

# Youth exposure to disinformation in social media platforms: The role of library and information professional

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## Abstract

**Purpose:** This study examines how young people experience disinformation and the role of librarians in helping them combat it by developing media and information literacy skills.

**Method:** The study employed a mixed-method approach, combining quantitative data from 188 young people's opinions and qualitative insights from 17 experienced librarians working with youth in academic libraries.

**Findings:** The study highlights the prevalence of confirmation bias, the tendency to share information, and the impact of source credibility. It underscores the importance of promoting critical thinking skills to combat misinformation on social media platforms. Librarians play a crucial role in this effort by advocating for media literacy and encouraging critical thinking among users.

**Implication:** The study can help design digital literacy programs, media literacy campaigns, and measures by media organizations and policymakers to address mis and disinformation, promote critical thinking, and enhance information quality on social media. Library professionals can lead CoPs to combat social media disinformation through collaboration and media literacy training, especially for library users.

**Keywords:** Media and information literacy, disinformation, misinformation, fake news, digital age, media literacy, social media.

## 1. Introduction

Nowadays, the internet is a significant source of information among people of all ages, particularly youth, where individuals can freely and readily consume, assimilate and circulate information encompassing both true and false content, regardless of its accuracy. Unfortunately, some information is fake, spreads with dishonesty, and misleading readers (Allcott & Gentzkow, 2017). With increasingly intricate fake information online, navigating the correct information has become more challenging. Consequently, doubt and uncertainty have escalated. Based on this information, they are making significant decisions, being disappointed in a goal, leading to lower good and has resulted in negative consequences. The young generation mainly receives information through the Internet and social media platforms. They cannot always separate reliable and unreliable information. Furthermore, social media sites like Facebook and Twitter have become primary and prominent sources of information for the younger generation (Batchelor, 2017). Alongside accurate and reliable information, inaccurate information exists, and users cannot verify which is which (Walsh, 2010). As a result, not only can they be harmed by disinformation, but they may also spread it among their peers, family members, and community. It is a widespread problem, and its use has epistemic consequences that harm internet users (Walsh, 2010). Lim (2020) mentioned disinformation is credited, including intention to mislead, falsity, bias, clickbait, decontextualized content, Omitted information

The definition of disinformation, lying in intention, is information that is inexact, created and constructed to misguide a user. This is a more complex type of inexact information to spot since the creator of this inexact information wants to conceal that it is inexact information (Fallis, 2009). Disinformation is false information deliberately created and spread to influence public opinion, obscure the truth, or for commercial and political gain. Rinehart (2017) examines the following misinformation categories: manipulated content, false context, false connection, fabricated content, imposter content, misleading content, satire or parody. With significant advances in information technology also come several very significant risks- such as disinformation, misinformation, and fake news- all contributing to huge threats against society. The speed, reach, and depth at which disinformation spreads are significantly greater than truth-telling.

## 2. Literature review

Disinformation (fake news) is also known as information pollution (Wardle & Derakshan, 2017), media manipulation (Warwick & Lewis, 2017) or information warfare (Khaldarova & Pantti, 2016). Disinformation and its potential impact on individuals and democracies worldwide have become widely debated and studied (Duffy et al., 2020).

## **2.1 Youth exposure to mis/disinformation**

Youths usually cannot judge the correctness and trustworthiness of the information despite their apparent digital literacy. Very few studies have been conducted regarding youths' digital presence, engagement, and mis/deception experiences on various social media platforms. Çetin & Kaya (2022) have discussed the awareness of young individuals about their activities and the activities in the digital world, especially regarding data and service agreements. Social media platforms, especially Facebook, Twitter, Instagram, YouTube, and others, have become channels for spreading misinformation/misinformation. The studies conducted by Burkhardt (2017), Hussain et al. (2018), and Pennycook et al. (2018) established that the youth are exposed to disinformation on these social media platforms, which is quite detrimental. The constant flow of discriminatory content on social media can distort attitudes toward communities of color and shape how young people perceive themselves and their communities (Pérez-Escoda, 2021). Social media has also emerged as a crucial medium for spreading fake news, false content, and misleading information affecting political outcomes and national security (Norri-Sederholm, 2019). Apart from this, consuming news via social media, i.e. Facebook, YouTube, and others, has made disinformation on a large scale comparatively easy to spread. Examples can be noticed in the case of the U.S. election in 2016, as mentioned by Bravo et al. (2019). More recently, with the COVID-19 pandemic, social network sites were more misused to misinform people, especially among young adults, as Borah et al. (2022) mentioned. Shu et al. (2000) identified two key types of challenges in detecting disinformation: 1) content-related, that is, what disinformation contains and its nature, and 2) user-related, that is, what the disinformation consumer's behavior and biases.

## **2.2 The role of libraries and information professionals**

Librarians have an integral role in developing critical information consumers among young people. Libraries have been at the forefront of countering disinformation and educating communities on navigating a time of fake information. These have developed a variety of initiatives and programs for increasing media and information literacy, as Herrero-Diz & López-Rufino, 2021 have attested. Libraries cannot bear the responsibility for information literacy work alone but can undoubtedly become instrumental in educating the general public to resist misinformation. An example of a successful program created to cultivate critical thinking and information literacy skills is the Learn to Discern program, which started in Ukraine (Haigh et al., 2021). It is important to mention that librarians are not given focus and emphasis when it comes to information literacy education. A lack of critical information literacy among librarians and information professionals might make it harder for libraries to serve their communities (Jaeger & Taylor, 2021). In response to the rise of fake news, libraries developed models and frameworks and implemented strategies to combat disinformation. (Young, 2021). Furthermore, libraries are dealing with the problems of disinformation and attempting to encourage information literacy skills in their

communities as well as practice in their daily life (Agarwal & Alsaeedi, 2021). Reference services, research consultations, and information literacy training are ways that librarians combat misinformation and educate those who use their services. (Adams & Hackstadt, 2021). The paper discusses how librarians and information professionals educate youth library users and fight disinformation through Information Literacy training, promoting ethical use of information, and information literacy coaching (Adams & Hackstadt, 2021)

### **3. Objectives of the study**

- To investigate the digital presence of the younger generation and their engagement in different social media platforms.
- To explore the exposure of youth to disinformation on social media platforms
- To outline the current efforts and initiatives exercised by libraries to refute the spread of disinformation and educate communities on navigating through an era of untruth and fake information.

## **4. Methodology**

### **4.1 Research design**

This study employed a mixed-method approach to examine the exposure of disinformation on young people and the role of librarians in combating disinformation through promoting media literacy skills. The study design used quantitative and qualitative data collection methods to gather comprehensive insights.

### **4.2 Participants**

For quantitative data, 188 young people who actively use the Internet and social media platforms were selected using a random sampling method.

Inclusion criteria:

1. There is a minimum age requirement of 18 to 25 years of age for participants
2. A minimum of one year of experience using social media is required
3. Currently, participants must be involved with higher education
4. Should you be interested in this survey

For qualitative data, a purposive sampling technique was used to select 17 experienced librarians who have worked with youth in different university libraries in Bangladesh.

### **4.3 Data collection**

A survey questionnaire (table 1) is developed to collect quantitative data. The questionnaire comprises structured items and rating scales to assess various aspects of the youth's opinions regarding online engagement and disinformation experience.

**Table 1: Survey questionnaire overview**

Question	Question types	Question Overview	Response option
Question 1-6	Demographic	Age, gender, residence, etc.	Multiple-choice, open-ended
Question 7-14	Digital Presence	Device ownership, internet	
Question	Mis/Disinformation Exposure		Likert Scale

Qualitative data was collected through semi-structured interviews (table 2) with librarians, exploring their observations, strategies, and best practices.

**Table 2: Librarians interview guides**

Section	Overview
Section one: Introduction	Introduce the librarian and their role in working with youth Discuss their expertise in addressing mis/disinformation.
Section two: Perception (Mis/ Disinformation)	The interview explores their viewpoints on combating mis/disinformation.
Section three: Role and Personal Insight	It focuses on the strategies employed by librarians to promote media literacy skills among youth.
Section four: Collaborative Effort	It focuses on collaborating with professionals or organizations to support youth and possibilities.
Section five: Challenges	The interview examines librarians' difficulties in promoting media and information literacy skills.

Source: Own elaboration

#### 4.4 Data analysis

The researcher analyzed data using the Statistical Package of Social Science (SPSS) software, version 26. Descriptive statistical analysis was used to compute the percentage and frequency of the responses provided.

Table 3: Overview of method

Research Question	Data sources	Sampling Method	sample	Data collection Tool	Collection Period	Analysis
RQ1: What is the engagement of youth on social media platforms and their overall digital presence?	Youths	Random	188	Questionnaire	May- June, 2023	Descriptive
RQ2: To what extent are youths exposed to Mis/disinformation on social media platforms?	Youths	Random	188	Questionnaire	May- June, 2023	Descriptive
RQ3: What are the current efforts and initiatives undertaken by libraries for youth, and what are their roles in combating the spread of misinformation/disinformation?	Librarians	Purposive	17	Semi-Structured Interview	July, 2023	Thematic

## 5. Data analysis and findings

The study surveyed 188 participants to analyze various demographic variables. Males constituted 54.8% of the respondents, while females accounted for 45.21%. Undergraduates comprised the largest group at 38.82%, followed by graduates at 26.06%. The 20-25 age bracket had the highest participation with 39.36%. Notably, 40.42% reported 5-10 years of online experience. Semi-urban areas had the majority of participants at 40.43%. Economically, 48.9% fell in the middle-income group, with 18.6% being rich and 32.4% poor. Understanding these demographics is crucial for accurate interpretation and targeted interventions.

Table 4: Demographic profile

Demographic Variable	Category	Frequency	Percentage
Gender	Male	103	54.8
	Female	85	45.2
Educational level	College Level	37	19.6
	Undergraduate	73	38.8
	Graduate	49	26.1
	Postgraduate	29	15.4
Age	18-20	31	16.5
	20-25	74	39.4
	25-30	53	28.2
	30 Above	30	15.9
Online Experience(year):	Up to 5	42	22.3
	5-10	76	40.4
	10-15	45	23.9
	15 above	25	13.3
Place of residence	Urban	63	33.5
	Semi-urban	76	40.4
	Rural	49	26.1
Economic status	Poor	61	32.4
	Middle	92	48.9
	Rich	35	18.6

Smartphone ownership dominated (56.91%), followed by desktop/laptop computers (23.94%). Most respondents owned only one device (59.5%), while 25% had two. Home Wi-Fi was the primary internet access type (46.81%), with mobile data (31.91%) and broadband (17.02%) also popular. Accessing the internet at home (71.8%) and on campus (75.5%) was standard, with varied usage durations. These insights highlight the prevalence of mobile devices, home Wi-Fi, and diverse internet access locations.

Table 5: Technology usage and internet access patterns

Variable	Items	Frequency	Percentage
Device Ownership	Desktop/Laptop	45	23.9
	Smartphone	107	56.9
	Mobile phone	29	15.4
	Tablets	7	3.7
Number of Devices Owned	One Device	112	59.5
	Two Devices	47	25.0
	Three Devices	19	10.1

Type of Internet Access	Four Devices or more	10	5.3
	Broadband	32	17.0
	Wi-Fi Installed at home	88	46.8
	Mobile Data	60	31.9
	Pocket Wi-Fi	8	4.2
Number of Internet Access	One type Internet access	67	35.6
	Two types Internet access	80	42.6
	Three types Internet access	31	16.5
	Four or more types of internet access	10	5.3
Internet Access Location	At home	135	71.8
	In Campus	142	75.5
	In Library	59	31.4
	In Hall/Hostel	129	68.6
	At Classroom	58	30.9
	In Transport	69	36.7
	In Restaurant	43	22.9

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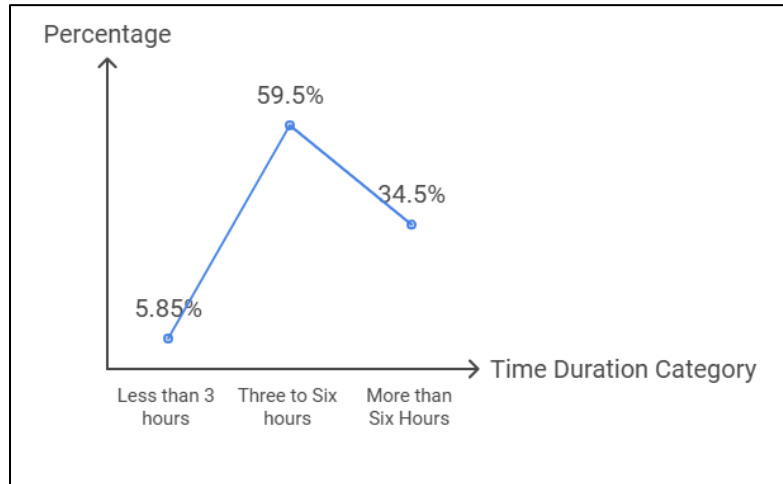


Figure 1: Internet usages

Figure 1 indicates that the majority of the respondents, 59.5%, use the internet for three to six hours; 34.5% use the internet for more than six hours, while 5.85% of the respondents reported using the internet for less than three hours. This shows that most users have spent three to six hours accessing the internet, while a few have spent limited or excess time online.

### 5.1 Engagement in social media platforms

Figure 2 provides valuable insights into the social media preferences of the individuals surveyed. Facebook and YouTube were the most popular, with 86.70% and 51.10% of participants, respectively, while Twitter and TikTok had lower usage rates, with 32.4 and 35.6 percent of youth, respectively.

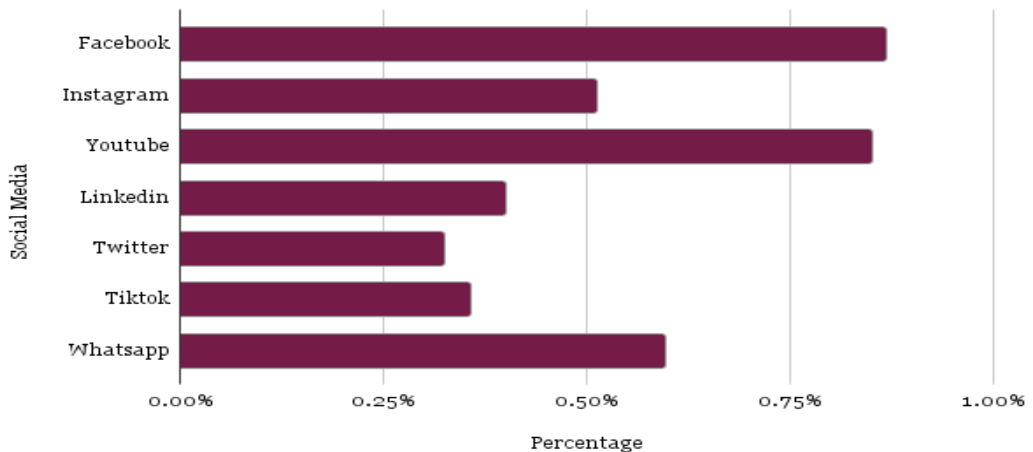


Figure 2: Social media engagement

On the other hand, WhatsApp (59.5%) proved to be widely adopted for messaging and communication purposes. This data indicates that people use YouTube and Facebook more frequently, while Twitter and TikTok are less popular, likely because of their smaller user bases and less engaging content.

## 5.2 Checking information strategies

Table 6 shows that the most common strategy for checking information is seeking the opinion of peers (88.33 respondents), indicating a reliance on insights from their social circle. Followed by Seeking more information on Google and reading others' comments, ranked second and third, with a response percentage of 75% each. Seeking expert opinions ranked fourth with 52.6% of respondents, and seeking the opinion of family members and consulting fact-checking websites ranked fifth and sixth with 40.4%, emphasizing trusted sources and fact verification. Seeking the opinion of news portals/print media ranked seventh at 17%, suggesting a lower reading preference for traditional news sources when addressing disinformation. This suggests that people are more likely to prioritize advice from family members and fact-checking websites over traditional news sources when it comes to verifying the accuracy of information.

**Table 6: Information verifying method followed by youth**

Rank	Strategies	Response	percentage
1	Consulting the opinions of peers	166	88.3
2-3	Seeking more information on Google	141	75.0
2-3	Seeing other's comments/ Using multiple sources	141	75.0
4	Seeking the opinion of experts	99	52.6
5	Seeking the opinion of family members	76	40.4
5	Consulting fact-checking websites	75	40.0
7	Seeking the opinion of a news portal or print	32	17.1

## 5.3 Confirmation bias and sharing attitude

The survey was conducted based on Bringula et al. (2022) and Modgil et al. (2021) and assessed the confirmation bias and attitude sharing among young generations regarding social media content alignment.

Table 7 represents respondents' tendency to confirm and share social media content/posts that align with their similar beliefs or opposite, mainly from friends or unknown sources, with a 5-point agreement scale. Respondents generally tend to share with friends (3.90) and unknown (3.67) and react positively to posts from friends (4.25) and unknown sources (4.17) that align with their opinions. On the other hand,

respondents ignore or avoid unreliable content with a 4.5 mean level. Respondents appear aware of the unreliable content and tend to avoid or ignore it.

**Table 7: Youth's behavior towards confirmation bias and content sharing**

Statements	Mean	Std. dev.
When I see a post from my friend that is similar to my opinion, I tend to share it.	3.90	0.956
When I see a post from a friend that is similar to my opinion, I hit the like/ react button.	4.25	0.754
When I see a post from an unknown person/ page that is similar to my opinion, I tend to share it.	3.67	1.011
When I see a post from an unknown person that is similar to my opinion, I tend to hit the like/ react button.	4.17	0.763
When I come across content that similar to my beliefs, I am just read that thoroughly	4.43	0.982
I feel validated and affirmed when others on social media share content that reinforces my beliefs	2.97	1.024
I tend to ignore or avoid discussions or conversations on social media that seem not reliable.	4.05	0.854

#### **5.4 Considering elements in determining information accuracy**

The analysis of elements impacting information accuracy on social media, based on 188 responses, reveals crucial insights. Source Reliability (160 responses) is the most influential, with users valuing credible sources. Personal Identity plays a significant role, leading to confirmation bias. Engagement and Comments matter, too, with constructive interactions contributing to accuracy perception. Context and Content Quality are vital, with users favoring in-depth analysis and reliable references. Self-perception and Personal Biases (150 responses) also influence accuracy judgment. Understanding these factors empowers users to make informed decisions and promotes accuracy on social media.

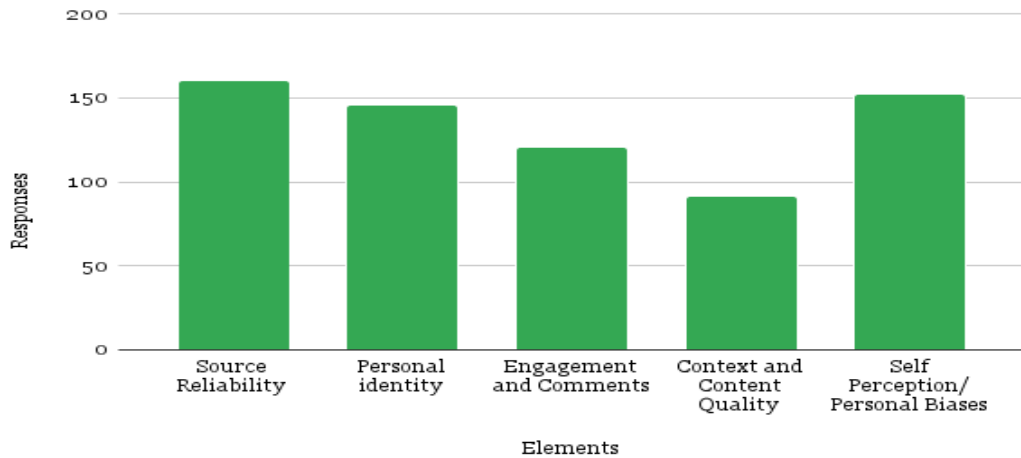


Figure 2: Determinants of information accuracy

### 5.5 Recognizing fake news and disinformation

Table 8 provides valuable insights into participants' reasons for recognizing fake news and disinformation. As Theodora Dame Adjin-Tetty (2022) outlined and adopted, participants were presented with a predetermined list of reasons.

Table 8: Participants' reasons for recognizing fake news and disinformation

Rank	Reason	Sample	F	%
1	Prior or no prior knowledge of stories	Because I have not heard it in any other sources	102	54.3
2	Doubts about source credibility	I cannot trust the source. Probably, an online blogger.	91	48.4
3	Technical deficiency	The URL is not genuine.	82	43.6
4	Personal convictions	The story is not valid or possible	71	37.8
5	Personal trust in a media outlet	Prothom Alo reported that it	67	35.6
6	Lack of substantial evidence	There is no connection to a source.	65	34.6
7	Grammatical errors and ambiguity of headlines	There was an error in the headline	45	23.9

The table ranks the reasons based on the participant frequency feedback and the percentage of who selected each reason. The top reasons for recognizing fake news and disinformation are (1) lack of prior knowledge about stories 54.3%, (2) doubts about source credibility (48.4), and (3) technical deficiencies such as fake URLs. Other reasons include personal convictions about the story's authenticity, trust in specific media outlets, lack of substantial evidence, and identifying grammatical errors and headline ambiguity. These insights offer valuable information about how individuals approach and discern the accuracy of information they encounter.

### 5.6 Role of librarians

Library and information professionals (LIPs) should take the leadership role in light of the vast volume of Information (Skarpa & Garoufallou,2022). They should take responsible approaches that gradually adapt to prepare users’ necessary skills for obtaining the correct information from reliable sources. The need to evaluate information has become increasingly important with the massive amount of information available on social media and different sources. LIPs should encourage and teach students critical thinking and information literacy skills that will enable them to sift through the correct information from misinformation and disinformation (Batchelor, 2017).

**Table 9: Findings from librarians' interviews**

Themes	Respondents’ statement
Perception about IL skills	<ul style="list-style-type: none"> <li>● IL programs enable students to analyses, interpret, and synthesize information, transforming them into active participants in their lifelong learning</li> <li>● IL programs empower information users to be proactive in their learning journey, to search effectively and get the correct information</li> <li>● This program is that protects users from falling prey to misinformation, disinformation, and the dangers of the digital presence</li> <li>● In this day, IL should be an academic course as</li> </ul>
Promoting Ethical Use of Information	<ul style="list-style-type: none"> <li>● Librarians promote ethical information use, encouraging responsible sharing of content and verifying sources of information on social media platforms or others.</li> <li>● They highlight the importance of respecting intellectual property and avoiding spreading false/fake information.</li> <li>● Librarians strive to enable library users to question the reliability of sources, cultivate a critical mindset, and seek evidence-based knowledge.</li> </ul>

<p>Current IL program offerings</p>	<ul style="list-style-type: none"> <li>● Librarians recognise the importance of IL programs, but the execution and implementation vary from library to library, particularly in private university libraries, which are more structured than public university libraries</li> <li>● Considered a less priority and recognised responsibility</li> <li>● Some Librarians conduct IL workshops on searching and evaluating information sources, library rules, regulations</li> <li>● IL programs are commonly organised in only a few libraries that are infrequent</li> <li>● Different libraries do not offer conducting programs; some have taken initiatives, but most have not.</li> <li>● Current IL program offerings are limited to library resources evaluation, not online.</li> <li>● Most of the libraries provide at the beginning time of their 1st semester with the necessary skills for their academic tasks and promote information practice throughout their learning journey</li> <li>● Maximum January to March, but some libraries arrange this program annually. Some libraries make schedules based on their affordable time</li> </ul>
<p>In-person service</p>	<ul style="list-style-type: none"> <li>● Most of the libraries provide information respecting Persian service</li> <li>● regarding IL to masters and PhD students</li> <li>● Librarians offer individualised support, helping students develop critical information literacy skills, particularly in conducting research work, information search, and evaluation.</li> <li>● This assistance ensures that users (especially research students and faculty members) can access various information and critically assess sources' relevance and reliability.</li> </ul>
<p>Fostering Critical Thinking</p>	<ul style="list-style-type: none"> <li>● Librarians promote critical thinking skills among library users, enabling them to analyse information critically and differentiate reliable information from false information</li> <li>● With instruction, users may develop their critical thinking skills, which are applicable offline or online.</li> <li>● By fostering critical thinking, librarians enable library users to become informed and discerning consumers of information</li> </ul>
<p>Self-preparation</p>	<ul style="list-style-type: none"> <li>● Universities arrange some Continuing education, including information literacy programs, and librarians join and prepare them</li> <li>● Some librarians attend in training, workshop and conference</li> </ul>

	<ul style="list-style-type: none"> <li>● Two librarians worked on information literacy and developed their knowledge of media literacy and social media mis/dis/misinformation</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>● Some library takes the initiative by collaborating with university authorities or different departments, particularly the Media and journalism department</li> <li>● Librarians collaborate on resource-sharing agreements, enabling access to a wide range of information literacy tools and materials</li> <li>● Library and information professionals' partnership with media specialists and media literacy organizations to enhance users' understanding of media content and their ability to differentiate between credible and biased sources.</li> </ul>
Social Media Awareness	<ul style="list-style-type: none"> <li>● Though a few libraries are active on social media to provide content about information consumption and media literacy, the majority of libraries are not aware</li> <li>● Users are not active on social media pages or group</li> <li>● Lack of skill in promoting IL via social media platforms</li> </ul>
Barrier	<ul style="list-style-type: none"> <li>● Lack of finance is a hindrance</li> <li>● limited resources like expert personnel, learning resources, and technology</li> <li>● lack the necessary training and knowledge to combat disinformation</li> <li>● Some librarians are resistant to change and unwilling to adopt new disinformation-fighting technologies and strategies</li> <li>● There is no interest of library users in joining these IL programs (An Administrator of a Public Library)</li> <li>● Public librarians sometimes struggle to reconcile neutrality and partisan mis/disinformation, especially in a context where political tensions exist</li> </ul>

Table 9 indicates that librarians promote ethical information use and critical thinking. Challenges such as limited resources and resistance to change remain. Collaborative efforts are crucial, and overcoming barriers will promote informed and discerning consumers of information.

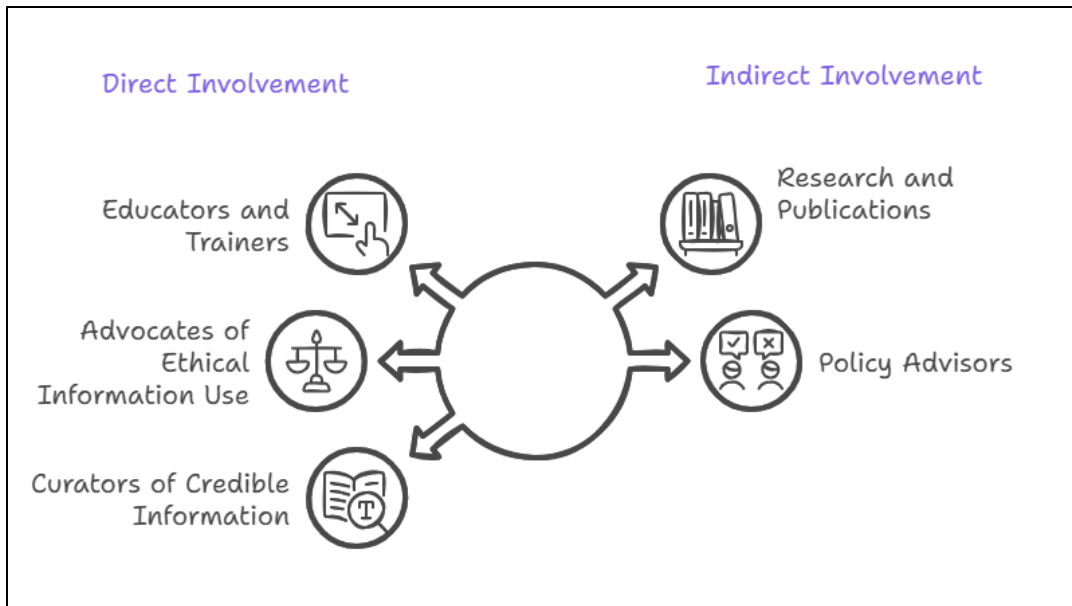


Figure: Role of information professionals

Libraries and information professionals play the role of educator and trainer by training library users information literacy (IL) skills and encouraging critical thinking. Also, they serve as curators, making sure that reliable materials are accessible and instructing consumers on how to assess the accuracy of information. As advocates, they support the ethical use of information by highlighting intellectual property protection and dispelling false information. Additionally, librarians work with media outlets and academic departments to improve resource-sharing programs and IL programs. Notwithstanding obstacles, including a lack of funds and opposition to change, they are indispensable in promoting ethical and well-informed information practices.

## 6. Discussion

Compared to Gen Y (people born between the 1980s and late 1990s), Gen Z (people born between the mid-to-late 1990s and the early 2010s) uses social media more for shopping, entertainment, leisure time and learning (Mude & Undale, 2023). According to our study, most young people use the internet, especially social media, from three to six hours daily, with social media accounting for most of this time. Youth are increasingly vulnerable to disinformation due to the extensive reach of social media platforms, which poses significant challenges for individuals, communities, and society as a whole. The abundance of content that makes it difficult to separate fact from fiction is one of the many obstacles that young people must overcome to recognize and counteract misinformation (Sanchez-Acedo et al., 2024).



Because of their curation and literacy skills, library and information professionals (LIPs) are uniquely positioned to solve these issues. LIPs are essential for promoting media and information literacy, which helps fight misinformation, especially among young people. (Zimmerman et al.; A., 2024). Through workshops, seminars, and digital literacy programs, LIPs teach critical thinking, source evaluation, and fact-checking skills (Liu et al., 2023). They develop an assemblage of reliable resources, train users in fact-checking methods using tools and databases, and work with educational institutions on disinformation patterns, procedures, and ethical digital behavior.

Collaborative efforts with educators, policymakers, and community organizations enhance these initiatives, supporting informed and responsible digital citizenship (Gardenier et al., 2024). However, challenges like limited funding, resistance to change, and lack of technological resources hinder broader implementation. Overcoming these barriers requires institutional support, professional development, and innovative strategies to engage users. LIPs' work strengthens democratic values and fosters critical, ethical information use in the digital age. The study aims to show how library and information professionals can mentor, empower, and ethically teach young people how to navigate the digital information ecosystem. It will do this in five ways: as a trainer, policy advisor, researcher, curator, and advocate for ethical information use.

## **7. Conclusion**

This study reveals how misleading information and disinformation are becoming increasingly common in the digital age, particularly on social media sites. The young people who use the internet the most to obtain information are particularly vulnerable to being exposed to false information. The results highlight the significance of information literacy initiatives; librarians play a vital role in developing young people's media literacy, critical thinking, and ethical information use. This is because there are many false or misleading sources on social media, and young people might not be able to recognize or evaluate the reliability of those sources. Programs that teach information literacy can equip the next generation to differentiate between trustworthy and untrustworthy sources of information. Libraries and other institutions should impart such training so that the young develop a better sense of danger when using undependable sources. They will, therefore, make better decisions to become engaged and informed citizens in the digital world. Future research should explore and focus on new roles for the library and information professionals in developing collaborative and technological strategies to combat youth exposure to social media disinformation. Library and information professionals can serve as leaders of a Community of Practice (CoP) to address the challenge of misinformation on social media by fostering collaboration, communal learning, and innovation. Through CoPs, librarians can engage educators, journalists, and youth in workshops and discussions, share best practices for identifying credible sources, and leverage technology for interactive media and information literacy training.

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