is seen online or how things spread? How does it work? Who benefits, and who do you think made the system? What do you think controls information online or in our apps?

Participant: I'd say the most important thing that they're trying to get across with that kind of information is just to make sure that you're a, like a big one that I can think of would be like Amazon making sure that you're getting the products that you would buy, so it likes you to see it.

Interviewer: Would you see things from what you bought before?

Participant: Yeah, like it would, you would end up pretty much being sucked into things that are catered to you that you would always see stuff that you would be interested in and it would end up making money for certain corporations.

Interviewer: Who do you think benefits from this?

Participant: I would just say a lot of big corporations benefit from the data because if they can sell it, or just use it to partner with advertising companies and other companies that are trying to sell you stuff everywhere you go on the Internet.

Interviewer: Goctah, I'm going to read off a list of some news stories and if you feel comfortable talking about any of them, please go into further detail.

Participant: OK.

Interviewer: The Internet is full of stories, stories that divide people about things like the coronavirus, the Capital Riot, Stop the Steal, Antifa, Black Lives Matter, climate change, QAnon, and the political parties. If you were to decide, how would you like schools or the news to talk about the controls on the Internet and what is seen.

Participant: I'm not sure. I think schools need to absolutely keep their information as factual as they can. Make sure that they aren't contributing to the spread of misinformation. Like you can't let teacher bias play into any side in these kind of situations. Hard facts need to be stated and the misinformation that could leak into schools and make children deny the credibility of some actual facts is just not good at all. It just it needs to be addressed and enforced with as much truthful information as can be provided at the forefront of it.

Interviewer: Right, yeah, there isn't really no classes talking about it nowadays.

Participant: Yeah, until you get into college is when they start being like: OK, here's what makes a source credible and not just somebody type in something.

Interviewer: Alright. So any other stories are you comfortable with talking about? Like the coronavirus, Capital Riot, Stop the Steal, Antifa, Black Lives Matter, climate change? What do you say?

Participant: I was just going to talk about in general, like the whole deal with a lot of those, a lot of that stuff is due to the spread of misinformation and people kind of just snowballing, somebody saying something and then enough people believing it to the point where it becomes factual to them. They like it, it's something they wanted to hear and then it just kind of blew up and became what they believe is truth and they try to push it on everyone else. And some people want to hear it. Some people don't want to hear it, and that's kinda how it goes. The facts just kind of get lost. When people start deciding what is true based on what they want to hear.

Interviewer: Right? So well, we'll go to the story on the coronavirus.

Participant: Yeah.

Interviewer: What sense do you make of the information? Different information out there whether people should get vaccinated or a wear mask.

Participant: I think definitely follow the CDC guidelines, definitely need the vaccination and should be wearing a mask when you're in public, especially if you're not vaccinated, getting the vaccination would be in your best interest because it is, it is still very, very contagious. As of right now it is affecting pretty much everybody's daily life, even though it seems to have regressed some from where the quarantine was really bad, but it's

getting to the point where we probably need to have some other type of quarantine go down.

Interviewer: Why do you think we here so many conflicting stories?

Participant: Like I can see some stories being chalked up to what I had talked about earlier with people wanting to believe something because it lines up with how they think and then them taking that and going: OK, hey buddy who thinks similar to me, look at this and tell me that's true. And he's like: Yeah, that definitely sounds true to me. And then, you know, repeat a couple 100 times and you've got a bunch of people trying to press their agenda. They could think it's the truth because they want it to be the deal going on.

Interviewer: What do you think is the cause of the different opinions?

Participant: Different lifestyles, different beliefs, how you were raised; a lot of stuff factors into it. A good example would like being raised in a really closeted area where you live near all your family and all your family believes something is like going-on, so you don't really have a whole lot of other opinions to look into, or just like low income. People in low income versus people in high income areas are going to think differently about certain subjects based on what benefits them more and it just kind of, it'll...

Interviewer: Spiral.

Participant: Your surroundings will absolutely shape your beliefs.

Interviewer: Gotcha, where did you learn this and what does it mean to you?

Participant: I learned it just growing up and getting into college. Just kind of observing it like because going through my childhood I had friends from all kinds of different backgrounds and having rich friends and poor friends. You can tell that their families have different beliefs and that affects how they are growing up and that kind of thing carries on and becomes true, or as you get older and see how people change and the people around you and some stuff along those lines.

Interviewer: Right? Alright, what content do you post online?

Participant: I again I don't post very much content online at all.

Interviewer: Gotcha. Can you remember a time when you were careful about what you chose to like online? Because how it might affect the visibility of other peoples' contributions and content in your social media feed like Facebook, Twitter, Instagram?

Participant: I could think of examples of why that would be a thing I don't do, so I don't like to post much on social media websites. I like stuff that I think is just entertaining and funny. But there will be stuff I specifically tried to ignore because it doesn't sound like

something I'd be interested in, or it sounds like something that is kind of spreading this information I try to stay away from. Stuff that just doesn't sound right to me.

Interviewer: Gotcha. Please tell me about a time when you tried to influence or change the content of what you were seeing on YouTube, Google, or social media results by searching differently. Or when you were unsatisfied with the Internet search results, how did you adjust your search to change the result.

Participant: When I'd change my result, I try to get different results from search engines by just rewarding things, adding more and less details to what I'm trying to get an answer to if my searches were coming up for something unrelated. I would try typing specific names of the thing I would be trying to find, like helpful snippets because of working in like a CIT [Computers/Information/Technology] type of degree. I'd be trying to search up examples and snippets of code and I'd have to look up specific algorithms to try and find exactly what I was looking for, and sometimes that would take a lot of weeding through. Just stuff that's completely unrelated to get to what I'm looking for.

Interviewer: Alright. How do you decide if an online series of source of information is reliable or credible?

Participant: Making sure that it checks out with you and your head like if it makes sense to you first, but that doesn't necessarily make it true. You gotta make sure that there are, like there's a general consensus of other sources that aren't trustworthy that aren't trying to say this isn't true. An example would be talking about the where people say the whole vaccines causes autism type of thing, where a bunch of people were saying This, this could be a thing, there's a big credible paper on it. But then you look into it for about a good minute and you take in all the information and you realize that the paper got scrapped by a bunch of really credible sources, so it's no longer valid or valuable information to use in the argument because it gets discarded and at that point you just gotta make sure that what you you're looking at looks legit to you and then it has to look legit in the eyes of everything else as well. You can't just let your opinion and your friends' opinion and the people who think like you be the only thing that governs your choices. You have to look at multiple sides.

Interviewer: Can you talk about a time when you double-check the information online to verify that it was credible?

Participant: Trying to think. I can't, I can't think of a good example right now.

Interviewer: Yeah, sure alright. Please tell me about a time that your friends or family distrusted a website or information on any website. Did they double-check the information from a different source to verify if it was credible?

Participant: I would say that, and let's say I haven't. I can't really recall a good time where from memory that I can think of where something got looked up and needed to be fact-checked that was pressing enough I could remember it.

Interviewer: Right, OK? How do you think the media covers stories about fake news or disinformation?

Participant: I'm thinking they need to just make it apparent that it is dangerous. That it is like harmful. Especially to low-income people, it can be very harmful to a lot of people especially people without access to tools to find what is real, like what is widely regarded as the truth on the matter, like credible sources or like more gullible people like kids, it really needs to stay away from kids because they will take it and run with it much faster.

Interviewer: Right?

Participant: Yep.

Interviewer: Should the media do more to teach people how to verify the credibility of information?

Participant: Absolutely, they need to be very diligent about stopping that stuff, just trying to give people the tools to look at something and just because they like it go: OK, but this may not be exactly what it is like is, this might not be what I like, it might be what I want to hear, but it may not be exactly the truth. Because a lot of people do kind of just hear what they want to hear and from that go: OK, this is great, this is real, this is true just because they like it.

Interviewer: The term fake news seems to be everywhere right now. What are your thoughts about it?

Participant: I would say it's just widely published stories that have little to no truth to their statements, but they are presented as such so they are believed. They are stories that are kind of written to look very real, but aren't.

Interviewer: Who do you think it targets?

Participant: Anybody without the tools to realize what it is, just kind of people that want to hear it, people that will believe it and people that will spread it.

Interviewer: Who do you think is vulnerable to it?

Participant: Younger people and people who don't have the resources or skills to deduct that it is not credible.

Interviewer: What does fake news mean for democracy?

Participant: I would just say that it is kind of a way of engineering it to your own benefit,

kinda taking the freedom out of having your own choice and just kind of pushing your choices on people and using them for your own benefit.

Interviewer: Is fake news real problem?

Participant: I think it's a problem that can be combated. it's just that education needs to be pressed more to prevent it from happening. I think it affects quite a lot of people to varying degrees. It's just kind of like some people will believe some of it, but they won't do anything about it. And then there will be people like that who will just go with it and preach it like gospel and just kinda spread it as hard as they can to try to convince people to also believe it.

Interviewer: What are the politics of it all?

Participant: It's kind of like what I said for democracy. It's just using misinformation to guide peoples' beliefs towards your own, using whatever means you wish. It's just people using it to kind of convert people to their cause.

Interviewer: Right? What new laws or constitutional amendments might we need for the Internet-age.

Participant: I wouldn't say that a lot of stuff needs to be fact checked and big stories without any kind of truthfulness to them need to be not necessarily removed, but I would say that they need to be very heavily flagged as false, like there needs to be a way to know something as false, especially if it's a big lie, like if there is proof that disproves a nonsense conspiracy theory and other fake stuff.

Interviewer: OK. Do you have any examples where you've seen fake news?

Participant: I mean back with one of the topics, I would say that a good majority of the people that will argue how the election was stolen would be people who just wanted to believe something so badly that they kind of hopped on somebody's opinion and believed it and then made it so big that they were like: Yeah, this is, this is exactly what happened and no amount of credibility will change my opinion.

Interviewer: Yeah, just because.

Participant: That would be a good example of that.

Interviewer: Gotcha. Who published it?

Participant: Just some people will publish it for fun to see what people do to get reactions out of it. Some people publish it to actually try to push their agenda. I'd say that mostly that other people who publish it are either looking for fun or looking to sway opinions.

Interviewer: What should be done about it?

Participant: Police it better and make sure that big big stories are, if they're true, they're true or there's no indication that they're false. But if a story is blatantly big, like blatantly biased or heavily opinion, stories heavily opinionated or has little to no factitial evidence that enforces what it's trying to say, then it needs to be flagged and made very known, like when you look at it, it tells you this is either an opinion or not true, like they need to have better systems in place to police that kind of stuff.

Interviewer: Gotcha. Is there anything else that you would like to share?

Participant: No, I think I think I covered about as much of my stance as I can formulate right now.

Interviewer: Alright, what is today's date?

Participant: Today's date is October 24th, 2021.

Interviewer: What is your state of residence?

Participant: West Virginia.

Interviewer: What is your age?

Participant: 24

Interviewer: Your gender?

Participant: Male

Interviewer: Your race?

Participant: I am white.

Interviewer: Your highest level of education completed.

Participant: I have a bachelor's degree.