

RESEARCH ARTICLE

Preparedness of Public Libraries in Windhoek against Misinformation and Disinformation during Covid 19

Dr Wilson Yule¹, Dr Beauty N. Matongo²

¹Senior Lecturer, Department of Social Sciences, University of Namibia, Namibia.

²Lecturer, Department of Social Sciences, University of Namibia, Namibia.

Received: 10 June 2026 Accepted: 21 July 2026 Published: 03 August 2026

Corresponding Author: Dr Wilson Yule, Senior Lecturer, Department of Social Sciences, University of Namibia, Namibia.

Abstract

The study used a qualitative research method and employed interviews to establish the preparedness of public libraries in Windhoek against misinformation and disinformation during COVID 19. Four research objectives were used to guide study. The outbreak of COVID resulted with the explosion of misinformation and disinformation in communities and on social media platforms. Librarians in public libraries as disseminators of accurate information were caught unaware by the pandemic and found themselves putting measures to curb the spread of false information and raising awareness, disseminating accurate and credible information as well as sharing ideas and best practices. The findings of this study revealed that public libraries in Windhoek were involved in the fight against misinformation and disinformation during the COVID era although the pandemic came when most library and information professionals were least prepared. The study recommended that public libraries should play an important role during the time of the pandemic by disseminating credible and accurate information and guard against misinformation and disinformation.

Keywords: Misinformation, Disinformation, Fake news, COVID 19, Public Libraries.

1. Introduction

The COVID 19 pandemic has shown that acting on the wrong information has dire consequences and, in some cases, result in deaths. In the first 3 months of 2020, nearly 6 000 people around the globe were hospitalized because of coronavirus due to misinformation (WHO, 2020). During this period, researchers revealed that at least 800 people may have died due to misinformation related to COVID-19 (WHO, 2021). Recent studies by Hodgin and Kahne (2018) showed that 64% of adults believe that misinformation leads to societal confusion and 23% of adults have (intentionally or unintentionally) spread misinformation.

According to Martel et al (2020) misinformation is false, inaccurate, or misleading information that is communicated regardless of an intention to deceive. Examples of misinformation are false rumors, insults, and pranks. Furthermore, Petratos, (2021) posits that disinformation is a subset of misinformation that is

deliberately deceptive, for instance, malicious hoaxes, spear-phishing, and computational propaganda. The principal effect of misinformation is to elicit fear and suspicion among the population (Apuke, Oberiri Destiny, & Bahiyah (2021). The words “misinformation” and “disinformation” have often been associated with the concept of “fake news”, which some scholars define as “fabricated information (Petratos, 2021).

The results of misinformation and disinformation can result in death, which can be the tragic outcome of what the World Health Organization has termed “infodemic”; which is an over-abundance of information — some accurate, some not — that is spread alongside a disease outbreak (WHO, 2021). False information has the extent of discrediting the threat of COVID-19 to conspiracy theories that vaccines could alter human DNA (Mousoulidou, Christodoulou, Siakalli & Argyrides 2023).

Citation: Dr Wilson Yule, Dr Beauty N. Matongo. Preparedness of Public Libraries in Windhoek against Misinformation and Disinformation during Covid 19. Research Journal of Library and Information Science. 2026; 10(1):22-29.

©The Author(s). 2026. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Fernandez and Alani (2018) discovered that misinformation has driven misperceptions across a wide range of areas, including the economy, health, climate change, foreign policy, etc. The global spread of misinformation related to coronavirus (COVID-19) has been so great that researchers are referring to it as an “infodemic” (Pulido et al., (2020)). A study by WHO (2020) provides that infodemics are not new in the digital age, hence they are an overabundance of information which spreads like wildfire and creates a breeding ground for uncertainty. Uncertainty fuels skepticism and distrust, which is the perfect environment for fear, anxiety, finger-pointing, stigma, violent aggression, and dismissal of proven public health measures, which can lead to loss of life.

Herrero-Diz and López-Rufino (2021) observed that the natural role that libraries of the Twenty First century is that it must educate and help users to become critical and intelligent consumers and producers of information and defend the importance of the veracity and reliability of the information that librarians provide. Herrero-Diz and López-Rufino (2021) added that librarians together with teachers and journalists, they constitute “the Triad of Truth-Workers” (Head & Wihbey (2017)). In this sense, librarians feel competent to guide users in the face of fake news because they are concerned about the phenomenon of disinformation and other related challenges, such as an overproduction of digital content (Sauvé, Lapointe, & Coutant, 2021).

Berry (2016) claims that the problem of misinformation reinforces the very reason why public libraries were created. Reveling in a renewed sense of relevance, some librarians have even displayed a somewhat perverse optimism that the current COVID-19 crisis might benefit libraries (Banks, 2016; Hoover, 2017). The American Library Association (ALA) president observed that fake news, while it causes a lot of untold suffering, could provide an incredible opportunity for libraries to remind the community of one of their primary functions” (Dollinger, 2017).

The importance of libraries is reflected in the Lyon Declaration on Access to Information and development, which emphasises that “Access to information supports development by empowering people, especially marginalised people and those living in poverty” (IFLA. 2014). This statement emphasises how important it has become to demonstrate the value of libraries to communities. Consequently, it has become necessary for libraries to enrich the cultural identity and expression of community members, and now, more than ever, libraries must

ensure accountability, transparency, participation and skills development of staff members and community members.

One of the most fundamental functions of the public library is providing unfettered access to information (ALA, 2004). As Fallis (2015: 402) writes in his discussion of disinformation, libraries and other information services are at the forefront of the efforts to ensure that people have access to quality, current and credible information.

In Namibia, the Namibia Library and Archive Service (NLAS) mandated by the Namibia Library and Information Service Act (Act 4 of 2000); Information Act (Act 8 of 2022) to provide for the right of access to information and promote the creation, keeping, organisation and management of information in a form and manner that facilitates transparency, accountability, and good governance. The powers are exercised through a network of public libraries, ministerial libraries, and regional libraries. These libraries serve as information hubs, with the aim of improving the level of knowledge and skills, and the livelihoods, of community members, therefore, it has become important for libraries to select and organise resources and materials that meet users’ requirements. Libraries in Namibia also support educational, cultural, and social activities for learners, clubs, youth forums and groups for the elderly.

In this study, which sought to investigate the preparedness of public libraries in Windhoek against misinformation and disinformation during Covid 19, five public libraries were selected to constitute part of the study because of their size, infrastructure and the population of the community which are namely Windhoek Public library (WP), Greenwell Matongo Community Library (GM), Rossing Khomasdal Community Library (KH), Nathaniel Maxwilili Community Library (NM) and Katutura Public Library (KA). The findings from this study may serve as potential best practices for Namibia public libraries to guard against misinformation and disinformation during the pandemic or in times of crisis.

1.1 Statement of the Problem

Public libraries as “people universities” have a duty to provide accurate, and timely information to their communities (Sisco & Whitson, 1990). Andri Maurois (1961) wrote concerning the role of the public library that nothing is more important to humankind than a library which plays a pivotal role in broadening horizons and making discoveries which literally transforms life and make an individual a more valuable member of society.

To curtail the spread of the virus, libraries as service-based organizations can contribute to the fight against COVID-19 and could render services remotely during the pandemic and some of the services could include expanded remote services such as virtual reference and promoting e-books, databases, and e-resources; promote how to e-resources 24/7; provide references services via email, phone, and chat; use social graphics for online library services; keep the library WIFI on during closure and prepare to serve as recovery centers for community members, help individual with employment (Adigun, Okuonghae, Mamudu, Suleiman & Haliru, 2020).

Young, Boyd, Yefimova, Wedlake, Coward and Hapel (2020) argue that serious gaps still exist in understanding how libraries might transform their potential into effective community education centres against misinformation. Some librarians and researchers have pointed out the limitations to existing information frameworks for understanding the concept of misinformation and started to explore new models (Bluemle, 2018). Sullivan (2018) offers some of the most poignant criticism of the current state of library-based interventions in misinformation. The library being a perfect example of such an organization, must play a significant role by providing quality services (including dissemination of quality information) to the populace and acting as a link between the country's Center for Disease Control (CDC) and the citizens.

Public libraries in Namibia have a significant role to play, in addition to their educational, recreational, and socio-economical relevance to the society, they should provide information that creates awareness/sensitization to citizens in the society. This is very important because awareness creation is crucial to winning the fight against COVID-19, as citizens need to be aware of misinformation and disinformation amongst other types of fake news. It is on this premise that this study was conducted to investigate the preparedness of public libraries in Windhoek against misinformation and disinformation during Covid 19.

1.2 Objectives of the Study

The focus of the study was to investigate the preparedness of public libraries in Windhoek against misinformation and disinformation during COVID 19. The study was supported by the following objectives:

- Identify the motivation for disinformation and misinformation of COVID-19 in the public libraries.
- establish the sources/ agents/ instigators of disinformation and misinformation of COVID 19 in public libraries;

- determine the preparedness of public libraries against misinformation and disinformation of COVID-19;
- establish the challenges of disinformation and misinformation faced by public libraries during COVID 19; and
- find out measures put in place by public libraries to curb misinformation and disinformation during COVID 19.

1.3 Research methodology

The study used a qualitative research design and employed interviews to establish the preparedness of public libraries in Windhoek against misinformation and disinformation during COVID 19. Interviews were carried out with five librarians at the Windhoek Public library (WP), Greenwell Matongo Community Library (GM), Rossing Khomasdal Community Library (KH), Nathaniel Maxwilili (NM) and Katutura Public Library (KA) The research methodology also included a systematic desk-review of the existing literature on disinformation, misinformation, disinformation infodemic and fake news, relying on four types of sources: official documents, communication from stakeholders, scholarly literature, and press articles.

2. Literature Review

While scientists first identified cases of novel coronavirus (the virus that causes the disease COVID-19) connected to an animal market in the Chinese city of Wuhan, there are many conspiracy theories that blame other actors and causes. These extend from blaming the 5G network through to chemical weapons manufacturers (WHO, 2020). Using a label like "Chinese virus" instead of neutral terminology inflates location into an adjective, in an historical echo of early pandemics that gave a biased meaning to a noun (UNESCO, 2020).

The COVID-19 pandemic brought up new challenges to libraries' strategies. Despite the disruption of the information monopoly in the last decades, libraries are now facing an infodemic: "simply put, is an overabundance of information, good and bad. Together, it forms a virtual tsunami of data and advice that makes it hard for people in all walks of life to find clear messages, trustworthy sources, and reliable guidance when they need them. Some of it is merely confusing, but some of the misinformation can be actively harmful to life" (World Health Organization, 2020, p. 1).

UNESCO (2020) further explains that the motivations for disinformation are diverse. They may be to

make money, score political advantage, undermine confidence, shift blame, polarise people, and to undermine responses to the pandemic. On the other hand, Andrews (2020) posits that some drivers of spreading falsehoods may be ignorance, individual egos, or a misguided intention to be helpful.

Knowing where to turn for reliable information and data and being able to critically assess the credibility of sources remains one of the most critical skills of the information age. Critical thinking was much needed back in the days of the radio, the early and later days of television and the press (Huang & Chang, 2023). In the last two decades, however, when the “publish or perish” imperative started shaping scientific careers, misinformation and disinformation crept into digital publishing and online dissemination of scientific output. The ease of dissemination of information online, the varying degrees of biases that are always present, can create a worrying combination, especially at a time of crisis (Dag Hammarskjöld Library Conferences, 2020)

Malizia, Hamilton, Littrell, Vargas and Olney (2012) mentioned the following as some of the activities through which libraries can contribute towards disaster preparedness and response: a) Assisting the public in locating information; b) Mobilising and distributing information; c) Creating multipurpose spaces in public libraries many uses; c) Wired public libraries can use Wi-Fi connections to broaden access including videoconferencing and satellite conferencing, which emergency responder groups can use to hold meetings among workers in dispersed areas; d) Remote access to some databases or the ability to borrow books; and e) Providing training on consumer health information resources.

Information practitioners such as LaPierre and Kitzie, (2019) argue that even though information and media literacy frameworks have not historically addressed misinformation directly, librarians can and should update existing approaches to counter new forms of misinformation. The Association of College & Research Libraries (ACRL), (2006) defined information literacy as *the abilities needed to find, evaluate, and effectively use information* and the National Association for Media Literacy Education (n.d) defines media literacy as *the abilities needed to access, evaluate, and act using all forms of communication* together because both are relevant to misinformation. Librarians tend to be generalists ready to engage interdisciplinary topics, and they regularly introduce patrons to new technology skills. Public libraries have also retained high levels of trust among

the public, which is important given both general declines in trust of public institutions and the politically polarized nature of misinformation (Sullivan, 2019b). Based on these attributes, professional organizations like the American Library Association (ALA, 2018) have released resolutions opposing the spread of misinformation and affirming the role of libraries in educating the public on its harms.

Revez and Corujo (2022) cite that the major problem of misinformation circulation, especially during the COVID-19 pandemic, is that despite being false information, it “was not created with the intention of hurting others. Misinformation is often started by someone who genuinely wants to understand a topic and cares about keeping other people safe and well. It is then shared by others who feel the same. Everyone believes they are sharing good information – but unfortunately, they are not. And depending on what is being shared, the misinformation can turn out to be quite harmful (World Health Organization, 2021).

Much more dangerous is disinformation which is “non accidentally misleading information” (Fallis, 2015) or “intentionally misleading information” (Søe, 2021)-, “false information created with the intention of profiting from it or causing harm. That harm could be to a person, a group of people, an organization or even a country. Disinformation generally serves some agenda and can be dangerous. During this pandemic, we are seeing it used to try to erode our trust in each other and in our government and public institutions” (World Health Organization, 2021).

Library and Information Science (LIS) authors have made testable claims, though some have sought to measure impact, they have demonstrated a need that information literacy is believed to be able to meet, rather than the actual impact of literacy in meeting that need” (Sullivan, 2019b, p. 2). Affet (2019) argues that the damage of disinformation led librarians to take their place on the front line against fake news. However, no evidence of the success of these strategies and methods employed by librarians against fake news, as Sullivan had already pointed out: “It is thus essential to note that both the shortcomings and successes of checklists or other approaches remain theoretical, as there has been little empirical testing of their effectiveness and none in the context of fake news” (Sullivan, 2019a, p. 101). Other authors state that “even this initial criticism, though, has not fully appreciated the complex challenges that librarians need to navigate to develop misinformation programming” (Young et al., 2020, p. 10).

2.1 Presentation of Findings

This section presents the findings of the study as shown below:

2.1.1 *Motivation of Misinformation and Disinformation of Covid 19 in Windhoek Public Libraries*

In all the three public libraries, the study revealed that the motivations for misinformation and disinformation were varied and diverse. They included financial gain, score political advantage, undermine confidence, shift blame, polarize people, and to undermine responses to the Covid 19 pandemic. A case in point is where Participant A mentioned that some people spread incorrect information about Covid 19 because they wanted to score political gain. The participant further qualified the statement that some of these were political activists who wanted to show that the government was doing nothing and not well prepared to fight the pandemic. It is in situations like this that some of the political competitors wanted to ride on the crisis caused by the Covid 19 pandemic. (Nelson, Kagan, Critchlow, Hillard, & Hsu, 2020) wrote that individuals at political extremes are also more likely to believe information that confirms pre-existing biases. This effect is of particular concern when the information comes from a trusted source such as politicians.

In the case of COVID-19, the responses may vary according to the diverse motivations of those who are complicit in both disinformation and misinformation (Posetti & Bontcheva, 2020). The authors further provide an example that education is a partial remedy for misinformation, while stopping money-making from scams is one of the ways to reduce the supply of disinformation. The study cited that some bloggers and websites were cashing out on spreading false information. Posetti and Bontcheva (2020) further posit that the impact of the false content, irrespective of intentions, is potentially the same. In both cases, people are disempowered by being actively disinformed; hence the gravely serious impacts that can result (UNESCO, 2020).

In some cases, the participants cited that the motivators of misinformation and disinformation were ignorance, individual egos, or a misguided intention to be helpful. Participant B mentioned that some people came to the public library to relax and read for leisure. She also mentioned that she overheard some library users talking about Covid 19 and spreading some rumours and myths about the pandemic in which some of these myths were directed at blaming the 5G network

through to chemical weapons manufacturers with the intention to wipe out humanity on the earth planet. Spreading of such rumours were attributed to their lack of knowledge of subject matter and not having good information literacy skills to be able to sieve correct information against falsehoods.

2.1.2 *Sources/Agents/Instigators of Disinformation and Misinformation of COVID 19 in Public Libraries*

Most participants who were interviewed revealed that the internet was the major source of fake news and false information about Covid 19. Some libraries users relied on information that they obtained from websites which were spreading false information. Since some of these users were not having proper information literacy skills, they were so gullible to believe what was being churned out through social media. Thus, social media platforms such as Facebook, Twitter, and some fake bloggers became a huge source of misinformation and disinformation.

The study identified a variety of motivations behind disinformation during the Covid era, including financial or political interests, state actors' agendas, and disruption along with even the desire for power. In some cases, distorted information was peddled not always to convince, but with the aim to sow divisions that should unite communities and societies. The study also showed that lies breed confusion and contribute to the decay of truth as was seen among community surrounding public libraries in Windhoek.

One participant noted that *"...libraries have been known to provide accurate information and most participants came to the library to use the internet to be kept informed about the Covid 19 pandemic. However, the information which these users consulted was not always accurate due to their lack of information literacy skills to evaluate the sources and the information that they came across through the internet"*.

Participants also mentioned that members of the public, including library staff, also distributed false information. Some library staff members were in the dilemma of relying on false information which they obtained through the internet and social networks and thereby becoming sources of spreading false information about Covid 19. Participant C revealed that at some point they had a heated argument with a subordinate who was saying a lot of false information which was inaccurate and unverified.

A unique feature of the COVID-19 pandemic is the effect of social media. Researchers from Stanford

University developed a model to understand the spread of misinformation in social media, ironically which spreads like a virus (Guess & Lyons 2020). It evaluated individuals' "susceptibility" to false information, and their likelihood to spread it to others. The findings concluded that the elderly, youths, those active on social media, and those with fewer years of formal education appear to be the most susceptible to misinformation. Repeated exposures may increase susceptibility.

2.1.3 Preparedness of Public Libraries against Misinformation and Disinformation of COVID-19

Participants revealed that most libraries were caught off guard and were ill prepared to fight against fake news on Covid 19. The pandemic spread like wildfire and started in Huan and in no time it had crossed the Asian shores. This, however, gave most governments little or no time to prepare against the pandemic and public libraries were not spared. However, some stop gap measures, or temporary measures were put in place to guard against misinformation and disinformation in Windhoek public libraries.

Participant D pointed out that most public libraries were quick to close their doors to the public when the numbers of infected people started to increase in Namibia. The participant further noted that public libraries should not have been the first to close their doors but should have been converted to health information centres where members of the public could have been serviced with the correct, accurate, current, and verifiable information.

The findings also revealed that librarians in Windhoek knew their role of disseminating accurate information and thus they encouraged their users to *"Know where to turn for reliable information and to critically assess the credibility of sources"*. They also urged the users that *"...public libraries remain the bastion for providing accurate information and information literacy skills of the information age"*.

Participant D also noted that public libraries in Windhoek extended many services to users including remote services. At KH and NM community libraries, users were encouraged to use remote services such as requesting for information through email and telephones. No users were allowed to use the resources in the building, and this kept the librarians happy because they knew that their clients were using credible and verifiable sources of information.

The study revealed that GM and NM community libraries' spaces were created to work with health professionals in disseminating Covid 19 information through mobilizing and distributing information

(Leaflets, posters and pamphlets, etc.). This allowed members of the public to see how libraries can partner other professionals in fighting against misinformation and disinformation.

All five libraries (KH, NM, WP, KA and GM) used Internet (through Wi-Fi), radio and TV to broadcast Covid 19 updates which were announced periodically by the government through the Ministry of Information and Communication. During these broadcasting sessions some community members came to the library to get the correct information about the Covid 19 pandemic. Public libraries provided connections to broaden access including and the Katutura community library provided training on consumer health information resources and or information literacy to curb misinformation.

2.1.4 Challenges and Opportunities of Disinformation and Misinformation faced by Public Libraries

The study revealed that youths with political agendas saw an opportunity to de-campaign against the government and political leaders. The internet was rife with fake news as some agents of falsehoods wanted people to believe that Covid 19 was a gimmick (fake).

There was a reduction in the number of library users because of Covid 19 although the health protocols were observed. Since the GM community library was a Covid 19 centre, most users stopped coming due to the stigma associated with the pandemic.

In some cases, librarians could not do anything about fighting misinformation during the Covid 19 era as they thought it's not their mandate. The study also revealed that some libraries were not having internet connections and most members of the public were affected since they could not access information from credible sources such as the Ministry of Health, WHO, etc.

Some opportunities were also identified as the study revealed and these included that health workers and library professionals at GM, NM and KA collaborated and worked together to curb the spread of the disease. Thus, regular meetings were held between library staff with their community members as a way of disseminating accurate Covid 19 information. This, however, resulted in confidence building and trust between the communities and their local libraries to such an extent that some people who had never visited the library before became confident in using the library services.

The Khoamasdal community library used the library register for contact tracings and to make follow ups

on people who may have been affected by the virus in their respective communities. This was an opportunity as it helped to curb the spread of the pandemic and many health and government officials appreciated the role played by the public libraries.

2.1.5 Interventions to Curb Misinformation and Disinformation in Public Libraries

Several interventions were put in place and one participant reported that since the disease caught most librarians off guard, it was difficult to prepare against misinformation and disinformation during Covid 19. Thus, public libraries in Windhoek relied mostly with other key stakeholders who generated and distributed information on the pandemic.

As a way of curbing the spread of the Covid virus, all public libraries under investigation, assumed their role of distributing accurate information and started to collaborate with health practitioners to distribute health related information on Covid 19, through posters, leaflets, etc.

The GM and NM public libraries created spaces which they termed “health corners” as a concerted effort to fight misinformation. Meetings were held in public libraries to create awareness of Covid 19 and build confidence to members of the community on the reality and existence of the pandemic. Thus newspapers, books, etc., were used to disseminate information about Covid 19.

3. Conclusion and Recommendations

This study on the preparedness of the public libraries in Windhoek against misinformation and disinformation during covid 19 offers an empirical study of how public libraries have experienced and reacted to misinformation in their communities. The research shows that librarians in Windhoek do understand their role as “truth workers” in their quest to disseminate accurate information. They are also aware of many of the difficulties of guarding against misinformation, and that they are excited to tackle these challenges. However, a great deal of work still needs to be done to promote information literacy amongst library staff and users. The study recommends that public libraries should continue providing factual information (that is before, during and after the disaster has occurred) since natural disasters and pandemics will continue to exist for as long as the human being will continue to exist on this planet earth. It is also recommended that collaboration between the public libraries and other Ministries should be an ongoing project to create awareness and guard against misinformation in communities that they serve.

4. References

1. Adigun, G.O., et al. (2020). Interrogating the role of libraries in the fight against COVID-19 Pandemic: The Nigerian perspective. *International Journal of Knowledge Content Development & Technology* 10(4), 47-64. https://www.researchgate.net/publication/349038515_Interrogating_the_Role_of_Libraries_in_the_Fight_against_COVID-19_Pandemic_The_Nigerian_Perspective
2. Affelt, A. (2019). All That's Not Fit to Print: Fake News and the Call to Action for Librarians and Information Professionals. *Emerald*. <https://books.emeraldinsight.com/resources/pdfs/chapters/9781789733648-TYPE23-NR2.pdf>
3. Andrews EL. How fake news spreads like a real virus. 2019. Oct 22, Retrieved June 12, 2020 from <https://engineering.stanford.edu/magazine/article/how-fake-news-spreads-real-virus>.
4. Association for College and Research Libraries. (2006). Information literacy competency standards for higher education. Chicago: ACRL. <https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&isAllowed=y>
5. Banks M. (2016) Fighting fake news: How libraries can lead the way on media literacy. *American Libraries Magazine*, December 27. <https://americanlibrariesmagazine.org/2016/12/27/fighting-fake-news/> (accessed 5 May 2017)
6. Berry J.N. (2016) The misinformation age. *Library Journal* 141(14): 10
7. Bluemle, S. (2018) Post-facts: Information literacy and authority after the 2016 election. *Libraries and the Academy* 18(2): 262–282.
8. Dag Hammarskjöld Library Conferences. (2020). The contribution of libraries to fight against misinformation. <https://research.un.org/conferences/webinars>
9. Dollinger A (2017) Can librarians save us from fake news? *VICE*, 21 March. https://www.vice.com/en_us/article/can-librarians-save-us-from-fake-news (accessed 5 May 2017).
10. Fallis D (2015) What is disinformation? *Library Trends* 63(3): 401–426.
11. Guess, A. M. & Lyons, B. A. (2020). *Misinformation, Disinformation, and Online Propaganda. In Social Media and Democracy*. Cambridge: Cambridge Press. https://www.researchgate.net/publication/343996616_Misinformation_Disinformation_and_Online_Propaganda
12. Head, A.; Wihbey, J. (2017). The Importance of Truth Workers in an Era of Factual Recession.

- <https://medium.com/@ajhead1/the-importance-of-truth-workers-in-an-era-of-factual-recession-7487fda8eb3b>
13. Herrero-Diz, P. & López-Rufino, C. (2021). Libraries Fight Disinformation: An Analysis of Online Practices to Help Users' Generations in Spotting Fake News. <https://doi.org/10.3390/soc11040133>
 14. Hodgins E. & Kahne J. (2018) Misinformation in the information age. *Social Education* 82(4): 208–211.
 15. Huang, X & Chang, Y. C. (2023). Critical Thinking Instruction Incorporated in Cross-Cultural Communication Course Design: A Needs Analysis Report Based on Voices of Chinese International College Undergraduates. *Journal of Education and Learning* 12 (1): 40-51.
 16. International Federation of Library Associations and Institutions (IFLA) (2017) How to Spot Fake News https://www.ifla.org/files/assets/hq/topics/info-society/images/how_to_spot_fake_news.pdf (accessed 1 October 2017)
 17. LaPierre SS, Kitzie V (2019) Lots of questions about 'fake news': How public libraries have addressed media literacy, 2016-2018. *Public Library Quarterly* 38(4): 428-452.
 18. Malizia, M., Hamilton, R., Littrell, D., Vargas, K. & Olney, C., 2012, 'Connecting public libraries with community emergency responders', *Public Libraries* 51(3), 32–36.
 19. Martel, Cameron, Gordon Pennycook, and David G. Rand. 2020. Reliance on Emotion Promotes Belief in Fake News. *Cognitive Research: Principles and Implications* 5: 47.
 20. Maurois, A. "Public Libraries and Their Mission." In *UNESCO Bulletin for Libraries*, no. 4. Paris: UNESCO, 1961.
 21. Mousoulidou, M.; Christodoulou, A.; Siakalli, M.; Argyrides, M. (2023) The Role of Conspiracy Theories, Perceived Risk, and Trust in Science on COVID-19 Vaccination Decisiveness: Evidence from Cyprus. *Int. J. Environ. Res. Public Health* 2023, 20, 2898. <https://doi.org/10.3390/ijerph20042898>
 22. Nelson T, Kagan N, Critchlow C, Hillard A, Hsu A. The Danger of Misinformation in the COVID-19 Crisis. *Mo Med*. 2020 Nov-Dec;117(6):510-512.
 23. Petratos, P.N. (2021). Misinformation, disinformation, and fake news: Cyber risks to business. *Business Horizons*, (64), 6: 763-764.
 24. Posetti, J. & Bontcheva, K. (2020). Disinfodemic: Deciphering COVID-19 disinformation. Paris: UNESCO. https://en.unesco.org/sites/default/files/disinfodemic_deciphering_covid19_disinformation.pdf
 25. Revez, J & Corujo, L. (2022). Infodemic, disinformation and fake news: the role of libraries in Post-Truth Society. *Boletim do Arquivo da Universidade de Coimbra, extra 1* [2022], pp. 31-53. https://doi.org/10.14195/2182-7974_extra2022_1_2
 26. Sauv , M.R.; Lapointe, J.M.; Coutant, A. (2021). Les Biblioth caires en Lutte Contre les Fake News. January 2021. Le Devoir. Retrieved from <https://www.ledevoir.com/opinion/idees/593991/les-bibliothecaires-en-lutte-contre-les-i-fake-news-i> (accessed on 21 May 2021).
 27. S e, S. O. (2021). A unified account of information, misinformation, and disinformation. *Synthese*, 198(6), 5929–5949. <https://doi.org/10.1007/s11229-019-02444-x>
 28. Sullivan, M. (2019a). Libraries and Fake News: What's the Problem? What's the Plan? *Communications in Information Literacy*, 13(1), 91–113. <https://doi.org/10.15760/comminfolit.2019.13.1>.
 29. Sullivan, M. (2019b). Leveraging library trust to combat misinformation on social media. *Library & Information Science Research*, 41(1), 2–10. <https://doi.org/10.1016/j.lisr.2019.02.004>
 30. Sullivan M.C. (2018) Why librarians can't fight fake news. *Journal of Librarianship and Information Science* 51(4): 1146–1156.
 31. UNESCO (2020). Disinfodemic: deciphering COVID-19 disinformation. Paris. <https://unesdoc.unesco.org/ark:/48223/pf0000374416>
 32. Whitson, D. (1990). Libraries: The people's university. *New Directions for Adult and Continuing Education*. https://www.academia.edu/11189137/Libraries_The_peoples_university
 33. World Health Organization. (2021). Let's flatten the infodemic curve. <https://www.who.int/news-room/spotlight/let-s-flatten-the-infodemic-curve>
 34. World Health Organisation (WHO). (2020). *Understanding the Infodemic and Misinformation in the fight against COVID-19: digital transformation toolkit*. Geneva; WHO
 35. WHO (2021). Fighting misinformation during the time of COVID 19, one click at a time. <https://www.who.int/news-room/feature-stories/detail/fighting-misinformation-in-the-time-of-covid-19-one-click-at-a-time>
 36. Young, J. C., Boyd, B., Yefimova, K., Wedlake, S., Coward, C., & Hapel, R. (2020). The role of libraries in misinformation programming: A research agenda. *Journal of Librarianship and Information Science*. <https://doi.org/10.1177/0961000620966650>