

The “new” moderators of wellness:

Academic librarians in the platform age

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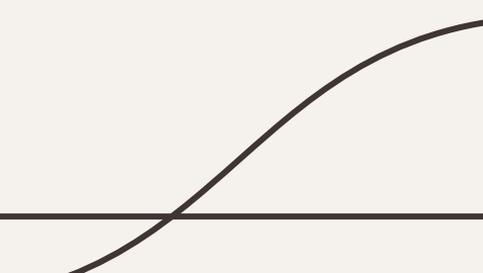


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01

What

is the problem?



Social Media Platform & The Users



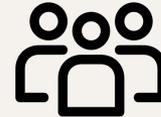
Profit-driven platform

Attention-seeking over
information accuracy



Inadequate moderation

Complex & ever-changing
ecosystem



**Crowd-contributed
community**
Less critical verification



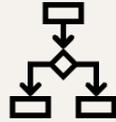
02

Why

is wellness affected by
misinformation?



Physical Wellbeing



**Affects the
Decision-making
Process**

Accurate, timely, legible, and accessible information is needed for informed decision-making



**Affects
Cognition and
Attention**

Attention capture (via misinformation) and information overload are cognitively burdensome

Mental Wellbeing



**Affects
Understanding of
the World**

Humans respond to negative media which generates a negativity or 'bad-news' bias



**Affects Social
Interactions and
Cohesion**

Misinformation encourages polarization, decreasing resiliency and tolerance



**Affects
Emotions and
Mental State**

Misinformation can be discomfoting and psychologically distressing

Current Moment: Increased understanding of impacts of ‘platform logic’

COVID-19

Wikipedia and W.H.O. Join to Combat Covid-19 Misinformation

(McNeil Jr. 2020)

US Elections

Election Falsehoods Surged on Podcasts Before Capitol Riots, Researchers Find

(Thompson 2022)

Russia–Ukraine War

Truth Is Another Front in Putin’s War

(Myers and Thompson 2022)

There is action at the global, regional, and local level by governments, academics, and industry.

E.U. Takes Aim at Social Media's Harms With Landmark New Law

(Satariano 2022)

Evidence-based strategies to combat scientific misinformation

(Farrell et al 2019)

Twitch Says It Will Bar Chronic Spreaders of Misinformation

(Browning 2022)

Academic librarians as information professionals can support efforts to combat platform harms



03

How

can academic librarians combat
misinformation?

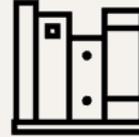
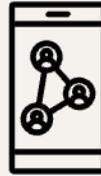


Approaches to combat misinformation

Teaching and resources have a limit.



Must avoid overemphasis
to prevent burnout
experienced by librarians



Joint accountability between
academic librarians, the
government, and social
media companies

Approaches to combat misinformation



Intellectual freedom and unrestricted access to information



Selecting, verifying, and controlling collections on behalf of users



Adopt the approach that “not just [that] misinformation is ‘out there,’” but “what misinformation does to our mind”

LibGuides

Creating libguides and teaching students how to discern misinformation and fake news.



- Libguides can prove unoriginal if they are only directing students to existing resources
- Challenge the 'checklist' approach by encouraging readers to become more critical



- More helpful to have integrated guides with existing resources and original information
 - Must have a definition for fake news
-

04

Which

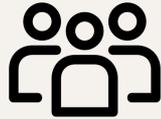
solutions can we take away from
this talk?

Academic librarians as the “new” moderators of wellness

Best positioned to ensure the wellness of patrons



Trusted community members with information-seeking skills



Encouraging critical conversations



Ability to shift from physical to digital spaces

Additional Resources

If you would like to learn more about misinformation on social media platforms, please consult the following:

Block, H & Riesewick, M. (2018). *The Cleaners*. PBS: Independent Lens.

<https://www.pbs.org/independentlens/documentaries/the-cleaners/>

Lim, G. (2019). *Disinformation Annotated Bibliography*. The Citizen Lab.

<https://citizenlab.ca/wp-content/uploads/2019/05/Disinformation-Bibliography.pdf>

Roberts, S. T. (2019). *Behind the Screen: Content Moderation in the Shadows of Social Media*. Yale University

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The Social Dilemma. (2020). <https://www.thesocialdilemma.com/the-film/>

Thank you!

We welcome your feedback
and questions!

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<https://www.nytimes.com/2022/01/04/technology/apple-google-spotify-podcast-election-misinformation.html>.
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Social Media Platform & The users



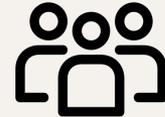
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