



**Universidade Estadual Paulista “Júlio de Mesquita Filho”
Faculdade de Filosofia e Ciências – Campus Marília
Programa de Pós-Graduação em Ciência da informação**

Rafael Cacciolari Dalessandro

**FAKE NEWS COMO OBJETO DE PRODUÇÃO CIENTÍFICA NA
CIÊNCIA DA INFORMAÇÃO E SEU IMPACTO NO FAZER DO
BIBLIOTECÁRIO**

**Marília
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Tese apresentada ao Programa de Pós-Graduação em Ciência da Informação da Faculdade de Filosofia e Ciências, da Universidade Estadual Paulista - Unesp/Marília - como requisito para a obtenção do título de Doutor em Ciência da Informação.

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Orientador: Prof. José Augusto Chaves Guimarães

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Dedico este trabalho à pessoa mais importante da minha vida, minha eterna amiga e conselheira: Mãe.

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“Always look beyond what you can see”
Mark A. Cooper

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RESUMO

Vive-se hoje em uma época em que a circulação de informação encontra poucas barreiras, com inúmeras possibilidades de troca de mensagens instantâneas nas mais variadas plataformas, utilizadas pelas pessoas em seu cotidiano e com a facilidade de os dispositivos pessoais, como os telefones celulares, por exemplo, sejam conectados à *World Wide Web*. Isso possibilita a criação de diversificados conteúdos, pelos mais diversificados sujeitos, e a qualquer momento. Esse contexto, se por um lado potencializa a criação e disseminação da informação, por outro cria terreno fértil para que as *fake news* se proliferem e façam com que boatos passem a ser tomados como verdade e influenciem distintas esferas da sociedade, tais como a política, a economia, a saúde pública e tantas outras, trazendo impactos diretos à vida do cidadão. Mesmo estando ciente do potencial nocivo das *fake news*, pouco ainda se sabe sobre os aspectos específicos relacionados a esse domínio do conhecimento e em que medida eles vêm sendo incorporados ao universo investigativo da Ciência da Informação (CI). Desse modo, indaga-se como a CI vem incorporando, na produção de seu conhecimento científico, a discussão sobre o impacto das *fake news* frente à atuação dos bibliotecários. Para tanto, um levantamento bibliográfico sobre o tema na base de dados LISA foi conduzido à luz da Análise de Domínio (HJØRLAND; ALBRECHTSEN, 1995), da Análise de Conteúdo (BARDIN, 2011) e dos estudos bibliométricos, o que por sua vez possibilitou uma melhor contextualização do domínio analisado e, por conseguinte, uma melhor compreensão do seu impacto nas atividades do bibliotecário. Dessa forma, constatou-se que a literatura possui uma variedade de autores (244) que escreveram sobre a temática, majoritariamente em autoria única (36,52%), assim como uma diversidade de instituições (42 estadunidenses e 18 espanholas) que produziram a respeito do tema. De forma semelhante, houve uma abundância de revistas que publicaram sobre as *fake news*, o que por sua vez demonstra a importância da temática, visto que os escopos das mesmas tendem a serem diferentes uns dos outros. A análise das palavras-chave possibilitou constatar as várias facetas com que o domínio dialoga revelando o impacto do tema na Ciência da Informação, em aspectos epistemológicos, formas de detecção de tais notícias, comportamento informacional dos usuários que as consumiram, e o papel do bibliotecário frente a tais ameaças. A literatura analisada revelou-se recente ao apresentar o ano de 2017 como o primeiro ano em que os artigos foram recuperados, e com forte predominância da língua inglesa (75,65%). A análise das citações possibilitou identificar um grupo de 35 trabalhos que serviram de embasamento teórico para o corpus de pesquisa inicialmente analisado. Por fim, destaca-se que o cuidado no combate as *fake news* se evidencia em atividades do dia a dia do bibliotecário, tais como: política de desenvolvimento de coleções, organização e representação do conhecimento, serviço de referência, e educação de usuários.

Palavras-chave: Fake News. Pós-verdade. Ética da Informação. Bibliotecário. Ciência da Informação.

DALESSANDRO, Rafael Cacciolari. **Fake news as an object of scientific production in Information Science and its impact on librarian work.** 2023. Thesis (PhD in Information Science) – Faculty of Philosophy and Science, São Paulo State University, Marília, 2023.

ABSTRACT

We are living nowadays in an era that the circulation of information almost has no borders, may it be from the innumerable possibilities of instant messaging in the most different types of platforms that have been used by people in their daily routines or the ease in which personal devices, such as smartphones, are connected to the World Wide Web. This creates a scenario that many contents might be created by anyone at any time. If this situation in one way may stimulate the creation and dissemination of information, in the other it creates fertile ground for fake news to proliferate and therefore making rumors to be taken for granted influencing many spheres of society, such as politics, economy, public health and many others, which brings direct impacts to the lives of people in general. Even though the dangers of fake news are well known by the common sense, little is known about its specific aspects and to what extent they have been incorporated into the investigative universe of Information Science. In this sense, it is questioned how Information Science has been incorporating the discussion about the impact of fake news on the performance of librarians to the production of its knowledge. In order to do so, a bibliographic research about the theme was carried out in the LISA database in the light of Domain Analysis (HJØRLAND; ALBRECHTSEN, 1995), Content Analysis (BARDIN, 2011) and bibliometric studies, which in turn enabled a better contextualization of the analyzed domain as well as its impact on the performance of librarians. In that sense, it was found that the literature on fake news has a variety of authors (244) who have published on the subject, mostly in single authorship (36,52%), as well as a diversity of institutions (42 in the USA and 18 in Spain) who have produced scientific materials about fake news. In a similar way, there was an abundance of scientific journals who have published about fake news, which demonstrates the importance of the theme since their scopes tend to be different from each other. The analysis of the keywords has made it possible to verify the various facets with which the domain dialogues, revealing the impact of the theme on Information Science, may it be on epistemological aspects, or ways of detecting fake news, informational behavior of patrons who have consumed them, and the role of librarians against such threats. The analyzed literature proved to be recent by presenting the first article retrieved in 2017, having the English language as the majority among them (75,65%). The citation analysis made it possible to identify a group of 35 papers that served as a theoretical basis for the research corpus which was initially analyzed. Finally, it is possible to highlight that the act of combating fake news is evident in librarian's day by day activities, such as: collection development policy, organization and representation of knowledge, reference service and instructions given to patrons by information literacy.

Keywords: Fake News. Post-truth. Information Ethics. Librarian. Information Science.

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RESUMEN

Vivimos hoy em uma época em que la circulación de la información encuentra pocas barreras, com numerosas possibilidades de intercambio de mensajes instantâneos em las más variadas plataformas, utilizadas por las personas em su vida cotidiana y com la facilidade de los dispositivos personales, como el celular, por ejemplo, están conectados a la World Wide Web. Esto possibilita la creación de contenidos diversos, por las personas más diversas y em cualquier momento. Este contexto, si por um lado potencia la creación y difusión de información, por outro crea um terreno fértil para que proliferen las fake news y que los rumores lleguen a ser tomados como verdades e influyan em diferentes esferas de la sociedad como la política, la economía, salud pública y muchos otros, trayendo impactos directos a la vida del ciudadano. Aún siendo conscientes del potencial nocivo de las fake news, poco se sabe sobre los aspectos específicos relacionados com este domínio del conocimiento y em qué medida se han incorporado al universo investigativo de la Ciencia da Informação. De esta forma, se cuestiona como la Ciencia da Informação viene incorporando, ela la producción de su conocimiento científico, la discusión sobre el impacto de las fake news em el desempeño de los bibliotecários. Para ello, se realizo um levantamento bibliográfico sobre el tema em la base de datos LISA a la luz de Análisis de Dominio (HJØRLAND; ALBRECHTSEN, 1995), Análisis de Contenido (BARDIN, 2011) y estudios bibliométricos, que por sua vez permitieron una mejor contextualización de la domínio analizadoy, em consecuencia, una mejor comprensión de su impacto em las atividades del bibliotecário. En ese sentido, se encontró que la literatura sobre fake news cuenta con una variedad de autores (244) que han publicado sobre el tema, em su mayoría de autoría única (36,52%), así como diversidad de instituciones (42 em UU. y 18 em España) que han elaborado material científico sobre fake news. De manera similar, hubo una gran cantidad de revistas científicas que han publicado sobre noticias falsas, lo que demuestra la importancia del tema, ya que sus alcances tienden a ser diferentes entre sí. El análisis de las palabras clave permitió verificar las diversas facetas con las que dialoga el dominio, revelando el impacto del tema em las Ciencias de la Información, ya sea em aspectos epistemológicos, o formas de detección de noticias falsas, comportamiento informativo de los usuarios que tienen consumidos, y el papel de los bibliotecarios frente a tales amenazas. La literatura analizada demostró ser reciente al presentar el primer artículo recuperado em 2017, teniendo el idioma inglés como mayoritario entre ellos (75,65%). El análisis de citas permitió identificar un grupo de 35 artículos que sirvieron de base teórica para el corpus de investigación inicialmente analizado. Finalmente, es posible destacar que el acto de combatir las noticias falsas se evidencia em las actividades del día a día del bibliotecario, tales como: política de desarrollo de colecciones, organización y representación del conocimiento, servicio de referencia e instrucciones dadas a los usuarios por alfabetización informacional.

Palabras clave: Fake News. Post-verdad. Ética de la Información. Bibliotecario. Ciencia de la Información.

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LISTA DE ABREVIATURAS E SIGLAS

ACRL - *Association of College and Research Libraries*

AD - Análise de Domínio

ALA - *American Library Association*

ANSI - *American National Standards Institute*

BERT - *Bit Error Ratio Test*

BSC - *Barcelona Supercomputing Center*

CAPES - Coordenação de Aperfeiçoamento de Pessoal de Nível Superior

CBO - Classificação Brasileira de Ocupações

CFB - Conselho Federal de Biblioteconomia

CI - Ciência da Informação

CNN - *Cable News Network*

COVID-19 - *Coronavirus Disease 2019*

EI - Ética da Informação

EII - Ética Intercultural da Informação

FFM – *Five Factor Model*

IFLA - *International Federation of Library Associations*

IFRS - Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul

INU - *Incheon National University*

JASIST – *Journal of the Association for Information Science and Tehcnology*

LISA - *Library and Information Science Abstracts*

MIL – *Media and Information Literacy*

MIT - *Massachusetts Institute of Technology*

MOOCs - *Massive Open Online Courses*

NCLIS - *U.S. National Commision on Libraries and Information Science*

OMS - Organização Mundial da Saúde

OPAS - Organização Pan-Americana de Saúde

SARS – *Severe Acute Respiratory Syndrome*

SARS-COV-2 - *Severe Acute Respiratory Syndrome Coronavirus 2*

SNSPA - *National University of Political Studies and Public Administration*

TICs - Tecnologias da Informação e do Conhecimento

TTI - Tratamento Temático da Informação

UACJ - *Universidad Autónoma de Ciudad Juárez*
UB – *University of Barcelona*
UC3M - *Universidad Carlos III de Madrid*
UFBA – Universidade Federal da Bahia
UFC - Universidade Federal do Ceará
UFMG – Universidade Federal de Minas Gerais
UFRGS – Universidade Federal do Rio Grande do Sul
UFS – Universidade Federal de Sergipe
UNED - *Universidad Nacional de Educación a Distancia*
UOC – *Universitat Oberta de Catalunya*
UPF – *Universitat Pompeu Fabra*
UPV – *Universidad del País Vasco*
URL - *Universitat Ramon Llull*
USM - *Universiti Sains Malaysia*
USP – Universidade de São Paulo
WHO - *World Health Organization*
WWW - *World Wide Web*

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1 INTRODUÇÃO

A Ciência da Informação (CI) desde sua formalização como tal, após o final da Segunda Guerra Mundial, vem se permeando pela interdisciplinaridade uma vez que, ao lidar com conhecimentos oriundos de distintas áreas do conhecimento, evidencia uma interação a partir da prestação de serviços de informação culminando em um processo acumulativo de aspectos teóricos e metodológicos de distintas áreas do conhecimento. Dessa maneira, a CI é tida como uma disciplina que visa fornecer corpus teórico-metodológico para o aperfeiçoamento de instituições de informação cujos procedimentos encontram-se voltados à acumulação, organização e transmissão de conhecimento de maneira geral (ARAÚJO, 2014; BORKO 1968; SARACEVIC, 1970).

Historicamente construída a partir de uma influência de natureza conceitual oriunda da Documentação e de uma influência de natureza operacional, da recuperação da informação (OLIVEIRA, 2005), a CI atua interdisciplinarmente em duas esferas de abrangência, ou círculos concêntricos. Em um nível mais próximo, interage diretamente com três áreas afins que a propulsionam, denominadas por Smit (1993) como as “três Marias”: Arquivologia, Biblioteconomia e Museologia. Em um círculo externo, suas relações dão-se, de forma dinâmica, com áreas como Filosofia, Sociologia, Antropologia, Linguística, Economia, Psicologia dentre outras (MARTÍNEZ-ÁVILA, 2018; SARACEVIC, 1995; SHERA, 1968).

De acordo com Queiroz e Moura (2015), a CI não é um campo de estudos recente como o seu nome possa transparecer, pois há registros de que com o surgimento de encontros das sociedades científicas em meados do século XVI, encontros onde os cientistas se comunicavam entre si através de cartas demonstrando os seus estudos e descobertas, fez com que ali já se criasse um prenúncio dos periódicos científicos. No entanto, foi apenas em 1665 com o surgimento do *Journal des Sçavans* (França) e o *Philosophical Transactions* (Inglaterra) que se iniciou formalmente o processo de comunicação e informação científico (MEADOWS, 1999; PINHEIRO, 2002).

Desta forma, o aumento do número de pesquisadores e, por conseguinte, de pesquisas, atrelados ao desenvolvimento tecnológico, fizeram com que se criasse o ambiente propício ao surgimento da Ciência da Informação. Segundo Pinheiro (2002), a CI nasceu a partir de três fatores: 1) “explosão da informação” dado ao avanço científico e tecnológico durante a Segunda Guerra Mundial; 2) necessidade de registro (controle bibliográfico) e transmissão de informação e conhecimento; 3) surgimento de novas tecnologias, como foi o caso do

computador que passou a ser utilizado no processamento de informações bibliográficas na década de sessenta.

Em termos conceituais, Borko (1968, p.1) define a CI como “[...] a disciplina que investiga as propriedades e o comportamento do processamento da informação, visando à acessibilidade e a usabilidade ótima”. Nesse contexto, o referido autor destaca um conjunto de processos relativos à informação que se integram ao objeto da área, quais sejam, sua “coleta, organização, armazenamento, recuperação, interpretação, transmissão, transformação, e utilização”.

O autor ainda explicita a importância da CI como disciplina, uma vez que ela objetiva fornecer um corpus teórico sobre informação que visa propiciar uma melhoria de instituições e procedimentos dedicados à acumulação e transmissão de conhecimento, tais como: livros (empacotamento do conhecimento), escolas (ensino sobre as questões que envolvem o conhecimento acumulado de várias gerações), bibliotecas (armazenamento e disseminação do conhecimento), filmes e televisão (exposição visual do conhecimento), periódicos (comunicação escrita dos últimos avanços técnicos em campos especializados), e por fim conferências (comunicação oral de informação).

Saracevic (1996, p. 47), por sua vez, destaca que a CI possui uma dimensão tanto científica quanto de prática profissional no que se refere aos “[...] problemas da efetiva comunicação do conhecimento e de seus registros entre os seres humanos, no contexto social, institucional ou individual do uso e das necessidades de informação”, destacando a importante contribuição trazida pelas tecnologias da informação. Para o referido autor, a CI emergiu no início dos anos 60 e prolonga-se até hoje, tendo como os principais problemas propostos pela pesquisa básica na área questões acerca da natureza, manifestações e efeitos dos fenômenos básicos (a informação, o conhecimento e suas estruturas) e processos (comunicação e uso da informação).

Capurro e Hjørland (2007, p. 186) sintetizam a questão ao afirmarem que a CI aborda “a geração, coleta, organização, interpretação, armazenamento, recuperação, disseminação, transformação, e uso da informação, com ênfase particular, na aplicação de tecnologias modernas nestas áreas”.

Hoje, a CI vem tecendo uma especial interação com a Ciência da Computação na medida em que as novas tecnologias de informação trouxeram efetiva rapidez e capacidade de gestão e de recuperação de imensos volumes de informação a baixo custo. Por outro lado, a figura do usuário passa a ocupar espaço cada vez mais central nesse campo, em que elementos de natureza sociocognitiva constituem importantes ferramentas para o estudo de seu

comportamento e de suas necessidades informacionais (HJØRLAND, 2002; WILSON, 1981, 1997).

Desse modo, a CI já não tem mais a finalização de seus processos na simples disseminação da informação, mas, indo além, na satisfação do usuário, na forma como este se apropria da informação e no conhecimento por ele gerado a partir daí, em uma “helicóide informacional” (GUIMARÃES, 2008b).

E é exatamente no terreno da satisfação do usuário e na forma como esse se apropria da informação que vem à tona uma questão de natureza ética, relativa à procedência e à confiabilidade da informação organizada, recuperada e disseminada, de modo a que se evitem prejuízos ou danos ao usuário. Nesse terreno, especial destaque merecem os efeitos deletérios causados pela desinformação, normalmente espalhados por meio das denominadas *fake news* que circulam em vários meios de comunicação (aqui entendidos como fontes de informação ao usuário) e que, em sua maioria, possuem o intuito de fabricar ou manipular conteúdos de forma intencional e, assim, acarretar, disseminação de informação falsa. Segundo Volkoff (2004), os estudos sobre desinformação ajudam no combate à disseminação de informações falsas, uma vez que direcionam um olhar crítico àquilo que se pretende analisar.

Tendo em vista a dimensão do problema e o risco que as notícias falsas oferecem à sociedade como um todo, evidencia-se a importância do profissional bibliotecário no combate às *fake news* e a consequente prevenção contra os efeitos negativos dos vários tipos de desserviços relacionados à veiculação de notícias inverossímeis, uma vez que bibliotecários dispõem de conhecimentos que os habilitam identificar fontes informacionais duvidosas e tendenciosas. Isso, em última análise, evidencia uma das dimensões de compromissos éticos dos profissionais da informação propostas por Guimarães (2000), mais especificamente no que tange ao compromisso ético com o conteúdo da informação em si mesma.

No que se diz respeito à informação em sua essência, a questão ética desempenha um papel crucial na garantia de responsabilidade social na área de CI, uma vez que prioriza questões referentes aos valores na relação entre provedores e usuários de serviços de informação (SOUZA; STUMPF, 2013).

A questão ética do profissional da informação, no que tange ao conteúdo informacional por ele organizado, recuperado e disseminado, tem sido objeto de preocupação da CI ao longo de mais de duas décadas, a partir de estudos de Froehlich (1994, 1997), Rubin e Froehlich (1996), Fernández-Molina (2000) e Koehler e Pemberton (2000) entre outros. Indo além, Guimarães *et al.* (2008c), em um estudo sobre os valores éticos interagentes nos

processos de organização e representação da informação, referem-se textualmente à garantia de confiabilidade, à consistência e à precisão do conteúdo informacional.

Mesmo estando ciente do potencial nocivo das *fake news*, pouco ainda se sabe sobre os aspectos específicos relacionados a esse domínio do conhecimento e em que medida eles vêm sendo incorporados ao universo investigativo da CI, em especial se considerarmos que um dos principais objetivos da pesquisa em CI consiste em produzir e criar conhecimento (teórico, metodológico, aplicado) que possa subsidiar o desenvolvimento das atividades dos profissionais da informação.

Desse modo, e partindo do problema de que ainda não se dispõe de um cenário analítico e sistematizado sobre a temática das *fake news* na CI, enuncia-se como questão fundamental de pesquisa: como a CI vem incorporando, na produção de seu conhecimento científico, a discussão sobre o impacto das *fake news* nos fazeres que lhe são inerentes?

A justificativa para a realização do trabalho se evidencia pela atualidade do tema, pela necessidade de a CI, no cumprimento de seu papel social, nele se inserir mais efetivamente e, principalmente, na possibilidade de a comunidade acadêmica e profissional poder dispor de um quadro de referência que lhe consolide e sistematize o conhecimento até então produzido na área, a respeito. Ademais, essa justifica se amplia pela possibilidade de, a partir daí, abrirem-se novas frentes de pesquisa no futuro, em temáticas mais verticalizadas e em universos mais específicos.

Tem-se como objetivo geral desta pesquisa, a análise do impacto das *fake news* em relação à atuação do profissional bibliotecário na produção científica internacional em CI, uma vez que a produção científica é um importante elemento caracterizador dos saberes de um dado campo ao que se alia seu papel social, ao veicular informação para a produção de novo conhecimento. A escolha pela produção internacional se justifica pela maior visibilidade que essa possui em virtude da língua inglesa e a conseguinte diversidade de tópicos em relação ao objeto de estudo do que foi constatado na literatura nacional, que em sua maioria apresentou literatura centralizada em contextos específicos.

Decorrendo do objetivo geral, delineiam-se os seguintes objetivos específicos: a) identificar o espectro temático dessa literatura sobre *fake news* na Ciência da Informação; b) averiguar especificamente as abordagens relativas aos impactos das *fake news* no fazer profissional do bibliotecário; c) estabelecer elementos para categorizar a temática das *fake news* no âmbito da Ciência da Informação; d) identificar elementos que permitam delimitar o papel do profissional bibliotecário no combate às *fake news*.

Para tanto, o trabalho parte dos conceitos e as características da ética da informação, com especial ênfase nas definições dos termos “informação” e “ética” para que se tenha uma visão mais detalhada do fenômeno como um todo (seção 2), ao que se segue um panorama de como as *fake news* estão enraizadas em nosso cotidiano e sociedade contemporânea, a partir da exposição de aspectos conceituais, históricos e característicos das notícias falsas (seção 3). Em seguida, abordam-se os desafios enfrentados pelos bibliotecários em sua rotina profissional frente às mazelas criadas pelas *fake news* e seus consequentes desdobramentos (seção 4). Adentrando na parte metodológica (seção 5), descreve-se o percurso trilhado para, na seção 6, apresentar os resultados da pesquisa a partir da implementação da análise de domínio sobre o corpus de pesquisa obtido inicialmente, de modo a que se possa chegar a um conjunto de conclusões (seção 7).

2 A DIMENSÃO ÉTICA DA INFORMAÇÃO

A Ciência da Informação, como visto anteriormente, é tida como uma ciência por possuir teorias e métodos próprios, bem como um objeto de estudo: a informação e os processos nela incidentes. O interesse da área na informação propriamente dita faz com que vários tópicos relacionados ao seu objeto de estudo surjam conforme o tempo e as pesquisas evoluem, tendo como um exemplo recente o atual interesse a partir dos profissionais da área sobre a ética da informação. No entanto, para que o tópico seja melhor compreendido, faz-se necessário primeiramente que os termos “informação” e “ética” sejam mais detalhadamente discutidos, possibilitando maior subsídio conceitual.

Ainda que o termo informação seja de uso cotidiano, vale destacar que a CI disponibiliza uma variedade de conceitos a respeito do mesmo, sendo necessário resgatá-los a fim de evitar alguns equívocos. Para tanto, há de se mencionar a emergência da tríade conceitual (dados, informação e conhecimento) na CI a partir dos esforços de fundamentação disciplinar visando à sua elaboração identitária como disciplina científica – com especial reconhecimento ao já mencionado trabalho seminal de Borko (1968) – a respeito dos contornos e requisitos científicos da nova disciplina, que por sua vez teria se constituído como tal pela demanda por resolução de problemas de informação e conhecimento (SEMIDÃO, 2014).

Relativamente aos dados, os autores Cunha e Cavalcanti (2008, p. 112) destacam ser essa “a menor representação convencional e fundamental de uma informação (fato, noção, objeto, nome próprio, número, estatística, etc.) sob forma analógica ou digital passível de ser submetida a processamento manual ou automático”. Caracterizado como uma sequência de símbolos quantificados ou quantificáveis que pode ser armazenada e processada por computador (SETZER, 1999), o dado é tido como o elemento mais básico da tríade, posto que não há significado inerente nos dados, eles apenas descrevem uma parte do que aconteceu, fazendo assim com que não haja uma base sustentável de ação, ou seja, não dizem nada sobre sua importância ou irrelevância. No entanto, configuram-se como elementos importantes as organizações, visto que são matéria-prima essencial para a criação da informação (DAVENPORT; PRUSAK, 1998).

Quanto à informação, Cunha e Cavalcanti (2008, p. 201) apresentam dimensões conceituais relativas ao registro de um certo conhecimento que pode subsidiar uma decisão, uma “prova que sustenta ou apoia um fato”, ou ainda um conjunto de “dados numéricos alfabéticos ou alfanuméricos processados por computador”. Os referidos autores destacam

que a informação é passível de operações como “criação, transmissão, armazenamento, recuperação, recepção, cópia (em diferentes formas), processamento e destruição”.

Para Buckland (1991), a informação pode assumir três concepções distintas, elas são: informação como processo, informação como conhecimento e informação como coisa. Em relação à informação como processo, tem-se a ideia de o momento em que alguém é informado aquilo que ela conhece é modificado. Logo, informação é “o ato de informar”, comunicação do conhecimento ou novidade de algum fato ou ocorrência, ação de falar ou de ser informado sobre algo.

Informação como conhecimento denota a mesma informação que é entendida na informação como processo, em outros termos, o conhecimento comunicado referente a um fato em particular, assunto ou evento. Aquilo que alguém é informado ou contado, ou até mesmo visto como inteligência ou notícias. O autor ainda revela que a noção de informação que reduz a incerteza é vista como um caso especial de informação como conhecimento, uma vez que a informação pode aumentar a incerteza.

Por fim, a informação como coisa demonstra que o termo informação também pode ser atribuído a objetos, assim como dados e documentos por serem informativos e terem a qualidade de transmitir conhecimento ou comunicar informações, instrutivo. Como exemplo de objetos que demonstram ser informativos, o autor aborda os ossos de dinossauros. Em sua constatação, a literatura de Ciência da Informação tem concentrado estreitamente em dado e documentos¹ como recursos de informação, mas isto é contrário ao senso comum, visto que outros objetos são também potencialmente informativos. O mesmo então faz uma pergunta retórica: Como saberíamos sobre dinossauros se nenhum fóssil fosse encontrado?

Segundo Orna e Pettit (1980 apud BUCKLAND, 1991), em seus escritos sobre museus, dizem que no primeiro estágio os objetos são o único repositório de informações. Buckland ainda faz outra pergunta retórica: Por que centros de pesquisa juntam muitos tipos de coleções de objetos se eles não esperam que estudantes e pesquisadores aprendam a partir deles? E em seguida afirma que qualquer universidade estabelecida é provável que tenha uma coleção de pedras, um herbário de plantas preservadas, um museu de artefatos humanos, uma variedade de ossos, fósseis e esqueletos. Resumindo, Buckland diz que objetos que não são documentos no sentido normal de serem textos, podem, no entanto, ser recursos de informação (informação como coisa). Objetos são coletados, armazenados, recuperados e

¹ Nesse sentido, a concepção de informação como coisa se encontra na materialização da informação, ou seja, o registro da informação em algum suporte visando à garantia de sua permanência no tempo e portabilidade no espaço (SMIT; BARRETO, 2002).

examinados como informação com o intuito de se tornar informado. Logo, as pessoas deveriam questionar a integridade de qualquer visão de informação, Ciência da Informação ou sistemas de informação que não considerem objetos como sendo informacionais assim como consideram dados e documentos (BUCKLAND, 1991).

Sendo assim, o autor considera como sendo informação como coisa: dados, textos, objetos e eventos. Destaca ainda que neste sentido, o ponto de vista da informação inclui a comunicação. Comunicação essa que, segundo Saracevic (1974), trata-se de um processo onde algo chamado informação é transmitido de uma entidade (pessoas, organismos, objetos inanimados ou máquinas) a outra, onde a primeira é chamada de fonte enquanto a segunda é destino ou destinatário, havendo assim uma troca dinâmica ou retroalimentação entre elas.

De acordo com Moraes e Fadel (2009), há quatro tipos de informação, elas são: científica (conhecimento obtido por meio de pesquisa que se soma ao entendimento universal existente), tecnológica (relativo ao modo de fazer um produto ou prestar um serviço, objetivando sua colocação no mercado), estratégica (conhecimento das tendências de mercado e das conjunturas econômicas que afetam o seu comportamento), e de negócios (subsidiaria o processo decisório do gerenciamento das empresas industriais, assim como a prestação de serviços e comerciais, referentes aos seguintes tópicos: companhias, produtos, finanças, estatísticas, legislação e mercado).

Na concepção de Saracevic e Wood (1981), o termo informação é tão importante quanto à energia e a matéria aos sistemas vivos (dos simples aos complexos), visto que tecidos, organismos, células, sistemas, órgãos possuem uma inclinação ao processamento de energia e matéria por um lado, assim como informações por outro. Logo, visões diversas de informação tornam-se possíveis e complementares, frutos da observação de diferentes níveis e ângulos.

Ainda segundo os autores, a informação pode ser vista sob quatro perspectivas: a) uma seleção de um conjunto de mensagens disponíveis capaz de reduzir incertezas; b) o significado que as pessoas atribuem aos dados por meio de convenções conhecidas, utilizadas em sua representação²; c) a estrutura de qualquer texto ou coleção de sinais capaz de alterar a imagem de um destinatário, equiparando-se à tentativa de consolidação da informação; e d) o valor na tomada de decisão, uma vez que a informação se relaciona a valores estéticos, morais, éticos, econômicos ou sociais e a qualquer tipo de tomada de decisão. Desta forma,

² Os autores citam o exemplo da *American National Standards Institute* (ANSI) que adota tal perspectiva, visando simplificar o processamento de dados e a terminologia computacional, através da interpretação humana e representação de dados.

preza-se mais o valor do uso do que a informação em si aos indivíduos e a sociedade como um todo, visto que a quantidade de informação disponível a ambos torna-se irrelevante caso não seja usada.

Na visão de Setzer (1999), a informação configura-se como uma abstração informal (não pode ser formalizada através de uma teoria lógica ou matemática), que por sua vez representa algo significativo para alguém através de textos, imagens, sons ou animações. O autor afirma que isso se trata de uma caracterização e não de uma definição, visto que “algo”, “significativo” e “alguém” não estão bem definidos, assumindo-se que há um entendimento intuitivo desses termos. Como exemplo, o mesmo diz que “Paris é uma cidade fascinante” é um exemplo de informação, desde que lida ou ouvida por alguém, assim como “Paris” signifique a capital da França e “fascinante” tenha a qualidade usual e intuitiva associada àquela palavra.

A informação não é processada diretamente em um computador, para tanto, deve-se reduzi-la a dados. Desta forma, tem-se uma distinção fundamental entre dado e informação, já que o primeiro termo é puramente sintático e o segundo contém semântica (prescinde o significado, característica intrínseca da informação), tornando assim impossível a introdução de semântica em um computador porque a máquina é puramente sintática, assim como a matemática em sua totalidade (SETZER, 1999).

Em relação ao conhecimento, último elemento da tríade, Cunha e Cavalcanti (2008, p. 101) trazem a seguinte definição: “Operação vital imanente que tem por efeito fazer um objeto presente ao sentido ou à inteligência. O saber resulta desta operação” e o ato de “[...] entrar em contato com um objeto que lhe é exterior, seja ele qual for o modo de contato, portanto, o conhecimento é o ato de conhecer e o resultado desse ato”. Trata-se, pois, do “ato pelo qual o espírito apreende um objeto” dando possibilidade de se formar uma ideia sobre algo, indo da “simples identificação (conhecimento comum) à compreensão exata e completa dos objetos (conhecimento científico)”. Os referidos autores destacam ainda que, quando utilizado no plural, o termo refere-se a “erudição, instrução, saber”.

Acrescentam ainda que o conhecimento é tido como informação mais valiosa, e desta forma, mais difícil de gerenciar. Tal fato se deve pelo contexto, significado e interpretação dado à informação por alguém, essa pessoa refletiu sobre o conhecimento e acrescentou sua própria sabedoria, considerando implicações mais amplas (DAVENPORT, 1998 apud CUNHA; CAVALCANTI, 2008).

Se a informação para Setzer (1999) é vista como uma abstração informal, o conhecimento é tido como uma abstração interior, pessoal, ou seja, algo que tenha sido

experimento por alguém. O autor retoma o exemplo de Paris e afirma que alguém só tem um conhecimento sobre Paris se a visitou. Nesse sentido, o conhecimento não pode ser descrito inteiramente, senão seria apenas dado (se descrito formalmente e sem significado) ou informação (se descrito informalmente e com significado). Assim como não depende unicamente de uma interpretação pessoal (característica da informação), uma vez que requer vivência do objeto do conhecimento. Falar sobre conhecimento é entender que se adentra no âmbito subjetivo do homem ou animal. Desta forma, a diferença entre ambos é o fato de o ser humano estar consciente de seu próprio conhecimento, podendo então descrevê-lo de forma parcial e conceitualmente em termos de informação, como no exemplo “eu visitei Paris, logo eu a conheço”.

O mesmo autor destaca que dados que representem uma informação podem ser armazenados em computador, no entanto a informação não pode ser processada quanto a seu significado, pois depende de quem a recebe. Enquanto que o conhecimento, por sua vez, não pode ser inserido em um computador por representação, senão seria reduzido a uma informação. Desta forma, tem-se um equívoco ao se falar em “base de conhecimento” no computador, podendo haver no máximo uma “base de informação”, mas se está for processada em computador e transformada em seu conteúdo, não somente na forma, obtém-se de fato uma tradicional “base de dados”.

Para Queiroz e Moura (2015), o conhecimento é o resultado do processo de apropriação da informação, onde o sujeito aprende o seu sentido e em seguida faz a associação ao seu próprio conhecimento prévio.

Finalmente, têm-se os dados como observações sobre o estado do mundo, a informação como os dados com relevância e propósito, propriedades atribuídas aos dados por seres humanos, e o conhecimento como informação que foi dado um contexto, significado, interpretação, ou seja, alguém reflete sobre o conhecimento e acrescenta ao mesmo a sua própria sabedoria, considerando assim implicações mais amplas (MORAES; FADEL, 2009).

Saindo do domínio da tríade dados, informação e conhecimento e passando para o segundo aspecto conceitual a ser preliminarmente abordado – a ética – tem-se, segundo Rasche (2005), um campo de estudo e reflexão a respeito da conduta humana que é tradicionalmente objeto da Filosofia, mas não se atém a ela, atraindo cada vez mais atenção de várias áreas do saber. Por vezes, a ética é erroneamente utilizada como sinônimo de moral, isso se dá pela origem etimológica semelhante, visto que *ethos* provem do grego e *mores* do latim, ambos com significados que remetem a usos e costumes. No entanto, a ética é considerada uma indagação filosófica, crítica e reflexiva acerca da moral, o que por sua vez

abrange questões sobre o sentido e a finalidade da vida humana, assim como normas e valores que motivam e orientam as ações dos homens, no sentido de propor um bom viver e justiça (GONZÁLEZ DE GOMEZ, 2017).

Quando referida aos aspectos profissionais de uma profissão, a ética se materializa na Deontologia, que se institucionaliza nos chamados códigos de ética, ou seja, um conjunto de preceitos, ideias, elenco de determinações objetivas, instruções operacionais que devem ser seguidos pelos membros de uma categoria profissional objetivando a garantia de uniformidade na realização de um trabalho e ação do grupo, transparecendo a ação de um único indivíduo (SOUZA, 2002).

Para Guimarães *et al.* (2008d), por mais que a questão moral integre o universo da ética, pode-se afirmar que enquanto a moral está mais voltado ao estudo das regras de conduta propriamente ditas levando em conta um certo segmento social no espaço e tempo, a ética se volta a reflexão sobre os valores morais, ao passo que não dita e nem estabelece regras de conduta a serem seguidas, partindo do homem ter a consciência do bem agir e desta forma fazer de modo espontâneo. Os autores ainda afirmam que a literatura sobre ética na CI é tradicionalmente voltada a uma dimensão deontológica (a questão dos códigos de ética) e deveria aproximar-se de uma reflexão axiológica (a questão dos valores éticos), devido ao delineamento de novos universos profissionais da área da informação.

Para Fernández-Molina e Guimarães (2002), alguns dos valores éticos que deveriam ser utilizados por parte dos profissionais da informação em suas atividades são: 1- o interesse do usuário vem em primeiro lugar; 2- prover serviços objetivamente, sem influência de qualquer espécie; 3- prover os usuários com a mais atual e precisa informação possível; 4- evitar a censura na seleção de materiais da informação; 5- se algum tipo de censura ou filtro existe, informar os usuários de suas limitações; 6- separar as crenças pessoais do serviço profissional; 7- manter a competência profissional.

Segundo Capurro (2017), a distinção entre a ética e a moral não apenas permite uma atitude crítica sobre a moral vigente. Para o mesmo, a ética como reflexão histórica, sistemática e metódica está presente na universidade e centros de investigação, uma vez que tal reflexão pode ser abordada em contextos específicos, como é o caso da ética da informação (entendida pelo autor como uma reflexão crítica sobre normas e valores vigentes nas sociedades de informação e conhecimento), podendo esta explorar as estruturas de poder que estabelecem as atitudes e costumes informacionais e comunicacionais, da mesma forma que o desenvolvimento de conflitos éticos nesse campo.

Desta forma, a Ética da Informação (EI) vem sendo definida como o ramo da ética que foca principalmente na relação entre criação, organização, disseminação e uso da informação, assim como lida com os padrões éticos e códigos morais que governam a conduta humana em sociedade. Para tanto, a EI consulta a moralidade advinda da informação com recurso, produto ou alvo, ao providenciar um cenário crítico que possibilita considerar problemas morais referentes à informação, tais como: sua privacidade, agentes morais, novas questões locais e problemas que surgem a partir de seu ciclo de vida (criação, coleta, gravação, distribuição e processamento, especialmente em relação à propriedade e direitos autorais, exclusão digital e direitos digitais). Cabe ao profissional bibliotecário entender a importância do saber disseminar informação apropriada, além de ser responsável com suas ações ao lidar com informações (CARBO; ALMAGNO, 2001; FROEHLICH, 2004; REITZ, 2010).

Na visão de Capurro (2006), a EI possui tanto uma história recente quanto antiga. A última está ligada à tradição ocidental e data da questão da “*parrhesia*” (liberdade de expressão em uma tradução livre) na Grécia antiga. O autor, ao mencionar Foucault para definir o termo, afirma que “*parrhesia*” é essencial para a democracia ateniense, visto que se trata de uma forma de crítica em que o falante está em uma posição de inferioridade em relação ao seu interlocutor, no entanto o “*parrhesiastes*” fala a verdade por sua própria conta e risco sendo o mesmo a palavra certa no contexto. Dessa forma, afirmar o que uma pessoa acredita ser verdade pode ser perigoso em uma situação específica, como ao se dirigir a um tirano, caso em que a “*parrhesia*” se torna uma qualidade moral. Também pode ser perigoso ao cidadão que opõe a sua verdade à da maioria. Logo, o objetivo da ação verbal de dizer a verdade é ajudar a si ou a outras pessoas a escolher a franqueza ao invés da persuasão, uma vez que Foucault ressalta que a democracia ateniense foi definida pelo direito igual de expressão (*isegoria*), a igual participação de todos os cidadãos no exercício do poder (*isonomia*) e a atitude pessoal do bom cidadão como contador da verdade (*parrhesia*).

Assim sendo, a “*parrhesia*” não se baseia apenas em o que a pessoa acredita ser verdade, mas implica um comprometimento pessoal e público a essa crença, em razão do conhecimento deste estar ligado ao seu ser, assim como diz respeito à verdade sobre seu próprio ser. Portanto, dizer a verdade se torna um imperativo moral em condições particulares.

Quanto à relação da EI com a sua história recente, tem-se que a tradição ocidental da ética da informação se caracterizou a partir de duas ideias, a liberdade de expressão (mencionada anteriormente no contexto da *parrhesia*) e liberdade de impressão com ênfase na liberdade de imprensa. Atualmente, uma nova ideia surge na era da comunicação eletrônica

em que se encontra o mundo em rede, tal como a liberdade de acesso ou o direito de se comunicar neste ambiente digital (CAPURRO, 2006).

A partir desta terceira ideia surge a recente história da ética da informação, criada nos EUA na década de 80 com o nome de “*computer ethics*”. Foi então que a convergência das preocupações éticas entre esses profissionais da Computação e as áreas de Jornalismo, Biblioteconomia e Ciência da Informação, Gestão e Ética Empresarial, *Cyberethics* ou ética da internet configurou o formato atual da ética da informação (CAPURRO, 2006; FROEHLICH, 2004). Isso surgiu como o processo de problematização das normas comportamentais da comunicação em sociedades que são moldadas pela mídia de massa desde a segunda metade do século passado, situação que teve uma mudança dramática a partir da ascensão da internet como meio horizontal ou não hierárquico, assim como interativo e global para a produção, armazenamento, distribuição e troca de mensagens.

Desta maneira, o entendimento mais estrito da EI trabalha com questões éticas relacionadas à internet, uma vez que este novo meio gerou problemas que não puderam ser resolvidos a partir de regras e papéis tradicionais de geração hierárquica, distribuição, armazenamento e troca de mensagens sob a premissa de mídia de massa em sociedades democráticas.

De acordo com Froehlich (2004), os primeiros autores que fizeram menção à ética da informação foram: Robert Hauptman (fundador da *Journal of Information Ethics* em 1992 e autor de vários artigos sobre problemas éticos, tendo como o seu trabalho de maior expressão “*Ethical Challenges in Librarianship*”, onde o autor aborda assuntos tidos como desafios éticos no fazer profissional do bibliotecário: censura, privacidade, acesso à informação, equilíbrio no desenvolvimento de coleções, *copyright*, códigos de ética e usuários problemáticos) e Rafael Capurro (autor citado anteriormente cujo artigo escrito em alemão em 1988 “*Informationethos und Informationsethik*” foi um dos primeiros a tratar do tema em questão).

No entanto, antes mesmo de a área ter sido nomeada, alguns autores já traziam à tona alguns problemas éticos referentes à mesma em 1980, como é o caso do artigo “*Ethics in Information Science*” escrito por Barbara Kostrewski e Charles Oppenheim, que discute problemas como: confidencialidade da informação, preconceitos contidos em informações providenciadas aos usuários, qualidade de dados fornecidos por vendedores *online*, assim como o uso das dependências do local de trabalho.

Segundo um dos autores mais influentes da ética da informação na atualidade, o filósofo italiano Luciano Floridi, a EI passou a ter diferentes significados aos pesquisadores

que trabalham nas mais diversas áreas, tais como: Ética da Computação, Ética de Negócios, Ética Médica, Ciência da Computação, Filosofia da Informação, Epistemologia Social, assim como a Biblioteconomia e Ciência da Informação. Tal fator seria inevitável em virtude da novidade do campo e a natureza multifacetada do conceito de informação em si, o que por sua vez criou certa confusão no entendimento da natureza específica e o escopo da ética da informação (FLORIDI, 2006).

O autor, então, propõe uma abordagem unificada para ajudar a explicar quais os principais sentidos em que a EI tem sido discutida na literatura. Tal abordagem foca no agente moral A, ou seja, pessoa capaz de tomar decisões e agir diante de um contexto moral, onde o exercício mental do leitor é supor que “A” esteja interessado em seguir qualquer coisa que ela considere como o seu melhor curso de ação dada tal situação, desta forma consideramos que as avaliações e ações de “A” tem algum valor moral embutido nelas. Desse modo, o autor traz três concepções de informação que o agente irá percorrer para que tal cenário aconteça: “A” pode usar algumas informações (informação como recurso) para gerar outras informações (informação como produto), e assim acaba afetando o seu ambiente informacional (informação como alvo).

Destarte, o autor explica que alguns problemas na EI ao se entender a ética da informação como recurso são: exclusão digital (pessoas as margens das redes sociais), problema da *infoglut* (informação que cresce de forma contínua e que por ser mal catalogada ou organizada, às vezes nem mesmo organizada, culmina na impossibilidade de navegação através dos dados, afetando assim a procura ou a conclusão de alguém sobre o tema de pesquisa), e por último prejudica a análise da confiabilidade dos recursos informacionais.

Quanto aos problemas advindos da informação como produto, visto que a informação tem um papel moral importante no produto das avaliações e ações do agente moral, sendo que este além de consumidor também é considerado produtor de informação, estando assim sujeito a restrições ou vantagens que requerem uma análise ética. Logo, a EI entendida como ética da informação como produto aborda problemas morais que surgem dos seguintes contextos: responsabilidade, legislação de difamação, plágio, propaganda³ e desinformação. Floridi ainda cita o exemplo de (Cassandra e Laocoon, personagens da mitologia grega, que tentaram avisar aos troianos sobre o perigo de se aceitar o cavalo de madeira feito pelos

³ Entende-se o termo propaganda como um método de controle social que se utiliza de informações tendenciosas para tanto reforçar ou mudar as crenças, atitudes e ações de outras pessoas (AMERICAN PSYCHOLOGICAL ASSOCIATION, 2022).

gregos) como a inefetiva gestão dos produtos de informação pode trazer trágicas consequências.

Já em relação à informação como alvo, independentemente do recebimento da informação (informação como recurso) ou uso (informação como produto) pelo agente moral A, tem-se o terceiro sentido em que a informação pode ser objeto de uma análise ética, ou seja, quando as avaliações e ações do agente afetam o ambiente informacional. Desta forma, observa-se a figura do *hacker* que obtém acesso não autorizado à privacidade ou confidencialidade das informações de alguém, tal atitude pertence a uma análise ética da informação como alvo, assim como problemas que incluem: segurança, vandalismo (desde a queima de livros e bibliotecas a disseminação de vírus), pirataria, propriedade intelectual, código aberto, liberdade de expressão, censura e controle de conteúdo (FLORIDI, 2006).

Vale destacar que o cenário acima descrito se dá em um ambiente chamado infoesfera, termo que segundo Floridi (1999b), significa todo um sistema de serviços e documentos codificado em qualquer mídia semiótica e física, seus conteúdos incluem qualquer tipo de dados, informação e conhecimento, sem conter limitação de tamanho, tipologia ou estrutura lógica. Tal ambiente é constituído por todas as entidades informacionais (inclusive agentes informacionais), suas propriedades, interações, processos e relações mútuas.

Floridi (2007) ainda vai além e faz uma previsão de que as sociedades informacionais, impulsionadas pelos desenvolvimentos das Tecnologias da Informação e do Conhecimento (TICs), farão com que os limites do *online* e *offline* desapareçam em breve, e desde que não haverá mais distinção entre um e outro, os seres humanos não irão se tornar *cyborgs* (pessoas com habilidades expandidas além do limite humano por possuírem partes mecânicas acopladas aos seus corpos), mas sim *inforgs* (organismos informacionais conectados que habitam a infosfera).

Desta forma, a melhor estratégia para se criar uma sociedade informacional eticamente correta seria a formulação de uma ética da informação que possa tratar o mundo de dados, informação, conhecimento e comunicação (novo ambiente: a infosfera) de forma que consiga resolver novos desafios éticos que surjam no novo ambiente baseado nos princípios fundamentais de respeito pela informação, sua conservação e valorização, ou seja, uma ética ambiental para o ambiente da informação (FLORIDI, 2001).

A ética da informação determina o que é moralmente correto ou errado, o que deve ser feito, quais os deveres, e assim os fazeres e não fazeres de um agente moral são listados em quatro leis básicas morais: 0- a entropia (estado de desordem) não deve ser causada na infosfera; 1- a entropia deve ser prevenida da infosfera; 2- a entropia deve ser removida da

infosfera; 3- o bem estar informacional deve ser promovido pela extensão (quantidade da informação), melhoramento (qualidade da informação) e enriquecimento (variedade da informação) da infosfera. Logo, tais leis são listadas em ordem crescente de valor moral e esclarecem o significado do o que é viver como um agente responsável e cuidadoso na infosfera (FLORIDI, 1999a).

O ensino da ética da informação em nível superior teve como sua motivação a trajetória profissional da pesquisadora Toni Carbo em 1980, então diretora executiva da *U.S. National Commision on Libraries and Information Science* (NCLIS). A experiência adquirida pela pesquisadora nos anos anteriores trabalhando em bibliotecas e com produtores de bases de dados fez com que a mesma pudesse observar vários problemas éticos relacionados a bibliotecas e demais unidades informacionais, principalmente relacionados ao acesso à informação, tais como: como proteger privacidade individual, informações de propriedade corporativas e dados de segurança nacional; a melhor maneira de fornecer acesso equitativo a pessoas com deficiência; como fazer com que dados científicos complexos e técnicos fossem facilmente entendidos pelo público leigo; e demais difíceis questões de serem resolvidas (CARBO; ALMAGNO, 2001).

Já no ano de 1986, a pesquisadora se torna reitora da *School of Library and Information Science* e afirma a vontade pessoal de criar um curso sobre a ética da informação na sociedade ao colega Stephen Almagno, que por sua vez aceita e ambos criam na *University of Pittsburgh* o primeiro curso regular sobre preocupações éticas dos profissionais da informação do mundo (CARBO; ALMAGNO, 2001; FROEHLICH, 2004).

Desta forma, a importância do estudo da ética da informação se dá pelos vários problemas críticos relacionados ao acesso e uso da informação, visto que eles são incompreendidos, considerados de forma inadequada ou até mesmo ignorados em nossa sociedade cada vez mais complexa, multicultural e que demanda informação a toda hora (CARBO; ALMAGNO, 2001). Tais problemas, segundo os autores, podem envolver equilíbrio entre as necessidades individuais e sociais (como no caso de proteger tanto a privacidade individual e ao mesmo tempo assegurar o direito público de saber), resolver visões conflitantes entre as políticas de coleção de bibliotecas e pais de crianças em idade escolar, entender a visão de alguém sobre o que é ético.

Isso faz com que em várias instâncias, decisões relativas ao acesso e uso da informação coloquem profissionais da informação em posições sensíveis e às vezes até mesmo vulneráveis. Saber como criar, encontrar, administrar, acessar, preservar e usar informação de modo efetivo concede ao profissional da informação um certo poder, poder

este que pode ser através da agilidade em acessar recursos necessários, entrar em um sistema ou habilidades complexas para encontrar e criar novos recursos informacionais multimídia.

Logo, profissionais da informação devem se basear nestes poderes para providenciar uma ampla gama de serviços que ajude as pessoas a trabalharem mais eficientemente, competir com outros, ou até mesmo melhorar a qualidade de suas vidas, devendo reconhecer e entender que o poder traz responsabilidades, como é o exemplo das pessoas que dividiram o átomo e consequentemente criaram a fissão nuclear, produzindo radiação e radioatividade, totalmente nocivas à saúde humana (CARBO; ALMAGNO, 2001).

Paralelamente ao poder advindo dos processos de manuseio e uso da informação por parte destes profissionais, Olson (2002) em “*The Power to Name*”, descreve um fazer ético do bibliotecário, na medida em que esse recebe da sociedade um poder de nomear ao representar tematicamente a informação, tanto na classificação quanto na indexação de recursos informacionais dispostos na biblioteca. O objetivo do livro é caracterizar de forma convincente as “*bias*” na classificação e na organização e representação da informação em geral, mostrando assim que as “*biases*” marginalizam e às vezes excluem mulheres e outras minorias. Segundo Milani (2014, p.36), o termo *bias* pode “[...] salientar aspectos discriminatórios ou preconceituosos de um determinado tópico no contexto de um sistema de informação específico [...]”. Dessa forma, cabe ao bibliotecário agir de forma ética ao utilizar o poder que tem em mãos de escolher os termos corretos para que a representação temática do documento não crie preconceitos ou exclua alguma camada da sociedade que historicamente sofra destes males.

Em consonância com o cuidado em que o bibliotecário deve ter no momento de exercer o seu trabalho intelectual, está a constatação de Guimarães (2006) ao afirmar que um dos problemas éticos resultantes do fazer profissional do bibliotecário pode se materializar no preconceito por parte do mesmo no momento de análise ou representação da informação, podendo ainda ser reforçado pela estrutura dos sistemas de classificação que apresentam hierarquizações que resultam em desrespeito a diferentes culturas, o que por sua vez reforça a ideia de preponderância e culminar em proselitismo. Cabe, então, ao bibliotecário, assegurar a diversidade de acesso às informações culturais e pessoais, onde possam atuar no sentido de projetar, avaliar, dar manutenção e revisar os sistemas de classificação para que esses se ajustem aos princípios éticos (GUIMARÃES, 2006).

Sendo assim, bibliotecários devem aprender a entender as possíveis e reais consequências de seus atos, assim como refletir sobre as escolhas alternativas que estes possam fazer para que determinem como melhor usar o seu poder e agir responsavelmente.

Indivíduos que almejam se tornar bibliotecários ou trabalhar com outros tipos de instituições de patrimônio cultural e/ou organizações relacionadas à informação devem primeiramente aprender a desenvolver e aprimorar o seu próprio senso individual de ética, além de viver uma vida ética e buscar educação quanto aos problemas éticos em suas vidas profissionais (CARBO; ALMAGNO, 2001).

Diante de todas essas situações em que o bibliotecário se depara e deve agir de forma a minimizar os prejuízos aos usuários em sua rotina de trabalho, ressalta-se a importância da ética da informação no lidar do profissional com os dilemas éticos que possam surgir, ou seja, uma situação em que dois princípios morais são conflitantes entre si, normalmente utilizada para avaliar as crenças morais ou habilidades de raciocínio moral dos indivíduos (AMERICAN PSYCHOLOGICAL ASSOCIATION, 2022). Segundo Kuhlen (2014), o dilema ético é tido como uma situação problemática onde há duas soluções a certo problema que por sua vez é baseado em duas teorias éticas diferentes e/ou conflitantes, podendo ser também duas soluções eticamente requisitadas, mas apenas uma deve ser escolhida, tal escolha inevitavelmente leva a uma incorreção ética visto que negligenciou a outra.

Ultimamente, algumas discussões passaram a figurar no universo temático da ética da informação (liberdade de expressão e direito à privacidade), fazendo com que esta assuma novas características, especialmente em um momento propício à produção de conteúdo enganoso (*fake news*), o que traz um desafio para os estudos em ética da informação, uma vez que se espera que a EI torne mais claro e resolva desafios éticos que surgem na infosfera (FARIAS, 2022; FLORIDI, 2013). Diante desse cenário vem à tona um dos maiores dilemas éticos enfrentados pelos bibliotecários na atualidade: como lidar e enfrentar as *fake news* em uma sociedade hiperconectada (vários objetos cotidianos possuem acesso à internet e estão interconectados: internet das coisas) e marcada profundamente pelo avanço desenfreado da desinformação em suas mais diversas esferas sociais.

Dessa forma, o bibliotecário se encontra em uma situação em que deve garantir a fidedignidade da informação fornecida ao usuário à medida que deve respeitar o direito de acesso à informação pelo mesmo. Tal ação, caso não aconteça, pode ser interpretada como censura a partir da visão predisposta a creditar em certas ideologias, mesmo que equivocadas, por parte do usuário desavisado e/ou mal-intencionado. Cria-se, então, uma circunstância em que o bibliotecário possa não saber como reagir, caso não saiba como as *fake news* se comportam e/ou não esteja a par do código de ética da sua profissão.

Ressalta-se a importância do código de ética para o norteamento das ações do bibliotecário em relação aos problemas criados pelas notícias falsas, mas o mesmo não é o

suficiente, visto que cabe aos bibliotecários buscarem uma educação continuada através de eventos científicos, cursos de especialização e literatura específica voltada à temática, assim como o próprio profissional deve valer-se de um bom senso que sirva de base para que suas tomadas de decisão se coadunem com os valores morais vigentes na sociedade.

A circunstância anteriormente mencionada é apenas uma das que podem surgir quando os bibliotecários se deparam com as notícias falsas em seus ambientes de trabalho, o que por sua vez atrai cada vez mais pesquisadores a escrever a respeito da ética da informação sob o viés das *fake news* no âmbito da Ciência da Informação.

Segundo Targino e Cavalcante (2020), a perspectiva ideológica das *fake news* (uma combinação de Nietzsche, niilismo, pós-modernismo, relativismo acentuado, ceticismo exacerbado e humanismo desencantado) coloca em risco a tradição filosófico-pragmática ocidental da ética da informação (pautada no constante estudo da conduta moral necessário para o estabelecimento de leis gerais ou princípios éticos), uma vez que o avanço das inverdades propagadas como se fossem notícias introduz um sentido de ética reassentado em bases fundamentalmente relativistas, criando-se a noção de algo negociável, suprimível e dispensável no universo da era digital. Os autores, diante de tal cenário ainda trazem o conceito de autoética da informação, cuja concepção se estabelece como uma plataforma indiferente a tratados, teses e convicções consensuais ao trazer a ideia de uma ética que desconsidera o outro sujeito ético da equação ético-moral, assim como desconsidera entendimentos éticos consensualmente aceitos ao passo que rechaça repertórios de valores e regras consensualmente válidos.

Logo, a autoética da informação traz uma ideia de ética que descredibiliza instituições articuladoras de credibilidade e consenso perante a sociedade (ciência e o Estado) por estar associada a uma ideia de ética indiferente a verdades consensuais, teorias fundamentadas e evidências científicas, ou seja, age como imperativo ético fundamentalmente individualista e egocêntrico.

O advento das *fake news* fez com que a autoética da informação figurasse no imaginário social como parâmetro de maior audiência ante a coletividade, atores sociais e as esferas da sociedade, passando desta forma a se expressar na vida do sujeito humano desde pensamentos e convicções até discursos e ações, tanto na esfera pública quanto na privada. À vista disso, os autores chegam à conclusão de que por mais que a situação pareça irreversível, a questão das notícias falsas pode ser controlável caso profissionais da informação, cientistas políticos, linguistas e demais especialistas se juntem a governantes, representantes da

sociedade civil e cidadãos para manter delineamentos mais sólidos em relação à ética da informação diante do avanço das *fake news* (TARGINO; CAVALCANTE, 2020).

Capurro (2009), por sua vez, traz uma abordagem que ajuda com combate às *fake news* e, por conseguinte à desinformação, uma vez que o autor propõe uma Ética Intercultural da Informação (EII) que em um sentido mais estrito lida com o impacto das TICs nas diferentes culturas, assim como a especificidade com que problemas são entendidos a partir de tradições culturais diferentes, e em um sentido mais amplo trata não apenas com problemas interculturais trazidos pelas TICs, mas também de outras mídias possibilitando assim grandes visões comparativas históricas.

Segundo o autor, assuntos como privacidade, comunidades *online*, governamentalidade, questões de gênero e exclusão digital estão entre os tópicos abordados pela EII nas sociedades da informação de hoje. Na visão do autor, a concepção de ética a partir de Foucault pode ser entendida como a problematização da moralidade, portanto a EII tem uma crítica tarefa a alcançar quando ela compara moralidades da informação. Uma importante questão neste caso é a universalidade de valores versus a localidade das culturas ou vice-versa, que está relacionada a sua homogeneização ou hibridização. O mesmo então usa o termo “termoclina” (camada em um grande corpo de água onde correntes quentes e frias se encontram e causam uma mudança repentina na temperatura da água) como uma metáfora para as questões trabalhadas pela EII, uma vez que este fenômeno natural, caracterizado pela grande colisão de correntes no fundo do oceano simboliza o encontro entre civilizações ocidentais e orientais, e que pretendem explicar a aculturação e colisão entre globalismo e localismo, a discordância e conflito entre tradição e modernidade, assim como a colisão e coexistência entra a alta e baixa cultura.

Logo, a EII pode trazer grandes contribuições aos esforços contra as notícias falsas ao fornecer um entendimento melhor de como outras culturas se comportam para evitar julgamentos e preconceitos em relação a um povo ou nação, como foi o caso das várias *fake news* vinculadas à China e aos chineses durante a pandemia de coronavírus no Brasil constatado por Guimarães e Dalessandro (2021).

Bezerra, Schneider e Capurro (2022) igualmente abordam a questão das *fake news* a partir da análise da ética da informação, mas tendo como pano de fundo as notícias falsas que circularam no contexto do *Coronavirus Disease 2019* (COVID-19), valendo-se de uma comparação entre o termo “pomodista” e os atuais agentes que espalham *fake news* relativas ao coronavírus.

O termo pomadista se encontra no conto “O Segredo do Bonzo” escrito por Machado de Assis no ano de 1882, refere-se às pessoas que seguiam uma doutrina espalhada por um Bonzo (sacerdote) chamado Pomada na cidade de Fuchéu no reino de Bungo. Nas palavras do autor do conto, pomadista significa charlatão. Bonzo convencia os seus seguidores dizendo aos mesmos que sempre dedicou a sua vida ao conhecimento e aos estudos e que nunca obteve reconhecimento pelos seus feitos ao passo que o produto final sempre alcançava esse desejo, mas que havia descoberto uma forma de se chegar ao prestígio sem precisar de tanto trabalho, uma vez que só o fim importa e jamais os meios.

Dessa forma, Bonzo convence três pessoas a utilizar a sua doutrina visando o bem próprio, sendo que eles já tinham visto outros dois seguidores de Bonzo nas ruas sendo ovacionadas pelas pessoas pelos seus “conhecimentos”: um alparqueiro que passa a fazer a maior propagando de suas alpacas, um músico que passa a sensação de ser ótimo ao público mesmo não sendo e por fim um médico que convence a população (que sofria de uma doença que inchava o nariz e deixava com uma aparência horrível) inicialmente relutante a amputar o nariz e a colocar um nariz metafísico no lugar que era imperceptível pelos sentidos, ou seja, não poderia ser tocado nem visto, estaria presente apenas no entendimento abstrato das pessoas.

Logo, a doutrina de Bonzo se configura como uma crítica a alguns “intelectuais” que se valem da hierarquia social para propagar um conhecimento que não possuem visando apenas admiração alheia, à medida que o convencimento do médico em relação à população demonstra a eficácia do segredo de Bonzo que exalta o valor da opinião em detrimento da realidade.

Bezerra, Schneider e Capurro ainda trazem o conceito de ética da desinformação ao justificarem que pode parecer absurda tal ideia vista a concepção pedagógica de informação a partir da filosofia escolástica de Santo Agostinho como aquilo que educa e instrui ou o entendimento de informação como algo que da forma (substancial) à matéria com o intuito de comunicar alguma coisa a alguém na visão de Capurro e Hjørland (2007), caracterizada pela transição do conceito de informação do medieval para a modernidade. No entanto, tal transição permite aos autores afirmarem que toda informação significa um risco de desinformação, assim como apresenta a possibilidade de deformar algo para prejudicar alguém. Dessa forma, os autores dizem que “desinformação também informa”, no sentido de dar forma a algo, mesmo que seja uma “deformação” da verdade, ou seja, uma mentira e defendem que o debate ético da desinformação deve analisar cautelosamente a mentira de forma que as suas condições e contextos de uso possam ser justificados sob um ponto de vista

moral, caracterizando assim um tema necessário à ética da informação (BEZERRA; SCHNEIDER; CAPURRO, 2022).

Segundo Carbo e Almagno (2001), questões referentes à ética e como um indivíduo pode agir eticamente quando confrontado com questões relacionadas a bibliotecas e demais unidades informacionais sempre estiverem presentes na vida profissional de pessoas que consideram os seus próprios princípios e ações em relação à criação, organização, gerenciamento, uso, disseminação, preservação e fornecimento de acesso à informação e documentos em todos os formatos, visto que tais profissionais frequentemente encontram conflitos quando seus próprios valores individuais diferem com o de outras pessoas, ou até mesmo com os valores da biblioteca ou organização para que trabalhem.

Cabe, então, ao bibliotecário envolver-se com as discussões suscitadas pela ética da informação, vide o leque de contribuições da área em relação à resolução de problemas éticos que possam aparecer no dia a dia do bibliotecário, assim como ter postura alinhada ao código de ética de sua profissão para que não somente evite o cenário anteriormente descrito, mas que também obtenha maior subsidio teórico para saber lidar com a questão das *fake news* e demais transtornos causados pela desinformação.

3 AS FAKE NEWS COMO UM FENÔMENO NA SOCIEDADE CONTEMPORÂNEA

(...) embora as fake news não sejam um fenômeno novo, elas têm sido amplamente espalhadas, em parte devido à facilidade com que são disseminadas online. Tal propagação é uma tendência preocupante e para que seja combatida, precisamos de um entendimento mais esclarecido sobre o fenômeno (ANDERAU, 2021, p. 213, tradução nossa).⁴

Vive-se hoje em uma época que a circulação de informação encontra poucas barreiras em virtude de um cenário em que se identificam inúmeras possibilidades de troca de mensagens instantâneas, nas mais variadas plataformas utilizadas pelas pessoas, as quais dispõem de grande facilidade em conectar os seus dispositivos na *World Wide Web* (WWW). Isso faz com que qualquer conteúdo possa ser criado e divulgado, a qualquer momento, sem exigir nenhum critério de rigor e credibilidade quanto ao que é veiculado, e, indo além, tampouco às consequências que daí possam advir. Nesse contexto, tem-se um terreno fértil para que as *fake news* se proliferem e façam com que boatos passem a ser tomados como verdades e influenciem importantes esferas da sociedade, em âmbitos como a política, a economia, a saúde pública e tantas outras.

Como destacam Figueira e Oliveira (2017, p.818), as redes sociais constituem um ambiente propício para que as *fake news*, ou seja, informações distorcidas, imprecisas ou falsas sejam rápida e amplamente disseminadas, impactando milhões de pessoas. Isso levou a uma crescente preocupação científica, uma vez que se refere a “[...] um fenômeno principal no contexto da mídia baseada na internet” que vem “recebendo uma séria atenção de vários campos, com pesquisadores que investigam seus antecedentes, características e consequências de sua criação e disseminação” (MOLINA *et al.*, 2021, p. 180, tradução nossa⁵). Entre as consequências que a proliferação de *fake news* por meio de redes sociais pode trazer aos cidadãos que as consomem está uma recorrente relutância em compartilhar ou postar notícias efetivamente genuínas com medo de que sejam falsas ou adulteradas, o que, por sua vez, compromete o processo comunicacional e informativo (COLLINS *et al.*, 2021).

⁴ (...) while fake news is not a new phenomenon, it is becoming increasingly widespread, in part because of the ease with which it is disseminated online. This spread is a worrying trend and in order to combat fake news, we need a clearer understanding of the phenomenon (ANDERAU, 2021, p. 2013).

⁵ “Fake news” or fabricated information that is patently false, has become a major phenomenon in the context of Internet-based media. It has received a serious attention in a variety of fields, with scholars investigating the antecedents, characteristics, and consequences of its creation and dissemination (MOLINA *et al.*, 2021, p. 180).

Para Thomas Froehlich (2017), com o advento e a rápida disseminação e popularização da internet teve-se, por um lado, um crescimento exponencial do volume de informação e, conseqüentemente, de conhecimento disponível, mas, por outro, um correspondente crescimento da ignorância em suas várias formas: *misinformation*, *disinformation*, *fake news* e ataques a fontes de notícias confiáveis. Como consequência, se o uso da internet permite hoje que se disponha de maiores recursos em termos de acesso a fontes de pesquisa, inclusive recursos que reforçam preconceitos, segregações, proselitismos, credices, ignorância e estupidez de tal modo que, paralelamente ao direito à informação, tem-se um *direito à ignorância*. Vive-se, assim uma era de anti-iluminismo em que o conhecimento tradicionalmente obtido mediante observações e experimentações cuidadosas do meio em que vivemos é rejeitado cedendo lugar a uma propaganda anticiência e anti-humanitária em que informações falsas ou distorcidas são amplamente transmitidas, contando com a popularidade e a agilidade das denominadas mídias sociais.

Como adverte Aviv Ovadya, engenheiro formado pelo *Massachusetts Institute of Technology* (MIT) rumamos para um futuro próximo apelidado de *infocalypse*, em que uma crescente capacidade computacional, avanços contínuos em inteligência artificial e o aprendizado de máquinas fazem uma clara menção a um apocalipse de informações que pode dificultar a distinção entre fato e ficção, como a possibilidade de se inaugurar uma situação apocalíptica em que qualquer pessoa possa ser responsável por fazer parecer com que algo tenha acontecido independente de ter acontecido ou não. Desse modo, e em um mundo otimizado por plataformas e algoritmos, identifica-se uma vulnerabilidade à propaganda aliada à desinformação o que, por sua vez, pode minar a credibilidade dos discursos supostamente informativos (WARZEL, 2018).

Tal fenômeno, embora sempre existente na história da humanidade, está cada vez mais presente no dia a dia das pessoas e hoje se configura naquilo que se convencionou denominar de “*fake news*”, em muito associado aos meios tecnológicos utilizados. Segundo Ross e Rivers (2018), esse termo ganhou notoriedade durante a eleição presidencial norte-americana em 2016 com o então candidato à presidência Donald Trump rotulando como “*fake news*” e “*fake media*” a imprensa que o criticava na ocasião. No entanto, se o termo é recente, e conta com o *highlight* de toda a propaganda que se construiu ao seu redor, o fenômeno em si não o é, pois, como destaca McGonagle (2017), o ato de espalhar notícias falsas é bem antigo, dado que a imprensa, principalmente a partidária, sempre propagou opiniões preconceituosas e que carecem de bases factuais.

Como destacam Molina *et al.* (2021, p.182), em referência aos trabalhos de Vosoughi e Aral (2018), o termo *fake news* vai muito além da simples informação falsa para situar-se em uma dimensão polarizada, notadamente no campo da política, referindo-se a toda e qualquer informação oriunda de fontes que não convergem com a posição política de alguém. Nesse sentido, refere-se mais especificamente à concepção de Waisbord (2018) para quem esse tipo de uso constitui uma estratégia utilizada por políticos e ativistas para se defenderem das críticas de seus opositores. A esse respeito, observa-se, na história ocidental, em especial no que se refere aos conflitos bélicos, que as hoje denominadas *fake news*, enquanto notícias falsas, fatos alternativos e desinformação, sempre foram utilizadas pelas potências mundiais como instrumentos para vender histórias sobre armas de destruição em massa tal como ocorreu na Guerra Fria ou no Iraque (DENTITH, 2017).

Se o fato sempre existiu, para McGonagle (2017), o presente fluxo de *fake news* deve ser considerado em um contexto diferente, uma vez que apresenta diversos atributos que o distinguem de versões anteriores, em virtude de estar inserido em um ecossistema de mídia e notícias totalmente alterado e ainda em evolução, impulsionado pelo advento e rápido desenvolvimento da internet. Alguns dos fatores que contribuíram para isso de acordo com o autor são: a sofisticação com que as *fake news* estão sendo criadas, a escala em que estão sendo produzidas e a velocidade e eficácia em sua disseminação. Observa-se, pois, que esse fenômeno ora se peculiariza por uma maior especificidade no que se refere ao seu conteúdo, a sua estratégia de verossimilhança, ao seu volume e a sua rapidez.

Segundo Lazer *et al.* (2018), as *fake news* são informações que imitam aquelas produzidas por mídias especializadas (possuem o mesmo formato), mas que não possuem o mesmo rigor de normas e processos que garantem a precisão e credibilidade do que está sendo anunciado. Em suma, há uma semelhança quanto à forma, mas uma enorme distância quanto ao conteúdo. Para os referidos autores, as *fake news* possuem aspectos semelhantes aos de outros problemas que também afetam a disseminação da informação, tais como a *misinformation* e a *disinformation*, ambas pertencentes a um grupo denominado *information disorders*.

Na *misinformation*, tem-se uma informação falsa que decorre de erros (em títulos de fotos, datas, estatísticas, traduções) ou quando sátiras são levadas muito a sério, mas concebidas sem o intuito de causar algum dano ou prejuízo, ao passo que na *disinformation* tem-se uma informação falsa deliberadamente criada com o intuito de prejudicar uma pessoa, grupo social, organização ou país. Tem-se, pois, uma diferença quanto ao grau de intencionalidade, embora ambas possam levar a danos. Em outras palavras, poder-se-ia

comparar àquilo que o Direito Penal caracteriza como culpa (por negligência, imperícia ou imprudência), no primeiro caso, e dolo, no segundo.

Wardle e Derakhshan (2017) acrescentam uma nova e mais sofisticada espécie ao gênero das *information disorders*, ao abordar a *malinformation* que, embora baseada na realidade (ou seja, com um certo grau de credibilidade quanto a sua fonte) é direcionada a causar prejuízos a pessoas, organizações ou país, ou seja, possui intuito doloso.

Para McGonagle (2017), as “*fake news*” propriamente ditas consistem naquelas que tenham sido deliberadamente fabricadas, almejando enganar e fazer com que as pessoas acreditem em mentiras e, assim, duvidem de fatos verificáveis⁶. Dessa forma, para o referido autor, as *fake news* constituem naquilo que, posteriormente, foi definido por Lazer *et al* (2018) como *disinformation*.

Nesse contexto, as notícias, diferentemente de outros tipos de informação, possuem um papel particular em sociedades democráticas uma vez que se configuram como fontes de informação precisas e de consulta rápida e linguagem acessível, sobre assuntos políticos e sociais, sendo responsáveis por informar a opinião pública e processos deliberativos. Logo, notícias não podem ser falsas, uma vez que, sendo falsas, acabam desinformando o público e poluindo o debate democrático em sua fonte (McGONAGLE, 2017).

Wardle (2017) identifica sete tipos de notícias e seus respectivos motivos que podem enganar o leitor, elas são: 1- Sátira/paródia (sem intuito de causar dano, mas com potencial para confundir. Motivação: parodiar); 2- Falsa conexão (quando as manchetes ou cabeçalhos não tem respaldo no conteúdo da matéria. Motivação: jornalismo fraco, lucro); 3- Conteúdo enganoso (uso enganoso de informações para se referir a um problema ou indivíduo. Motivação: Jornalismo fraco, partidarismo, influência política, propaganda); 4- Contexto falso (quando um conteúdo genuíno é compartilhado com informação contextual falsa. Motivação: jornalismo fraco, paixão, partidarismo, influência política, propaganda); 5- Conteúdo impostor (quando fontes genuínas são falsificadas. Motivação: parodiar, provocar, lucro, propaganda); 6- Conteúdo manipulado (quando informação genuína ou imagens são manipuladas para enganar. Motivação: provocar, influência política, propaganda) e 7- Conteúdo fabricado (o novo conteúdo é 100% falso, feito para enganar e causar dano. Motivação: parodiar, provocar, lucro, influência política, propaganda).

⁶ *Fake news is misleading information intentionally published and presented as news which has the function of deliberately misleading its recipients about its status as news* (ANDERAU, 2021, p. 210).

Tal variedade de formas com que as mensagens falsas podem ser criadas e disseminadas cria um ambiente em que a detecção da veracidade das notícias se torna uma tarefa árdua até mesmo para profissionais da informação que estão habituados a lidar com diversas fontes de informação e analisá-las criticamente. Dessa forma, o cidadão comum, que não possui treinamento e muitas vezes carece de tempo para analisar melhor aquilo que lê, fica suscetível às muitas características que elas podem assumir e os vários contextos que elas podem estar inseridas.

Isso leva a um cenário de incertezas que afeta o cidadão comum e normalmente se estabelece por meio das redes sociais, locais onde muitas pessoas acabam consumindo e compartilhando informações que muitas vezes não são previamente checadas. Com isso, cria-se um fenômeno denominado “*echo chamber*” que é descrito a partir do Oxford learner’s dictionaries (2020) como um ambiente em que o indivíduo encontra apenas opiniões e crenças semelhantes às suas, fazendo assim com que a pessoa não considere alternativas. Nesse sentido, destacam Hoang, Nguyen e Hwang (2021, p.250) que “pessoas que possuem as mesmas crenças ou são do mesmo partido político irão espalhar e compartilhar informação que favoreça suas aspirações políticas sem a devida verificação”.⁷

Outro fenômeno que se dá através das redes sociais é o “*filter bubble*”, trata-se de um isolamento intelectual causado pelos algoritmos a partir do histórico de pesquisa da pessoa, fazendo assim com que a mesma se depare apenas com publicações que convirjam com as suas opiniões, criando-se então um isolamento da mesma em uma bolha ideológica (PARISER, 2011).

Nesse sentido, um fenômeno que ocorre tanto nas redes sociais quanto na vida real é o “*astroturfing*”, refere-se a um comportamento manipulador que almeja criar a impressão de que uma certa opinião ou mensagem é altamente confiável, fazendo parecer que ela vem de um grande número de pessoas que não estão conectadas, ou seja, várias pessoas que não possuem contato uma com a outra partilham da mesma opinião (CHAN, 2022). No entanto, trata-se de um resultado de esforços coordenados de um recurso centralizado, como no caso de uma empresa que ao invés de contratar centenas de atores para participar de um protesto, contrata apenas uma pessoa com habilidades básicas de programação para criar milhões de contas falsas em redes sociais, simulando personas (de diferentes idades, gêneros, etnias, localizações geográficas, perfis políticos) controlados por pessoas reais ou algoritmos

⁷ People who have the same belief or are in the same political party will spread and share information that favours their political aspiration without proper verification (HOANG; NGUYEN; HWANG, 2021, p.250).

automatizados (como bots)⁸, capazes de curtir e compartilhar conteúdos nas redes sociais, ou até mesmo robôs mais avançados capazes de interagir naturalmente com outros usuários reais das redes sociais.

Dessa forma, com apenas alguns *clicks* uma empresa pode fazer parecer com que centenas de “clientes” tenham reagido com um *like* a uma foto de seu novo produto, ou que um partido político possa usar milhares de contas aparentemente autênticas para compartilhar notícias depreciativas de seus oponentes (CHAN, 2022).

Segundo García-Orosa (2021), a quarta onda da democracia digital começou em 2016 com a campanha do Brexit e o escândalo da Cambridge Analytica, marcada também pelo uso da inteligência artificial. De acordo com a autora, alguns fenômenos desafiam a formação da opinião pública crítica são: a) plataformas digitais com o papel de atores políticos; b) o uso acentuado de inteligência artificial e *big data*; c) o uso de mentiras como estratégia política (uso de *fake news* e o fenômeno da *deepfake*⁹); d) a combinação de elementos locais e internacionais; e) determinismo tecnológico; f) engajamento do público e processos de coprodução; e g) fenômenos da polarização de opiniões, *astroturfing*, *echo chambers* e *bubble filters*, tendências que configuram uma ameaça à democracia.

No pensamento de Allcott e Gentzkow (2017), redes sociais como *facebook* - e mais recentemente, o *Instagram* - contribuem para a disseminação de *fake news* por meio de textos, imagens e sons, uma vez que tais redes possuem mecanismos diferentes das demais tecnologias midiáticas. Utilizadas de forma cotidiana e informal, valem-se de uma linguagem e de uma estrutura amigável cujo conteúdo das informações ali presentes pode ser compartilhado sem necessariamente haver revisão de terceiros, *fact checking* ou qualquer julgamento editorial, fazendo com que pessoas comuns, sem nenhum *background* em um dado tema, atinjam o mesmo número de leitores do que mídias tradicionais como *Cable News Network* (CNN), *The New York Times* e outros. Tem-se, assim, a denominada “cultura do *like*” e dos seguidores que, independentemente da confiabilidade do conteúdo divulgado, cria uma “reputação midiática”.

Os autores ainda afirmam que as *fake news* encontram um maior respaldo quando o lucro dos meios de comunicação está envolvido, pois a veiculação de tais notícias é bastante lucrativa, levando assim a receita significativa de publicidade para o meio que a veicular, já

⁸ Bots é a abreviação da palavra *robots*, que por sua vez significa um programa de computador que trabalha automaticamente à procura de informação na internet (CAMBRIDGE DICTIONARY, 2023).

⁹ A gravação de vídeo ou áudio em que o rosto ou a voz de uma pessoa é trocado por o de outra em um modo que pareça real (CAMBRIDGE DICTIONARY, 2023).

que a mesma obterá acesso demasiado e atrairá a atenção dos leitores às propagandas ali expostas. Nesse contexto, quanto mais impactante – ou alarmista - for o conteúdo de uma *fake news*, maior potencial de transmissibilidade ela terá.

Em síntese, e após um criterioso estudo de revisão conceitual, Baptista e Gradim (2020, p.189, tradução nossa) chegam à seguinte definição de *fake news*:

Um tipo de desinformação online, com conteúdo totalmente ou parcialmente falso, criado de forma intencional para enganar e/ou manipular uma audiência específica através de um formato que imita notícia ou relatório (adquirindo credibilidade), através de informação falsa que pode ou não estar associada a eventos reais, com uma estrutura oportunista (título, imagem, conteúdo) para atrair a atenção dos leitores e persuadi-los a acreditar em falsidades visando mais cliques e compartilhamentos, desta forma, maior receita de publicidade e/ou ganho ideológico.¹⁰

Na referida síntese conceitual podem-se identificar os seguintes elementos:

- a) As *fake news* inserem-se especificamente no âmbito da *disinformation* (IEC SOUTH AFRICA, 2019);
- b) A falsidade de seu conteúdo pode ser tanto parcial quanto total;
- c) Possuem um elemento intencional no sentido de enganar ou manipular pessoas (BONDIELLI; MARCELLONI, 2019);
- d) Destinam-se a um público específico (JANG *et al.*, 2018; BUSCHMAN, 2019)¹¹;
- e) Valem-se de estratégias que lhes dão uma aparência de credibilidade (SHIN *et al.*, 2018)¹²;
- f) Visam, primariamente, a atrair o público no intuito de persuadi-lo (JANG; KIM, 2018);
- g) Visam, secundariamente, a obter uma maior propagação da parte de seu público alvo, ampliando sua esfera de abrangência (GRAVANI *et al.*, 2019).

¹⁰ A type of online disinformation, with totally or partially false content, created intentionally to deceive and/or manipulate a specific audience, through a format that imitates a news or report (acquiring credibility), through false information that may or may not be associated with real events, with an opportunistic structure (title, image, content) to attract the readers' attention and to persuade them to believe in falsehood, in order to obtain more clicks and shares, therefore, higher advertising revenue and/or ideological gain (BAPTISTA; GRADIM, 2020, p. 189).

¹¹ [...] social media users are more likely to seek information from people who are more like-minded or congruent with their own opinions and attitudes (CELLIERS; HATTINGH, 2020, p.223).

¹² Fake news hides under a veneer of legitimacy as it takes on some form of credibility by trying to appear like real news (TANDOC; LIM; LING, 2017, p.11).

Diretamente atrelado ao termo *fake news*, tem-se o termo pós-verdade, mas com definição e contexto próprios. Eleita pelo *Oxford Dictionary* (2016) como palavra do ano em 2016, o renomado dicionário a definiu como designativo do fenômeno em que fatos objetivos são menos influentes na formação da opinião pública do que o apelo à emoção e à crença pessoal. Segundo o dicionário, o conceito de pós-verdade existe há algum tempo, mas veio à tona a partir do referendo sobre a permanência do Reino Unido na União Européia (Brexit) e das eleições norte-americanas de 2016.

Ainda segundo o dicionário, o prefixo “pós” se refere não apenas a um evento que sucede outro, mas também carrega o sentido de pertencer a uma época em que um conceito específico se tornou sem importância ou irrelevante. Tendo em vista tal situação, evidencia-se que os fatos em tempos de pós-verdade não são mais consistentes com a realidade objetiva que pode ser provada a partir de evidências e tornaram-se menos importante do que as crenças e preconceitos pessoais das pessoas.

Conforme Siebert e Pereira (2020), o significado de pós-verdade diz respeito a uma sociedade que esta mais interessada no seu bem-estar diante de informações do que a qualidade e ligação destas com o real. Levando em conta a ideologia, o sujeito tende a se tornar seletivo em relação as suas crenças admitindo, assim, como verdade, apenas informações que se alinhem a sua posição ideológico-histórica. Tem-se, pois, uma associação de um dado conteúdo com as expectativas ou o olhar ideológico de quem o recebe, de tal modo que seu valor para o sujeito decorre não mais da credibilidade ou fundamentação de seu conteúdo, mas do fato de ir ao encontro de uma necessidade emocional ou de uma convicção ideológica. Com isso, a pós-verdade passa a referir-se não mais a elementos eminentemente informativos, mas a elementos de confirmação de convicções prévias. Nessa dinâmica de funcionamento da pós-verdade, destaca McIntyre (2018) que a ideologia precede a realidade.

Na pós-verdade, mais do que interpretar e significar o acontecimento, cria-se uma versão que o sujeito tende a interpretar como verdadeira ou não, independente de investigações científicas quaisquer. Tal gesto interpretativo é possível devido à fluidez da informação, por sua instabilidade, por retratar um mundo tão farto de acontecimentos, tão amplo em dimensões planetárias e contraditório nos dizeres. Em função dessas grandezas, buscamos estabilidade para os sentidos. Por isso, aderimos ao que nos convém como verdade através da ideologia, que atua como dispositivo ordenador de informação rendendo-lhes sentidos (SIEBERT; PEREIRA, p. 244, 2020).

Segundo Lewandowsky *et al.* (2017), o mundo da pós-verdade é o resultado de cinco importantes aspectos que são considerados como super tendências na sociedade: o declínio do capital social, o crescimento da desigualdade econômica, o aumento da polarização, a

diminuição da confiança na ciência e um cenário de mídia cada vez mais fracionado. Em outras palavras, em um mundo em que os cidadãos dispõem de um *background* educacional cada vez mais frágil, permeado por flagrantes contrastes de acesso a bens e serviços, resulta compreensível a construção de posições duais, extremas e antagônicas, em especial quando a informação científica e a informação cotidiana atuam em mundos completamente distintos, e esta última à mercê de uma mídia que cada vez mais se constrói em bases não necessariamente confiáveis, como é o caso das mídias sociais.

Quanto ao aspecto da diminuição da confiança na ciência, D'ancona (2017) traz uma reflexão interessante a respeito ao abordar o caso de estudo da pós-verdade no âmbito da campanha moderna contra a vacinação, uma notável forma de negacionismo que foi provocada pela publicação de um estudo na revista *Lancet*. Na situação, o autor da pesquisa disse que havia uma potencial ligação entre a vacina de sarampo, caxumba e rubéola e o aumento de autismo diagnosticado nas crianças. Após a divulgação dessa notícia, as taxas de vacinação na Inglaterra caíram drasticamente, o que por sua vez resultou em surtos de sarampo e fatalidades. Em 2008 a doença havia mais uma vez se tornado endêmica na Grã-Bretanha após 14 anos de sua quase erradicação. Após a investigação do caso, constatou-se que se tratava de uma farsa, mas já era tarde demais, pois o processo de investigação que havia descreditado o estudo era mais fraco que o vírus do medo injetado na corrente sanguínea da população.

Tal evento se assemelha muito aos tempos ora vividos pela população mundial desde o aparecimento do coronavírus em 2019. Nesse contexto, e apesar de a pandemia haver causado muitas mortes ao redor do globo e levado as pessoas a vivenciarem novos tempos (com distanciamento, isolamento, hospitalizações, medidas de higiene, etc), muitas *fake news* foram produzidas em relação ao vírus, principalmente em torno da vacina, que ainda hoje é vista com ceticismo por muitos.

Soma-se esse cenário atual de facilidade na comunicação a uma pandemia que trouxe aumento diário dos números de infectados e óbitos ao redor do mundo, criou-se ambiente perfeito para o aparecimento do fenômeno chamado “infodemia”. Segundo a Organização Mundial da Saúde (OMS) ou *World Health Organization* (WHO), trata-se de uma abundância de informações tanto online quanto *off-line* que incluem tentativas deliberadas de disseminar informações falsas para colocar em cheque as respostas oficiais dos órgãos de saúde para promover agendas alternativas de grupos ou indivíduos (WHO, 2020).

Tal aspecto se evidenciou, por exemplo, na disputa político-ideológica sobre a vacinação contra o coronavírus no Brasil, mais precisamente quanto às controvérsias criadas

em torno da origem e fabricação das vacinas que seriam utilizadas no país. Cenários dessa ordem, como destaca a Organização Mundial de Saúde, podem ser prejudiciais à saúde física e emocional das pessoas, uma vez que aumentam a estigmatização, ameaçam ganhos de saúde preciosos, além da má observância das medidas de saúde pública, o que, por sua vez acaba colocando em risco a capacidade dos países de interromper a pandemia (WHO, 2020).

O termo¹³ voltou ao cenário atual com o reaparecimento da síndrome respiratória aguda grave 2- *Severe Acute Respiratory Syndrome Coronavirus 2* (SARS-COV-2) ou COVID-19, causada pelo coronavírus, detectado na China no ano de 2019, e ora se vivencia um período que experimenta as mesmas mazelas causadas pela criação e disseminação de notícias inverossímeis em um contexto deveras delicado.

Tendo em vista a complexidade do tema diante da situação atual, a Organização Pan-Americana de Saúde (OPAS, 2020) desenvolveu um folheto informativo detalhando aspectos relativos à infodemia, abordando inclusive sua relação com a desinformação, que se estabelece através da criação e compartilhamento de histórias falsas ou enganosas sem que se verifique a fonte nem a qualidade, e muitas vezes baseadas em teorias conspiratórias inseridas em um discurso convincente. Com isso, informações imprecisas têm circulado a respeito da doença, tais como: origem, causa, tratamento e propagação o que, por sua vez, faz com que a desinformação circule e seja absorvida rapidamente.

Destarte, têm-se as *fake news* como epicentro de uma infodemia que, segundo a Organização Pan-Americana de Saúde, muda o comportamento das pessoas fazendo com que elas corram mais riscos, o que torna ainda mais grave o cenário da pandemia de coronavírus comprometendo significativamente o alcance e a sustentabilidade do sistema global de saúde.

Preocupados com tal contexto, Guimarães e Dalessandro (2021) realizaram um estudo de caracterização e categorização temática das *fake news* relacionadas ao vírus em solo brasileiro durante o período de pouco mais de um ano a partir da escolha de uma agência de checagem de notícias. Na análise de conteúdo das notícias consideradas falsas pelo site Fato ou Fake, os pesquisadores conseguiram extrair 8 grandes dimensões – não mutuamente excludentes – em que as notícias se apresentavam: Saúde, Pessoas Públicas, Exterior, Cotidiano, Política, Pronunciamentos, Economia e Recomendações. A partir daí, os pesquisadores chegaram a um conjunto de onze categorias temáticas representativas do universo: Precauções, Diagnóstico e tratamento; Álcool 70; Máscaras faciais; Previsões;

¹³ O termo infodemia apareceu pela primeira vez na mídia em uma coluna do *The Washington Post* por David Rothkopf no ano de 2003, fazia referência ao grande número de notícias precisas e imprecisas em relação ao aparecimento da síndrome respiratória aguda grave ou Severe Acute Respiratory Syndrome (SARS) na China no ano anterior (MERRIAM-WEBSTER, 2023).

China; Distanciamento/isolamento social; Vacinas; Recursos financeiros; Hospitais; Mortes e Teoria da conspiração.

Nesse contexto, notícias falsas de diferentes ordens foram amplamente veiculadas, tais como: termômetro de raio infravermelho usado para aferir a temperatura das pessoas que entram em estabelecimentos pode causar casos de câncer e cegueira; papa Francisco pede que todos façam uma oração que estão vacinados com o sangue de Cristo e, portanto, imunes ao vírus; estudo feito na Espanha demonstrando a ineficácia do distanciamento social para conter a propagação do coronavírus; estudo na Universidade de São Paulo (USP) que comprova a maior propensão em contrair o vírus por parte daqueles que estão em confinamento; morte da filha do presidente russo Vladimir Putin após aplicação da vacina russa Sputnik V; máscaras são inócuas e podem causar infecção na garganta; a Organização Mundial de Saúde desaconselha o uso de máscaras contra o coronavírus; e a inscrição de 170 milhões de pessoas para recebimento de auxílio emergencial.

Vale destacar que a categoria vacina foi a que obteve notícias mais preocupantes e que retomam o negacionismo de vacinas trazido por D'ancona em seu livro. Quanto às características das vacinas, houve notícia que as descreviam como agentes para infectar células e transferir material genético; outra que dizia que a mesma continha chip líquido e inteligência artificial para controle populacional. Em relação aos supostos efeitos, houve: Mal de Alzheimer e fibromialgia; infertilidade em mulheres; inchaços; ferimentos nos pés; problemas neurológicos; desmaios; choque anafilático; e que poderiam ocasionar mortes e ainda causar tetraplegia.

Dessa forma, tem-se que as *fake news* são muito recorrentes em tempos de pós-verdade, e justamente por apresentarem um discurso apelativo às emoções e sentimentos das pessoas, acabam por representar uma ameaça a todos os indivíduos inseridos nesse contexto de inverdades, uma vez que detectá-las se torna uma tarefa cada vez mais difícil em virtude da facilidade com que são criadas e, conseqüentemente, disseminadas.

Como já mencionado anteriormente, a pós-verdade traz à tona uma nova forma de “credibilidade” da informação, advinda não mais da consistência e comprovação de seu conteúdo, mas da consonância com expectativas e convicções ideológicas, servindo não mais como elemento informativo, mas muitas vezes como elemento de confirmação ou de proselitismo. Assim, e em especial nas redes sociais, as pessoas passam a se identificar com aquilo com que sempre tiveram afinidade ou que sempre acreditaram, passando a compartilhar cada vez mais notícias relacionadas a tais temas que as agradam, deixando de lado todo e qualquer cuidado necessário antes de compartilhar algo.

Nesse sentido, e tendo claro que ao profissional da informação cabe a responsabilidade pela credibilidade do conteúdo informacional por ele disseminado, a *International Federation of Library Associations* (IFLA), preocupada com a questão, elaborou um infográfico específico para detectar *fake news*, como será mais especificamente discutido na seção a seguir.

4 AS FAKE NEWS E A ATUAÇÃO DOS BIBLIOTECÁRIOS

Enquanto as pesquisas acadêmicas e a literatura sobre *fake news* na biblioteconomia é prematura, iniciativas de bibliotecas e programas implementados para ajudar a combater a epidemia estão atualmente sendo apresentadas e discutidas em vários sites de bibliotecas, plataformas de redes sociais, *newsletters* e na mídia tradicional. (...) É evidente então que esforços coletivos e colaborativos têm sido realizados tanto pelas bibliotecas universitárias e públicas para promover a questão das *fake news* e fornecer recursos online que ajudem as pessoas a identificar e avaliar informação de forma precisa (DE PAOR; HERAVI, 2020, p.7, tradução nossa).¹⁴

O bibliotecário é um profissional que está presente na história da humanidade desde a Antiguidade (com escribas e sacerdotes treinados para lidar com registros de contas), perpassa a Idade Média (com monges e freiras que atuavam em monastérios cujos locais – *Scriptorium* - eram utilizados para produção de livros manuscritos), pela Idade Moderna (como testemunha a obra de Gabriel Naudé “*Avis pour dresser une bibliothèque*” de 1627) para chegar à Idade Contemporânea (com o profissional não apenas focado no Tratamento Temático da Informação (TTI) contida em seu ambiente de trabalho, entendido aqui como a aplicação dos processos de catalogação de assunto, indexação e análise documentária a fim de recuperação da informação, mas principalmente preocupado com a satisfação e bem estar de seus usuários). (GUIMARÃES, 2008a; MUKHERJEE, 1966; RUBIN, 2010).

Percebe-se que tanto a figura quanto a função do bibliotecário vêm evoluindo conforme o passar do tempo, em uma transição que visa cada vez mais ao bem comum, uma vez que nos dias atuais o profissional:

[...] participa de processos que tornam a informação utilizável para diferentes membros da sociedade, seja com fins acadêmicos, de estudo, de pesquisa, de auto-formação, de cidadania ou de trabalho, permitindo seu uso por instituições, organizações, nações e, dessa forma, pela sociedade como um todo. (RASCHE, 2005, p. 22).

Dessa forma, evidencia-se na profissão do bibliotecário uma responsabilidade social que vai além dos limites espaciais das bibliotecas, visto que o código de ética e deontologia do bibliotecário brasileiro, elaborado pelo Conselho Federal de Biblioteconomia (CFB), por exemplo, fixa que um de seus deveres segundo o Art. 5º consiste em: “preservar o cunho

¹⁴ While scholarly research and literature on fake news in the context of librarianship is premature, library initiatives and programmes implemented to help tackle the epidemic are currently being presented and discussed on a range of library websites, social media platforms, newsletters, and in mainstream media. (...) It is therefore apparent that collective and collaborate efforts are being made by both academic and public libraries to promote the issue of fake news and provide online resources to assist people in identifying and evaluating information accurately (DE PAOR; HERAVI, 2020, p.7)

liberal e humanista de sua profissão, fundamentado na liberdade da investigação científica e na dignidade da pessoa humana” (BRASIL, 2018, p. 2).

Segundo Du Mont (1991), o conceito de responsabilidade social é fundamentalmente ético por envolver mudanças na noção de como as necessidades humanas deveriam ser atendidas e por enfatizar a preocupação com as dimensões sociais dos serviços de informação que estão ligados à qualidade de vida. Logo, tal responsabilidade fornece um caminho aos profissionais da informação, como os bibliotecários, para se preocuparem com as dimensões sociais de seus serviços possibilitando que estejam atentos aos impactos sociais resultantes deles resultantes.

Esse cenário possibilita ao bibliotecário uma compreensão mais ampla do seu dever social diante de alguns entraves que possam dificultar o seu bem fazer profissional, como é o caso do princípio responsabilidade (conceito trazido pelo filósofo alemão Hans Jonas) entendido como desafio ético, em que o autor defende o valor da humanidade ante o avanço tecnológico e o crescimento desenfreado que ameaça a natureza e consequentemente as gerações futuras, visto que o mesmo alerta para o fato de a violação da natureza e o crescimento da população serem indissociáveis (JONAS, 2007).

O autor aborda ainda, em sua obra, os problemas sociais e éticos gerados pelos avanços tecnológicos, cenário esse que possibilitou a criação e aprimoramento das TICs e, em que pese todas suas vantagens, criou um ambiente propício a que a criação e a disseminação de inverdades atingissem um patamar sem precedentes. Dessa forma, a responsabilidade social do bibliotecário para com o seu usuário e a sociedade em que está inserido é capaz de suscitar atitudes que auxiliem o bem estar social visto que, segundo a Classificação Brasileira de Ocupações (CBO), os bibliotecários são profissionais que:

Disponibilizam informação em qualquer suporte; gerenciam unidades como bibliotecas, centros de documentação, centros de informação e correlatos, além de redes e sistemas de informação. Tratam tecnicamente e desenvolvem recursos informacionais; disseminam informação com o objetivo de facilitar o acesso e geração do conhecimento; desenvolvem estudos e pesquisas; realizam difusão cultural; desenvolvem ações educativas (BRASIL, 2023).

Ao lidar com a organização, a recuperação e a disseminação da informação em seu ambiente de trabalho, o bibliotecário possui um compromisso com a informação que transcende as barreiras de suas instituições. Nesse sentido, observa-se que lida com informação em diferentes suportes e valendo-se de diferentes métodos, mas todos com o

compromisso ético em fornecer a informação mais fidedigna possível ao seu usuário com um olhar crítico e cauteloso, mais especialmente no que tange à procedência e à veracidade da informação tratada, recuperada e disseminada.

O fenômeno das *fake news* faz com que tal profissional reúna cada vez mais esforços para poder superar os efeitos nefastos de tais notícias resguardando, assim, a reputação de seus ambientes de trabalho e o bem-estar social das pessoas que os frequentam à procura de informação com qualidade. Dessa forma, o bibliotecário não pode, de forma alguma, progagar *fake news* aos seus usuários, assegurando assim a responsabilidade social que o profissional possui para com a sociedade com um todo.

Rochlin (2017) faz uma analogia muito interessante ao momento de *fake news* enfrentado pelos profissionais da informação, afirmando que estamos vivenciando uma guerra de informação que está sendo lutada em um campo eletrônico em que os cliques são as munições. Enquanto sites de redes sociais bombardeiam usuários com um mercado de clicks unidirecional, a habilidade de defender informação factual e combater fatos alternativos parece uma batalha perdida. No entanto, os generais dessa guerra são os bibliotecários e profissionais da informação.

Para o autor, liderar as tropas seria como trazer a discussão à frente de batalha, aliando-se a programas educacionais e mostrando as várias facetas das *fake news*, assim como iniciar entre eles um diálogo sobre o tema irá mostrar que elas não podem ser detidas mas, sim, contestadas com alfabetização generalizada. A partir do pensamento criativo e colaboração, bibliotecas possuem as ferramentas, as habilidades e a obrigação de prover suas comunidades com armamento para combater as *fake news*.

Ao lidarem com informações em seus afazeres e pelo fato de prestarem serviços tão importantes como a disponibilização e possibilidade de recuperação de informação das mais diversas áreas do conhecimento humano, os bibliotecários e demais profissionais da informação hoje se deparam com os desafios das *fake news*, fator que exige dos mesmos cada vez mais um olhar crítico e minucioso uma vez que são profissionais habilitados em averiguar e atestar a veracidade dos fatos que são explorados por tais notícias falsas.

A título de curiosidade, em relação aos arquivistas, também profissionais da informação, a questão da confiabilidade do conteúdo informacional se pauta, entre outros, pela análise diplomática e pelo princípio da proveniência (DURANTI, 1998; GUIMARÃES; TOGNOLI, 2015) que buscam identificar até que ponto aquela informação registrada é autêntica e efetivamente provém de instâncias com competência para gerá-la. No entanto, no campo da Biblioteconomia essa questão assume uma dimensão mais ampla e menos

controlável, pois o espectro de informação com que se lida é significativamente mais abrangente. Isso assume uma dimensão ainda mais preocupante quando se adentra no terreno da disseminação da informação, para que o profissional bibliotecário se valha das mais diversificadas fontes de informação para atender a demandas específicas, seja presencialmente, seja em serviços virtuais.

Tal cenário explicita uma questão ética de primeira ordem na atuação do bibliotecário que, como destacado por Froehlich (1994, 1997), atinge fatores interferentes nas suas decisões éticas, como a responsabilidade social e o respeito pelos demais indivíduos e instituições, e reafirma duas dimensões de compromissos éticos desse profissional, sintetizadas por Guimarães (2000): o compromisso com a informação (sua precisão, procedência, consistência, atualidade, integridade, confiabilidade, acessibilidade) e o compromisso com o usuário (sua satisfação, seu bem-estar, sua proteção).

Tendo em vista a atuação ética do bibliotecário frente ao problema das *fake news*, Dalessandro, Guimarães e Sales (2019) analisaram as *fake news* sob a perspectiva do IFLA *Code of ethics for librarians and other information workers* (IFLA, 2012) que se divide em 6 dimensões, cada uma com seus respectivos valores, e constatarem os seguintes entraves ao bem fazer ético dos profissionais:

Quadro 1 – Valores éticos do código de ética da IFLA e suas relações com as *fake news*

Dimensão	Valor	Relação com as <i>Fake News</i>
Acesso à Informação	<i>Ensure access to information for all for personal development, education, cultural enrichment, leisure, economic activity and informed participation in and enhancement of democracy.</i>	As <i>fake news</i> , ao prejudicarem o acesso à informação afetam diretamente a democracia.
	<i>Promote and publicise the collection and services so that users and prospective users are aware of their existence and availability.</i>	<i>Fake news</i> podem levar a uma falsa percepção das informações disponíveis para seu uso.
	<i>Use the most effective ways to make the material accessible to all and seek to ensure that the websites of libraries and other information institutions comply with international standards for accessibility and access to them is not subject to barriers.</i>	A promoção do acesso à informação pressupõe um compromisso com a confiabilidade dessa informação.
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Responsabilidades para com os usuários e para com a sociedade	<i>Promote inclusion and eradicate discrimination through equitable services provided for everyone.</i>	As <i>fake news</i> , por não terem compromisso com a verdade podem ser instrumentos para discriminação do usuário.
	<i>Organize and present content in a way that allows an autonomous user to find the information she/he needs and help and support users in their information searching.</i>	As <i>fake news</i> , quando não percebidas nos processos de organização e disponibilização da informação podem dificultar a autonomia do usuário, tornando-o refém de uma informação sem compromisso com a verdade.
	<i>Offer services to increase reading skills, promoting information literacy including the ability to identify, locate, evaluate, organize, create, ethically use and communicate information.</i>	O bibliotecário possui um compromisso ético com o usuário no sentido de dar-lhe ferramentas para desenvolver um pensamento crítico quanto à procedência e à confiabilidade da informação.
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Privacidade e transparência	<i>Respect personal privacy, and the protection of personal data, necessarily shared between individuals and institutions. Take appropriate measures to ensure that user data is not shared beyond the original transaction.</i>	As <i>fake news</i> podem servir de instrumentos para atingir a privacidade do usuário e, inclusive, causa danos a sua imagem.
	<i>Recognise that it is in the public interest that misconduct, corruption and crime be exposed by what constitute breaches of confidentiality by so-called 'whistleblowers'.</i>	As <i>fake news</i> podem servir como entrave (cortina de fumaça) à identificação de condutas antiéticas ou mesmo criminosas.
----- -	-----	-----
Acesso aberto e propriedade intelectual	<i>Provide the best possible access for library users to information and ideas in any media or format. Provide fair, swift, economical and effective access to information for users.</i>	A promoção do acesso à informação pressupõe uma informação efetivamente confiável.
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Neutralidade, integridade pessoal e habilidades profissionais	<i>Committed to neutrality and an unbiased stance regarding collection, access and service (the most balanced collection and the most balanced access to information achievable).</i>	As <i>fake news</i> constituem por si mesmas, negative biases que afetam o acesso, a organização e o uso da informação.
	<i>Define and publish their</i>	As políticas bibliotecárias

	<i>policies for selection, organisation, preservation, provision, and dissemination of Information.</i>	devem explicitar claramente os mecanismos de combate as fake news.
	<i>Strive for excellence in the profession by maintaining and enhancing their knowledge and skills the highest standards of service quality for the promotion of the positive reputation of the profession.</i>	A busca por excelência e a qualidade profissional dos serviços bibliotecários pressupõem ações de reconhecimento e combate as fake news.
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Relação entre profissionais e entre empregado e empregador	<i>Share the professional experience with colleagues and help and guide new professionals to enter the professional community and develop their skills.</i>	O treinamento e compartilhamento de conhecimentos e experiências com novos profissionais devem contemplar as ações para coibir as fake news.
	<i>Earn a reputation and status based on their professionalism and ethical behavior.</i>	O profissionalismo e o comportamento ético do bibliotecário pressupõem o seu compromisso com a confiabilidade da informação.

Fonte: Dalessandro, Guimarães e Sales (2019).

Percebe-se que muitos são os valores éticos dos bibliotecários ofuscados pelas *fake news*, mas vale ressaltar um entrave que se dá na dimensão Responsabilidades para com os usuários e para com a sociedade, em que os autores afirmam que o bibliotecário possui um compromisso ético no sentido de fornecer ferramentas que auxiliem no pensamento crítico dos usuários no que tange à procedência e à confiabilidade da informação.

Ao se analisar tal entrave, pode-se concluir que duas atividades assumem papéis cruciais na luta contra os demais entraves aos compromissos éticos dos profissionais da informação, elas são: utilização de ferramentas de *fact-checking* por parte dos profissionais e usuários e a promoção da tão importante competência informacional entre os indivíduos de uma sociedade (algo como uma *fact-checking literacy*).

O *fact-checking* ou verificação de fatos em português (WIKIPEDIA, 2022) diz respeito à confirmação e comprovação de fatos e dados que são usados em discursos, principalmente políticos, nos meios de comunicação e demais publicações, visando a detectar erros, imprecisões e mentiras no jornalismo investigativo. Tal fenômeno existe desde o início do jornalismo, mas foi a partir da primeira década do século XXI que surgiram meios que se dedicam exclusivamente à verificação de fatos, principalmente na internet, como é o caso de

agências de checagem gratuitas como: aos fatos, agência lupa, fato ou fake, comprova e factcheck.org.

É inegável a quantidade de informação que é produzida ultimamente no ciberespaço, sem que a mesma tenha muitas vezes uma organização similar à que ocorre em bases de dados bibliográficas e bibliotecas virtuais e/ou digitais para utilização do usuário, o que faz com que as pessoas tenham cada vez menos tempo e infraestrutura adequada para adquirir informação na internet.

Nesse sentido, os instrumentos de checagem de notícia online se tornam mais um aliado no combate às *fake news* para profissionais da informação e usuários, pois é por meio de tais mecanismos que ambos poderão verificar a procedência da informação que desejam consumir, principalmente em tempos em que informações circulam rapidamente por meio de redes sociais e aplicativos de mensagem instantânea. Na situação da pandemia de COVID-19, o uso de tais ferramentas foi e ainda se faz importante, uma vez que há o risco de se acreditar em informações equivocadas, resultando em desfechos perigosos quando não fatais.

Tudo isso leva a considerar com mais ênfase a questão da competência em informação, pois Dudziak (2003, p. 23):

A informação passou a ser reconhecida como elemento-chave em todos os segmentos da sociedade. Tal é sua importância que se manter informado tornou-se indicador incontestável de atualidade e sintonia com o mundo. Paradoxalmente, como resultado da ampla e por vezes caótica disponibilização de informações, principalmente via Internet, surgiram barreiras relacionadas ao seu acesso, tais como o número ilimitado de fontes e o desconhecimento de certos mecanismos de filtragem, organização e mesmo de apropriação da informação.

Segundo Eisenberg (2008), a informação é pervasiva e parte essencial de nossa sociedade e nossas vidas, e dela dependemos para auxiliar-nos a tomar decisões e guiar nossas ações. Assim, com o aumento do volume da informação, da complexidade de sistemas informacionais em virtude do acelerado avanço tecnológico e do ritmo acelerado em que vivemos, torna-se cada vez mais necessária a competência em informação que, para o autor, consiste no conjunto de habilidades e conhecimentos que não apenas nos permite encontrar, avaliar e usar a informação de que precisamos, como também filtrar e descartar a informação de que não precisamos. Tais habilidades são as ferramentas necessárias que nos ajudam a navegar com sucesso o cenário presente e futuro da informação.

O autor refere-se ainda a quatro modelos de habilidade em informação em seu trabalho, com especial destaque para o padrão de competências de alfabetização em informação da *Association of College and Research Libraries* (ACRL), idealizado pela

American Library Association (ALA) que se apresenta em cinco etapas ou ações: 1- determinar a natureza e a extensão das informações necessárias; 2- acesso às informações de forma eficaz e eficiente; 3- avaliar fontes criticamente, avaliar informação criticamente e incorporar informações selecionadas em sua base de conhecimento e sistema de valores; 5- acesso e uso da informação de forma ética e legal, compreendendo questões econômicas, jurídicas e sociais que cercam o uso de informações, individual ou coletivamente de forma eficaz para garantir um propósito específico.

No âmbito da atuação profissional de bibliotecários, a título de exemplo, observam-se relatos de iniciativas bastante significativas no combate às *fake news* (BANKS, 2016; BATCHELOR, 2017), inclusive trazendo novas perspectivas de divulgação das bibliotecas e de confirmação de seu compromisso social (FINLEY; MCGOWAN; KLUEVER, 2017; EVA; SHEA, 2018) bem como da efetivação de novos serviços (LEFKOWITZ, 2017).

Tendo em vista que qualquer informação manipulada ou inventada em um cenário pandêmico pode ser fatal, como ocorreu na pandemia de coronavírus em 2019, a IFLA, que já havia disponibilizado anteriormente um infográfico que ajudava na identificação de *fake news*, sentiu necessidade de atualizá-lo e lançou em 2020 o infográfico edição COVID-19.

Observa-se na figura 1 o primeiro infográfico para detectar *fake news*:

Figura 1 – Como identificar notícias falsas



Fonte: IFLA (2017).

A figura 2 traz a atualização do primeiro infográfico, como se pode constatar a seguir:

Figura 2 – Como identificar notícias falsas (edição COVID-19)



Fonte: IFLA (2020).

Devido à importância da averiguação dos fatos em uma pandemia, inclusive como forma de combate às *fake news* que tanto poluem a articulação dos mecanismos usados para amenizar o efeito devastador do momento enfrentado por todos, procedeu-se à análise do novo infográfico (versão COVID-19) elaborado pela IFLA que se caracteriza como um eficaz modo de detectar notícias falsas, comparando-o com o anterior, do período pré-pandêmico, de modo a identificar as mudanças, os aspectos mantidos e os possíveis desdobramentos de tal atualização. Para tanto, recuperaram-se os dois infográficos do site IFLA e procedeu-se à elaboração de uma tabela a partir da extração de suas orientações, de modo a tornar a análise mais elucidativa e facilitar a compreensão de cada item por eles descrito. Vale ressaltar que ambos infográficos possuíam versões traduzidas em português, disponíveis no site da

instituição e foram redigidos na tabela da mesma forma com que aparecem em seus infográficos originais.

Após a análise e compilação do conteúdo de ambos os infográficos, elaborou-se um quadro comparativo de seus tópicos com as respectivas recomendações, a saber:

Quadro 2 - Comparação dos Infográficos da IFLA sobre *fake news*.

	Cartilha anterior	Nova cartilha	Observações
Considere a fonte	Clique fora da história para investigar o site, sua missão e contato.	Existe um autor? Confira suas credenciais sobre questões relevantes.	-----
É preconceito?	Avalie se seus valores próprios e crenças podem afetar seu julgamento.	Avalie se seus valores próprios e crenças podem afetar seu julgamento.	-----
Leia mais	Títulos chamam a atenção para obter cliques. Qual é a história completa?	As manchetes podem ser ultrajantes em um esforço para obter cliques. Qual é a história toda?	-----
Fontes de apoio?	Clique nos links. Verifique se a informação oferece apoio à história.	Clique nos links ou verifique com fontes oficiais. Eles apoiam a história?	-----
Isso é uma piada?	Caso seja muito estranho, pode ser uma sátira. Pesquise sobre o site e o autor.	Caso seja muito estranho, pode ser uma sátira. Pesquise a fonte para ter certeza.	Retirada a menção a autor na nova cartilha.
Consulte especialistas	Pergunte a um bibliotecário ou consulte um site de verificação gratuito.	Pergunte a um bibliotecário ou consulte um site de verificação de fatos ou fonte oficial como a OMS.	-----
Verifique o autor	Faça uma breve pesquisa sobre o autor. Ele é confiável? Ele existe mesmo?	-----	Há menção ao autor no “Considere a fonte – Existe um autor? Confira suas credenciais sobre questões relevantes”.
Verifique a data	Repostar notícias antigas não significa que sejam relevantes atualmente.	-----	Não há menção da conferência de data da notícia na nova cartilha, o que por sua vez pode ser um problema.
Outros concordam?	-----	Existem outros sites denunciando isso? Quais fontes eles estão citando?	-----
Olhe antes de compartilhar	-----	Não compartilhe postagens ou histórias que você não tenha checado primeiro!	-----

Fonte: Elaborado pelo autor.

Ao analisar a tabela, percebe-se que dos oito tópicos presentes nos dois infográficos, seis mantiveram o mesmo nome - “Considere a fonte”, “Consulte especialistas”, “É preconceito?”, “Fontes de apoio?”, “Isso é uma piada?” e “Leia mais”. No entanto, relativamente às recomendações específicas de cada tópico, apenas dois deles mantiveram o mesmo conteúdo da edição anterior referindo-se especificamente, ao caráter sensacionalista dos títulos e manchetes visando à obtenção de cliques e ao perigo do preconceito recomendando que o leitor avalie se seus valores próprios e crenças podem afetar seu julgamento. No tópico “Considere a fonte” tem-se uma recomendação mais voltada a aspectos relacionados à investigação da fonte em elementos relativos a sua missão e às formas para contato, visando a uma abordagem mais focada no autor e na conferência de suas credenciais sobre questões relevantes. Em decorrência, três questões se colocam: a) a possibilidade de a notícia ser uma sátira (tópico “Isso é uma piada?”), sinalizando para a necessidade de se checar tanto o autor quanto o site; b) a necessidade de consultas adicionais para fins de confirmação de veracidade, seja por meio de “Fontes de apoio?” (links e fontes oficiais, inclusive verificando-se a atualização) e da “Consulta a especialistas” (pesquisadores, bibliotecários, sites de checagem e, no caso específico, a Organização Mundial de Saúde (OMS)).

Em relação aos tópicos que deixaram de figurar no novo infográfico relativamente ao anterior - “Verifique o autor” e “Verifique a data” – tem-se que o primeiro foi incorporado ao âmbito do tópico “Considere a fonte” e, quanto ao segundo, não há menção à data, no novo infográfico, o que configura um aspecto relevante a ser discutido, uma vez que é comum as pessoas compartilharem notícias antigas em suas redes sociais por pensarem que são atuais. Nesse sentido, destaca Cunha (2020) que a atualidade é um dos critérios a serem considerados na avaliação de mecanismos de busca, dado que a velocidade com que se pode publicar um dado numérico, notícia ou documento pode causar dificuldade aos usuários no que se diz respeito à identificação do período ou data referente ao conteúdo informacional. Quanto aos novos tópicos que foram incorporados ao novo infográfico, tem-se “Outros concordam?”, que sugere que o leitor procure o conteúdo de uma notícia em outros sites e nas fontes nela citadas para conferir a credibilidade; e “Olhe antes de compartilhar”, tópico que assume protagonismo especialmente no cenário pandêmico, uma vez que recomenda a checagem de postagens e histórias antes de serem compartilhadas.

Como se pode observar, o novo infográfico da IFLA revela, de forma didática e bem fundamentada, um conjunto de procedimentos a serem adotados pelos bibliotecários, em

especial no contexto da pandemia de COVID-19, que trouxe aos profissionais da informação a urgente necessidade de uma reflexão de natureza ética relativamente a seus saberes e fazeres profissionais, reflexão essa que deve se encontrar permeada pelos valores de confiabilidade, procedência, atualidade e robustez da informação.

5 METODOLOGIA

O percurso metodológico da presente pesquisa parte de uma abordagem bibliográfica sobre o fenômeno das *fake news* e da dimensão ética do fazer do profissional bibliotecário para, em um segundo momento, identificar iniciativas levadas a efeito para tal fim.

Em seguida, e no intuito de identificar e analisar como essa questão vem se colocando no meio científico internacional, procede-se a uma análise de domínio, valendo-se de uma abordagem bibliométrica e de uma abordagem epistemológica, essa última a partir da análise de conteúdo.

Para tanto, a pesquisa valeu-se de um corpus documental – artigos científicos - obtido a partir de uma busca pela palavra “*fake news*” em título e/ou resumos da base de dados *Library and Information Science Abstracts* (LISA) no dia 16/02/2022, relativamente a artigos publicados até o final do ano de 2021, obtendo-se um total de 166 artigos tidos como “*peer reviewed*”. No entanto, devido a fatores como repetições, idiomas (optou-se por manter os artigos em português, espanhol e inglês) e formatos que não o de artigo científico tais como *book review*, colunas escritas em periódicos e até mesmo o não acesso total ao item, o corpus final compôs-se de 115 artigos.

De forma a melhor analisar os artigos e tornar possível a extração de informações para posterior análise, foram elaboradas fichas de registro como no seguinte exemplo:

Quadro 3 – Exemplo de ficha de registro

Artigo 1	
Autor 1	Saoirse De Paor
Instituição	Maynooth University
Autor 2	Bahareh Heravi
Instituição	University College Dublin
Título	Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news
Palavras-chave	Fake news, Misinformation, Disinformation, Information literacy, Librarianship, Information professionals
Idioma	Inglês
Periódico	The Journal of Academic Librarianship
Ano	2020
Referências	Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. <i>Journal of Economic Perspectives</i> , 31(2), 211–236. Alvarez, B. (2017). Public libraries in the age of fake news. <i>Public libraries online</i> . January 11th. Andretta, S. (2005). <i>Information literacy: A practitioner's guide</i> . Badke, W. (2010). Why information literacy is invisible. <i>Communications in</i>

	Information Literacy, 4(2), 129–141. Banks, M. (2016). Fighting fake news. American libraries. December 27th. Batchelor, O. (2017). Getting out the truth: The role of libraries in the fight against fake news. Reference Services Review, 45(2), 143–148. Bent, M., & Stubbings, R. (2011). SCONUL seven pillars of information literacy: Core model for higher education. Blakeslee, S. (2004). The CRAAP test. Loex Quarterly, 31(3), 6–7. Burkhardt, J. M. (2017). History of fake news. Library Technology Reports, 53(8), 5 – 2. (.....)

Fonte: Elaborado pelo autor.

A elaboração de fichas de registro se faz importante uma vez que auxilia o pesquisador a extrair informações específicas de um corpus de pesquisa analisado, o que por sua vez acaba fornecendo material relevante à elaboração de quadros, tabelas, figuras e/ou demais recursos que facilitem a compreensão dos objetivos propostos pelo trabalho em desenvolvimento.

Como se pode observar no apêndice A, as informações de autores, instituições, títulos, palavras-chave, idiomas, periódicos, anos e referências presentes nas fichas de registro deste trabalho coadunam-se com a trajetória metodológica e objetivos, fator que pode fornecer à análise do corpus uma maior dinamicidade para que o domínio trabalhado fosse assimilado e consequentemente representado na seção 6.

Ao corpus de pesquisa aplicou-se a metodologia de análise de domínio que, no âmbito da Ciência da Informação, foi pioneiramente tratada por Hjørland e Albrechtsen (1995), a partir de um conceito originalmente surgido na Ciência da Computação na década de 1980 e, com subsídios na sociologia da ciência¹⁵, identificaram-na como um conjunto de procedimentos que permitem caracterizar e avaliar o comportamento de uma dada área científica, esta então denominada domínio.

A Análise de Domínio (AD) contribui para que se possam analisar os aspectos teóricos e aplicados que caracterizam um dado domínio (processos, produtos, instrumentos, terminologia, literatura especializada, agentes individuais, comunidades discursivas, interdisciplinaridades), de modo a, inclusive, fazer prospecções acerca das tendências que se apresentam como subsídio à geração de novos conhecimentos (DANUELLO, 2007; GUIMARÃES, 2014; NASCIMENTO; MARTELETO, 2004; SMIRAGLIA, 2013).

Smiraglia (2012), no que se refere a uma delimitação conceitual do que seja o domínio, tem-se um grupo que, a partir de uma ontologia coerente no âmbito de um

¹⁵ Hjørland e Albrechtsen (1995, p. 400) situam a análise de domínio no âmbito de um paradigma social na Ciência da Informação, aqui englobando aspectos de natureza psicossocial e sociolinguística.

conhecimento previamente demarcado, compartilha uma mesma visão epistemológica, constituindo um efetivo colégio invisível (com base conceitual comum, um discurso próprio e uma estrutura social definida) e possui uma sistemática própria para a criação e a estruturação de novos conhecimentos (SMIRAGLIA, 2012; THELLEFSEN E THELLEFSEN, 2004)¹⁶. Conceitualmente, se o domínio, para Hjørland e Albrechtsen (1995, p.401) refere-se a “comunidades de pensamento ou comunidades discursivas que integram a divisão social do trabalho”, para Mai (2005, p.605) ele revela “uma área de especialidade, um conjunto literário ou um grupo de pessoas trabalhando juntas numa organização”.

Hjørland (2002), ao buscar uma delimitação mais específica e operacional da análise de domínio, propôs um conjunto de onze abordagens por meio das quais ela pode se desenvolver (e, muitas vezes, valendo-se da combinação de mais de uma abordagem): Produção de obras de referência, Construção de linguagens de indexação, Indexação e recuperação da informação, Estudo de usuários, Estudos bibliométricos, Estudos históricos, Estudos de gêneros/tipologias documentais, Estudos epistemológicos e críticos, Estudos terminológicos, Comunicação científica, Cognição científica, Conhecimento especializado e Inteligência artificial. Posteriormente, Hjørland (2017) incorporou ainda três outras abordagens, nomeadamente a semântica das bases de dados e a análise do discurso, propostas por Smiraglia (2015), e a proveniência, proposta por Guimarães e Tognoli (2015).

Vale ainda recordar que, por questões operacionais, Tennis (2003) propôs dois eixos para o desenvolvimento de análises de domínio: as áreas de modulação (a extensão do domínio) e as áreas de especialidade (a profundidade do domínio).

Na presente pesquisa, a análise de domínio desenvolver-se-á a partir da abordagem bibliométrica, no sentido de identificar, caracterizar e analisar a produção científica no domínio das *fake news*, especialmente no que se refere a seus autores e veículos de publicação. Por outro lado, essa análise de domínio engloba ainda uma abordagem de natureza epistemológica ao considerar, igualmente, a dimensão de conteúdo da literatura analisada, notadamente em seu aspecto conceitual. Para tanto, valer-se-á, ainda da Análise de Conteúdo.

O método de Análise de Conteúdo (BARDIN, 2011), pauta-se na análise de documentos a partir da formulação de inferências que sinalizem para a elaboração de categorias que permitam atingir, em maior profundidade, a dimensão temática do corpus. Como destacam Sales (2008), Guimarães e Sales (2010), e Bagatini (2022), a Análise de

¹⁶ A questão dos domínios de conhecimento é, embora não denominada como tal, objeto de abordagem dos denominados estudos metateóricos propostos por Ritzer (1991).

Conteúdo engloba três fases distintas e sucessivas: a pré-análise (quando se define e constrói o corpus documental a ser analisado e se estabelecem, a partir dos traços de conteúdo encontrados no corpus, as categorias pelas quais será analisado), a exploração do material (quando se desenvolve a leitura do corpus e a extração de elementos de conteúdo) e o tratamento dos resultados (em que as categorias definidas são especificamente aplicadas ao corpus). Para tanto, como destaca Bardin (2011), a análise pauta-se na aplicação de três princípios: exaustividade (a totalidade do corpus), representatividade (o rigor na identificação do corpus) e homogeneidade (a similaridade entre os integrantes do corpus). Apresentam-se e discutem-se, a seguir, os resultados obtidos.

6 AS FAKE NEWS NO UNIVERSO CIENTÍFICO DA CIÊNCIA DA INFORMAÇÃO: UMA ANÁLISE DE DOMÍNIO

A análise de domínio, juntamente com a análise de conteúdo, ambas aplicada ao corpus de pesquisa obtido através da base de dados LISA, apontaram para um total de 244 autores em um universo de 115 artigos de periódicos, evidenciando uma média de 2,12 autores por trabalho.

A autoria, como destaca Guimarães (2018), é configurada pela contribuição, seja ela intelectual ou material, por um conjunto de pessoas que almejam a publicação de um texto científico, podendo ser ela única ou múltipla, prática que varia de acordo com a área do conhecimento analisada. Observou-se no domínio em questão a ocorrência de 42 artigos (36.52%) de autoria única, 36 artigos (31.30%) de autoria dupla, 20 artigos (17.39%) de autoria tripla, 9 artigos (7.82%) de autoria quadrupla e 8 artigos (6.95%) com cinco ou mais autores, conforme se observa a seguir:

Quadro 4 – Quantidade de autores nos artigos

Quantidade de Autores	Artigos	Porcentagem
1 autor	42	36.52
2 autores	36	31.30
3 autores	20	17.39
4 autores	9	7.82
5 ou mais autores	8	6.95

Fonte: Elaborado pelo autor.

Nota-se um alto índice de artigos com apenas um autor, ao passo que, conforme o número de autores por artigo aumenta, a porcentagem de tais artigos decresce gradativamente. Tal fato confirma uma característica que mais se aproxima de uma tradição autoral das Ciências Humanas e Sociais, enquanto as Ciências Exatas e Biológicas costumam apresentar artigos com vários autores (REGO PIVA, 2020).

Em relação à produtividade dos autores analisados a partir do corpus de pesquisa, tem-se que apenas 12 autores (4.91%) possuem dois ou mais trabalhos publicados referentes ao tema das *fake news*. Essa baixa porcentagem demonstra não apenas um certo ineditismo do assunto, mas também o fato dele atrair cada vez mais pesquisadores a produzir sobre a temática.

O quadro 5 demonstra os autores mais produtivos da produção analisada, como se pode observar a seguir:

Quadro 5 – Autores mais produtivos

Autores	Trabalhos
APUKE, O. D.	3
LÓPEZ-BORRULL, A.	3
OMAR, B.	3
BAXTER, G.	2
BUSCHMAN, J.	2
DEL-FRESNO-GARCÍA, M.	2
GARCÍA-MARÍN, D.	2
MARCELLA, R.	2
MARTÍNEZ-CARDAMA, S.	2
NAEEM, S. B.	2
SULLIVAN, M. C.	2
WALICKA, A.	2

Fonte: Elaborado pelo autor.

Dentre os autores que produziram 3 artigos, encontra-se o pesquisador Alexandre López-Borrull que publicou com outros 4 pesquisadores¹⁷ (dois trabalhos de autoria dupla e um de autoria tripla), enquanto os pesquisadores Oberiri Destiny Apuke e Bahiyah Omar publicaram 3 artigos juntos. No que diz respeito aos autores com dois artigos, tem-se os pesquisadores John Buschman e Matthew C. Sullivan com trabalhos de autoria única cada, Miguel Del-Fresno-García (um trabalho de autoria única e um de autoria dupla), David García-Marín (um trabalho de autoria única e outro de autoria tripla), Sara Martínez-Cardama (um trabalho de autoria dupla e outro de autoria quadrupla), Salman Bin Naeem (dois trabalhos de autoria dupla), e por fim os pesquisadores Agnieszka Walicka, Graeme Baxter e Rita Marcella com dois trabalhos de autoria entre si¹⁸.

A análise das instituições mais produtivas revelou 19 (15.07%) instituições que possuem mais de dois trabalhos sobre o tema, de um total de 126 instituições. Observa-se um domínio das universidades espanholas em relação às demais universidades mais produtivas, um total de 7 (36.84%), vale ressaltar que a *Universitat Oberta de Catalunya* (UOC) figurou

¹⁷ LÓPEZ-BORRULL: Candela Ollé, Joan-Isidre Badell, Josep Vives-Gràcia, Sandra Sanz-Martos; DEL-FRESNO-GARCÍA: Juan-Luis Manfredi-Sánchez; GARCÍA-MARÍN: Laura Rincón-Manzano, Roberto Aparici; MARTÍNEZ-CARDAMA: Ana-María Morales-García, Fátima García-López, Laura Algora-Cancho, Mercedes Caridad-Sebastián; NAEEM: Jibran Jamsheed, Rubina Bhatti.

¹⁸ Alexandre López-Borrull (*Universitat Oberta de Catalunya* – Espanha); Oberiri Destiny Apuke (*Universiti Sains* - Malásia); Bahiyah Omar (*Universiti Sains* – Malásia); John Buschman (*Seton Hall University* – Estados Unidos); Matthew C. Sullivan (*Harvard University* – Estados Unidos); Miguel Del-Fresno-García (UNED – Espanha); David García-Marín (UNED – Espanha); Sara Martínez-Cardama (*Universidad Carlos III de Madrid* – Espanha); Salman Bin Naeem (*Islamia University of Bahawalpur* - Paquistão); Agnieszka Walicka (*Aberdeenshire Libraries* – Escócia); Graeme Baxter (*Robert Gordon University* – Escócia); e Rita Marcella (*Robert Gordon University* – Escócia).

em primeiro lugar com quatro trabalhos diferentes e um total de 6 autores advindos da mesma. Logo em seguida vem as universidades estadunidenses com 5 (26.31%) instituições, como se pode observar no quadro 6:

Quadro 6 – Instituições mais produtivas

Instituição	Trabalhos	Número de Autores	País
Universitat Oberta de Catalunya	4	6	Espanha
Universidad Carlos III de Madrid	3	6	Espanha
Universidad Nacional de Educación a Distancia	3	4	Espanha
Universiti Sains Malaysia	3	2	Malásia
Aberdeenshire Libraries	2	1	Escócia
Harvard University	2	1	EUA
Indian River State College	2	3	EUA
Islamia University of Bahawalpur	2	3	Paquistão
National University of Political Studies and Public Administration	2	5	Romênia
Robert Gordon University	2	2	Escócia
Seton Hall University	2	1	EUA
Universidad Complutense de Madrid	2	2	Espanha
Universidad Nebrija	2	4	Espanha
Universidad de Santiago de Compostela	2	4	Espanha
Universidade Federal do Rio Grande do Sul	2	2	Brasil
Universitat Pompeu Fabra	2	2	Espanha
University of Copenhagen	2	3	Dinamarca
University of Minnesota	2	2	EUA
University of South Carolina	2	3	EUA

Fonte: Elaborado pelo autor.

No entanto, se a análise recai sobre o total de instituições, há uma liderança estadunidense com 42 (33.33%) instituições diante de 18 (14.28%) instituições espanholas. O

Brasil figura entre as instituições mais produtivas com os dois trabalhos da Universidade Federal do Rio grande do Sul (UFRGS), assim como possui 7 (5.55%) instituições com um trabalho cada em âmbito geral, elas são: Instituto Federal do Rio Grande do sul (IFRS), Universidade de Brasília (UNB), Universidade de São Paulo (USP), Universidade Federal da Bahia (UFBA), Universidade Federal de Minas Gerais (UFMG), Universidade Federal de Sergipe (UFS) e Universidade Federal do Ceará (UFC).

Vale destacar que o domínio não é apenas objeto de estudo de pesquisadores, muito menos está somente vinculado ao meio acadêmico, mas tem sido abordado por bibliotecários (como explicitam as seguintes instituições): *Aberdeenshire Libraries*, *Stellenbosch University Library & Information Service*, *Ambrose Alli University*; assim como profissionais de outras áreas: *Barcelona Supercomputing Center*, *North China Institute of Science*, *Qatar Computing Research Institute* e *U.S. Air Force Research Laboratory*. Ademais, observaram-se trabalhos advindos de instituições de todos os continentes do mundo, alguns exemplos são: América do Sul (*Universidad Nacional Mayor de San Marcos* no Perú e *Pontificia Universidad Católica de Chile*), América do Norte (*Brandon University* no Canadá e *Universidad Autónoma de Ciudad Juárez* no México), Europa (*Trinity College* na Irlanda e *Università di Bologna* na Itália), África (*University of Pretoria* na África do Sul e *Chrisland University* na Nigéria), Ásia (*Sungkyunkwan University* na Coreia do Sul e *National Chengchi University* no Taiwan) e Oceania (*University of Sydney* e *Flinders University* na Austrália), tal qual o Oriente Médio (*Notre Dame University-Louaize* no Líbano e *Al Ain University* nos Emirados Árabes Unidos), região do globo em que há confluência entre os continentes europeu, africano e asiático.

Tal cenário evidencia não apenas a preocupação cada vez maior de profissionais ao redor do mundo acerca das *fake news*, mas também das instituições que acabam fomentando e disponibilizando, seja em periódicos especializados (impressos/eletrônicos) ou seus próprios repositórios institucionais, literatura científica de qualidade sobre a temática.

A análise das palavras-chave se faz necessária pela determinação do espectro temático do corpus de pesquisa analisado, visto que é possível identificar as temáticas mais recorrentes e/ou a extensão do mesmo, assim como permitir análises quantitativas mais aprofundadas a partir dos estudos métricos. Logo, tal análise é cada vez mais utilizada para definir a estrutura de conhecimento de domínios científicos (CHEN; CHIAO, 2016; REGO PIVA, 2020).

Analisando-se isoladamente as palavras-chave, observa-se que oito descritores possuem incidência superior a 11 e representam, juntos, 31,4% do conjunto das palavras-chave, nomeadamente: *Fake news* (74 incidências), *Social media* + *Social networks* (32

incidências), COVID-19 + Coronavirus (23 incidências), Desinformação (25 incidências), Competência em informação (23 incidências), Pós-verdade (18 incidências), *Misinformation* (16 incidências) e *Fact-checking* (11 incidências). Tem-se, assim, os descritores Fake news, Desinformação e Pós-verdade (somando 117 incidências, ou seja, 17,25% do universo) como designativos do fenômeno que é objeto da presente análise. Em seguida, a presença das mídias sociais revela a importância dos meios mais cotidianos e ágeis de propagação das *fake news*.

A competência em informação (23 incidências), por sua vez, constitui um importante elemento para que o indivíduo não caia nas armadilhas das *fake news*, valendo-se, dentre outros elementos, das ferramentas de *fact-checking* (11 incidências). Como se pode observar, trata-se de um conjunto de palavras-chave altamente representativas do universo das *fake news*, seja no que se refere à sua configuração em si, aos meios para sua propagação e às ferramentas necessárias ao cidadão pra fazer frente aos perigos desse fenômeno. Para melhor compreensão dos termos mais frequentes, o quadro 7 explicita as 10 mais recorrentes:

Quadro 7 – Palavras-chave mais frequentes

Palavras-chave	Frequência
Fake News	74
Social Media	27
Disinformation	25
Comp. Informacional	23
Pós-verdade	18
COVID-19	17
Misinformation	16
Fact-checking	11
Jornalismo	8
Comunicação Política	8

Fonte: Elaborado pelo autor.

Em seguida, e com base no total de 683 palavras-chave encontradas nos artigos (média de 5,9 palavras por artigo), pôde-se criar uma categorização por grupos e subgrupos temáticos dessas palavras-chave, computando sua incidência. Desse modo, chegou-se a um conjunto de 5 grupos temáticos, nomeadamente: As fake news: Caracterização de desdobramentos éticos

(representando 31,3% do total); As fake news como objeto de abordagem em distintas áreas do conhecimento (representando 53,7% do total); A pesquisa e a comunicação científica sobre *fake news* (representando 4,9% do total); Facetas de abordagem das temáticas relativas a *fake news* (7,1% do total); e Termos vazios ou fora da temática (2,7% do total), como se apresenta a seguir¹⁹:

Grupo 1 - AS FAKE NEWS: CARACTERIZAÇÃO E DESDOBRAMENTOS ÉTICOS (214 ocorrências)

1.1 Fake news (183 ocorrências): *Fake news* (69); Desinformação (25); Pós-verdade (18); *Misinformation* (16); *Fact-checking* (11); Boatos (7); Compartilhamento de *fake news* (3); Detecção de *fake news* (3); *Information disorders* (3); Notícias falsas (3); Fatos alternativos (2); Propaganda (2); Checagem de fatos científicos; Conteúdos enganosos; Crenças falsas; *Deepfakes*; Desinformação empresarial; Detecção de *misinformation*; Detecção de propaganda; Discurso de ódio; *Echo chamber*; *Fake news online*; Grupos de divulgação de *fake news*; Informação espalhada; Informação falsa; *Internet of fake media things*; Maldita.es; Mídias falsas; Pânico moral da informação; Pseudociências; Rumor; Teorias da conspiração; Verificação científica

1.2 Ética: valores, problemas e atributos (31 ocorrências):

1.2.1 Valores (16 ocorrências): Credibilidade (4); Confiança (3); Elevação moral; Ética profissional; Exemplo moral; Cidadania digital; Confiabilidade; Resiliência; Valores cívicos; Verdade; Virtude epistêmica

1.2.2 Problemas (11 ocorrências): Bots (3); *Astroturfing*; *BotNets*; *Clickbait*; *Click market*; Marketing viral; Mau comportamento; *Third person effect*; *Tree octopus spoof website*

1.2.3 Atributos (4 ocorrências): Integração; Interatividade; Interoperabilidade; *Distant and close others*

Grupo 2 – AS FAKE NEWS COMO OBJETO DE ABORDAGEM EM DISTINTAS ÁREAS DO CONHECIMENTO (367 ocorrências)

2. 1 Ciência da Computação (88 ocorrências)

2.1.1 Tecnologia em geral (4 ocorrências): Adoção tecnológica; Interrupção tecnológica; Mudanças tecnológicas; Plataformas tecnológicas

¹⁹ Optou-se por traduzir as palavras-chave para que se pudesse melhor agrupá-las tematicamente. No entanto, alguns termos foram mantidos em inglês por serem a forma como são conhecidos neste país.

2.1.2 Inteligência artificial (16 ocorrências): Filtro de bolha (2); Rede neural convolucional (2); Algoritmos; BERT (*Bit Error Ratio Test*); *Big data*; DistilBERT;

Inteligência artificial; *Margin loss function*; *Non-static word embedding*; *Nudge (theory)*; *Predictors*; Rede residual; SHAP (SHapley Additive exPlanations); *Watchdog*

2.1.3 Ambiências e Contextos tecnológicos (8 ocorrências): Dispositivos móveis de leitura; Dispositivos móveis; Jogos; Memes; Plataformas digitais; Pornografia; Sites web; Web 2.0

2.1.4 Mídias e Redes sociais (60 ocorrências): Mídias sociais (27); *Twitter* (7); Redes sociais (6); *Facebook* (4); Mídias (3); Usuários de mídias sociais (3); *Whatsapp* (2); Ecossistema de mídia; Google; *Hashtags*; *Microblogging*; Mídia online; NISO Plus 2021; Sistema de mídia; Sites de redes sociais

2.2 Biblioteconomia e Ciência da Informação (114 ocorrências):

2.2.1 Informação (17 ocorrências): Infodemia (3); Fontes de informação (2); Informação (2); Profissionais da informação (2); Consumo de informação; Difusão da informação; Disseminação da informação; Informação corretiva; Informação digital confiável; Limitação dos fluxos de informação; Livre circulação da informação; Sociedade da informação

2.2.2 Bibliotecas (22 ocorrências): Bibliotecas universitárias (6); Bibliotecas (4); Bibliotecas públicas (2); Guias de biblioteca (2); Funcionários da biblioteca (2); *Association of College and Research Libraries* (ACRL); Biblioteca; Bibliotecas de faculdades comunitárias; Bibliotecas escolares; Serviços; Serviços de conteúdo científico

2.2.3 Biblioteconomia e Bibliotecários (16 ocorrências): Bibliotecários (3); Biblioteconomia (2); Profissão bibliotecária (2); Biblioteconomia e Ciência da Informação; Competências; Ética bibliotecária; Habilidades; Orientação dos alunos de biblioteconomia; Política bibliotecária; Práticas bibliotecárias; Valores bibliotecários; Atribuições do bibliotecário

2.2.4 Information literacy (59 ocorrências): Competência em informação (23); Media literacy (8); Comportamento informacional (5); *News literacy* (5); Verificação (3); Avaliação da *information literacy*; Competência em *information literacy*; Comportamento informacional do usuário; Instrução em *information literacy*; Estratégias de busca de informação; *Informational literacy*; Media and Information Literacy (MIL); ACRL framework; ACRL standards; *Informational alphabetization*; *Digital literacy*; *News literacy skills*; *Media education*; *Students behavior*; Orientação à pesquisa

2.3 Saúde (43 ocorrências): COVID-19 (17); Coronavírus (7); Informação em saúde (4); Pandemia (4); Comunicação em saúde (3); Crise na saúde (2); Comunicação biomédica; Crise pública de saúde; Notícias falsas de saúde; Saúde global; Saúde; Comunicação de riscos

2.4 Política (38 ocorrências): Comunicação política (8); Democracia (5); Donald Trump (2); Partidos políticos (2); Autoridade afetiva; Brexit; Burocracia; Campanhas eleitorais; Controle político; Demagogia; Democracia eletrônica; Eleição presidencial norte-americana de 2016; Estado administrativo; Identificação partidária; Julien Assange; *Networked political spamming*; Partidarismo; Polaridade; Polarização; Política; Populismo; Redes partidárias; Visão política global; *War on Science*; Wikileaks

2.5 Jornalismo (34 ocorrências): Jornalismo (8); Jornalismo digital (3); Jornalistas (3); Notícias (3); Avaliação de fontes (2); Compartilhamento de notícias (2); Cobertura de notícias; Consumo de notícias; Ciberjornalismo; Deontologia jornalística; Ética jornalística; Jornalismo especializado; Jornalismo investigativo; Jornalismo móvel; Jornalismo online; *Legacy media*; Notícias online; Práticas de notícia; Vieses em notícias

2.6 Educação (21 ocorrências): Ensino superior (4); Ensino médio (2); Aprendizado à distância; Conhecimento colaborativo; Cursos de treinamento; Diferenças disciplinares; Design instrucional; Educação vocacional; Ensino-aprendizagem; Faculdade; Ferramentas criativas de Ensino; Gestão do aprendizado; Guias temáticos; Instalações educacionais; MOOCS (*Massive Open Online Courses*); Treinamentos; Universidade

2.7 Psicologia (10 ocorrências): Inteligência coletiva (2); Atenção crossmodal; Autoridade cognitiva; Comportamento humano; *Five-factor model (FFM) of Personality*; Pornografia epistêmica; Psicologia; Psicologia social; Vieses cognitivos

2.8 Comunicação (5 ocorrências): Comunicação (2); Comunicação institucional; Comunicação mediada por computador; *Electronic word-of-mouth*

2.9 Meio ambiente (4 ocorrências): Catástrofes; Clima; Desastre natural; Mudança climática

2.10 Sociologia (4 ocorrências): Ação coletiva; Perfis sociodemográficos; Relações interpessoais; Sociologia

2.11 Direito (3 ocorrências): Esfera pública; Instituições públicas; Lei

2.12 Economia (3 ocorrências): *Blockchain*; Mercado digital; Prova de autoridade

Grupo 3 - A PESQUISA E A COMUNICAÇÃO CIENTÍFICA SOBRE FAKE NEWS (34 ocorrências)

3.1 Teorias, metodologias e modelos (19 ocorrências): Análise de conteúdo (2); Análise de redes sociais (2); Ação comunicativa; Análise de sentimentos; Análise de séries temporais; Análise de subcampos; Comparação internacional; Enquete; Entrevistas; Estudo de replicação; Modelo de aceitação de tecnologia; Modelo de influências hierárquicas; NodeXL; Pesquisa; Previsão; Revisão sistemática de literatura; Teoria ator-rede

3.2 Comunicação científica (15 ocorrências): Acesso aberto; Comunicação científica; Corpo editorial; Escrita científica; Estudiosos; Informação científica; Preprints; Produção científica; Publicações predatórias; Qualidade de artigo; Revisão por pares; Revistas em acesso aberto; Revistas predatórias; Trabalho acadêmico; Treinamento acadêmico

Grupo 4 - FACETAS DE ABORDAGEM DAS TEMÁTICAS RELATIVAS ÀS FAKE NEWS (49 ocorrências)

4.1 Países / Regiões (21 ocorrências): Nigéria (5); Espanha (4); Catalunha (2); Escócia (2); CIS (Comunidade de Estados Independentes – Ex-URSS); Delta-North (Columbia Britânica – Canadá); Chile, Estados Unidos; Hungria; Indonésia; Líbano e Portugal

4.2 Populações específicas (10 ocorrências): Corpo acadêmico; Idosos; Jovens; Trabalhadores rurais; Leitores; Estudantes; Ex-alunos; Estudantes infantis; Estudantes de Biblioteconomia; Estudantes de Direito

4.3 Processos / Ações (18 ocorrências): Infomediação (3); Curadoria de conteúdos (2); Automação; Análise; Colaboração; Conversa; Depreciação; Desenvolvimento; Difusão; Evolução; Manipulação; Mediação; Movimento de independência; Processo de independência; Programação

Grupo 5 - TERMOS VAZIOS OU FORA DA TEMÁTICA (19 ocorrências)

Atitudes; Audiência; Cultura; Estrutura; Necessidades; Plataformas; Público; Sociedade; Funcionários; Conceitos; Definições; Opiniões; Percepções; George Orwell; Retração; *Workshop*; Startup journals; *#Connected Youth Brazil Survey*; 2018 *ICT in Education CGI Survey*

Como se pode verificar, a temática das *fake news*, enquanto tal vem sendo objeto de forte preocupação científica, notadamente no âmbito da Ciência da Computação e da Ciência da Informação, aspecto que se explica pelo fato de a primeira lidar com as ferramentas, procedimentos e instrumentos de inteligência artificial, abordando mais especificamente a dimensão tencológica da questão e, a segunda, por conta de sua preocupação com as *information disorders*, tendo como intuito precípua o desenvolvimento de competências em informação que permitam ao cidadão buscar e obter informação relevante e confiável. Sob o ponto de vista aplicado, destacam-se as áreas de Saúde e de Política, pois nelas se verificam, com mais intensidade, os efeitos deletérios das *fake news*. Por fim, o Jornalismo tem contribuído significativamente para essa discussão, em especial no trabalho de verificação de fontes e na disseminação, para a população em geral, das ferramentas de checagem de fatos.

Cumprir destacar, ainda que com baixa incidência, a presença de termos vazios no âmbito das palavras-chave, termos que, sozinhos, não representam uma temática, os quais devem ser evitados para não prejudicarem a relevância na recuperação da informação.

Os artigos recuperados foram publicados em 50 diferentes revistas científicas, perfazendo uma média de 2,3 artigos por revista. No entanto, essa distribuição é bastante heterogênea, uma vez que cerca de metade dos artigos (47,8%) foi publicada por um conjunto de 8 (oito) revistas e, por outro lado, 29 revistas (58% do total) publicaram apenas um artigo sobre o tema²⁰.

Tal diversidade de revistas que publicaram sobre *fake news* demonstra a atualidade e popularidade do tema, visto que os escopos das revistas tendem a se diferenciar uns dos

²⁰ São elas: AI Magazine; Biblionline; BiD: textos universitaris de biblioteconomia i documentació; College & Undergraduate Libraries; Communications in Information Literacy; First Monday; Health Informatics Journal; Health Information and Libraries Journal; IEEE Intelligent Systems; Informação & Sociedade; Información, Cultura y Sociedad; Information and Communication Sciences Research; Information Services & Use; Insights; Internet Reference Services Quarterly; Journal of Information Literacy; Journal of Information Science Theory and Practice; Journal of Information Technology & Politics; Journal of the Association for Information Science and Technology; Journal of Information, Communication & Ethics in Society; Knowledge Quest; Library & Information Science Research; Library Hi Tech; Library Management; Liinc em Revista; Páginas A & B; Public Library Quarterly; Publishing Research Quarterly; e The Serials Librarian.

outros. Logo, a presença do mesmo nos mais variados meios de comunicação científicos ressalta a importância do olhar cauteloso do bibliotecário em relação às notícias falsas.

Observa-se, nesse contexto, uma forte liderança da revista espanhola *El Profesional de la Información* (20% do total de artigos), que publica artigos tanto em espanhol quanto em inglês²¹. A referida revista, tal como informado em sua página web (<http://www.profesionaldelainformacion.com/presentacion.html>), tem um amplo escopo, voltado para questões atinentes a “*comunicación, información, indicadores, bibliotecas y tecnologías de la información*”. Nesse sentido, e como o próprio título esclarece, tem como um de seus públicos-alvo os profissionais da informação, cujos fazeres profissionais são fortemente atingidos pelas consequências danosas das *fake news*. Adentrando em nichos mais específicos da atuação profissional, observa-se, por um lado, a presença de artigos relativos ao processamento e à gestão da informação (revista *Information Processing and Management*) e aos serviços ao usuário e à comunidade em geral (revistas *Information, Communication and Society*, *Reference Services Review* e *The Reference Librarian*). Testemunhando a transversalidade das tecnologias da informação e da comunicação relativamente aos fazeres do profissional da informação, observa-se a presença de 5 artigos publicados na revista *Online Information Review*, especialmente e pelo fato de que as *fake news* são fortemente potencializadas pelo ambiente tecnológico. Se, por um lado, esse tema é objeto de revistas mais voltadas ao universo profissional, por outro se tem a sua presença em revistas de cunho eminentemente acadêmico, como demonstra a presença de artigos na revista *Journal of Documentation* e ainda na revista *Journal of Academic Librarianship*, mais voltadas para os aspectos científicos ligados aos ambientes universitários e o *Journal of the Association for Information Science and Technology* (JASIST), uma vez que seu foco editorial encontra-se fortemente voltado a questões informacionais com forte ênfase tecnológica e ainda com questões emergentes na área.

Importante também é ressaltar a presença de artigos em revistas voltadas à reflexão filosófica - e mais especialmente ética - da CI (*Journal of Information Ethics*, *Library Philosophy and Practice* e *Journal of Information, Communication & Ethics in Society*), o que evidencia a preocupação em verticalizar as abordagens sobre o tema.

Especificamente no caso do Brasil, registram-se artigos publicados nas revistas *Biblionline*, *Informação & Sociedade* e *Liinc em revista*. Essa presença se justifica mais

²¹ Cumpre destacar que a revista *Anuário Think EPI* pertence ao mesmo grupo e atua como um desdobramento da revista *El profesional de la Información*, o que elevaria para 26 o número de artigos dessa proveniência, representando, assim, 22,6% do total.

especialmente pelo foco editorial das referidas revistas, fortemente voltadas para as questões sociais que envolvem a Ciência da Informação, como se pode observar, por exemplo, na revista Liinc em revistas (<https://revista.ibict.br/liinc/about>) que tem como “proposta de tratar de agendas e temas emergentes nas formas e dinâmicas de produção, circulação e apropriação da informação e do conhecimento em sua relação com os processos de transformação social.”

Apresenta-se, a seguir, a relação das revistas que publicaram ao menos 2 (dois) artigos sobre o tema *fake news* – por revelar uma preocupação ao menos reiterada - em ordem decrescente de artigos publicados.

Quadro 8 – Distribuição de artigos por revista

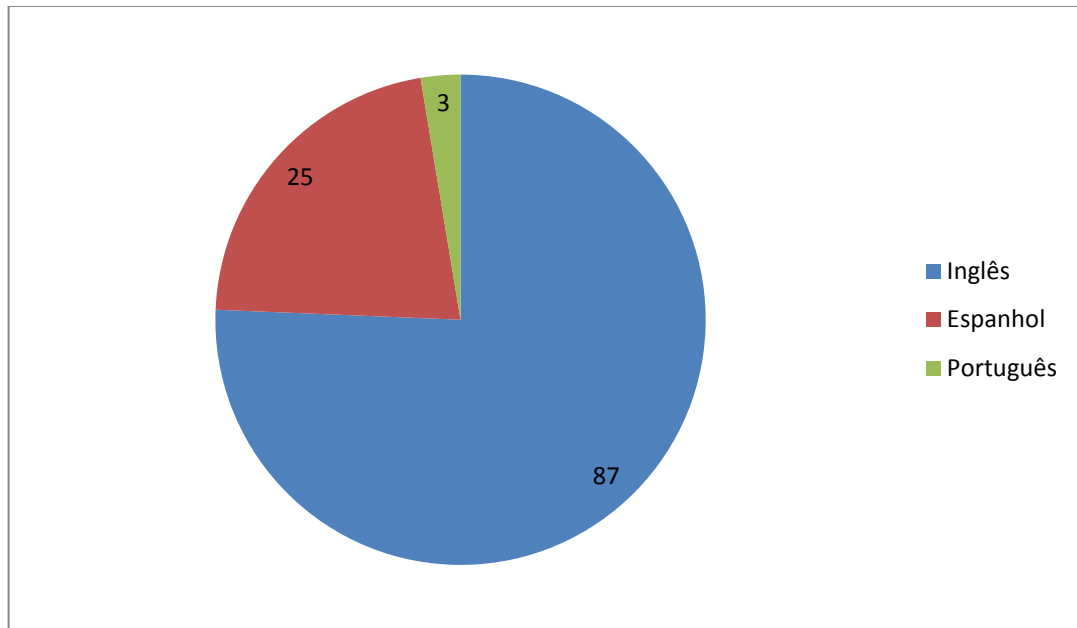
Revista	Artigos
El Profesional de la Información	23
Information Processing & Management	06
Information, Communication & Society	05
Online Information Review	05
Journal of Academic Librarianship	04
Journal of Documentation	04
Reference Services Review	04
The Reference Librarian	04
Anuario ThinkEPI	03
Journal of Librarianship and Information Science	03
The Journal of Academic Librarianship	03
Bibliotecas - Anales de Investigación	02
European Journal of Communication	02
Information and Learning Science	02
Information Policy	02
Journal of Information Ethics	02
Library Philosophy and Practice	02
Portal: Libraries and the Academy	02
Scientometrics	02
Telematics and Informatics	02
The Library Quarterly	02
Total	84

Fonte: Elaborada pelo autor

Relativamente ao idioma dos artigos recuperados, observa-se uma forte predominância da língua inglesa (75,65%), seguida por artigos em espanhol (21,7%) e em português (2,6%). A forte presença da língua inglesa já era de se esperar, seja pelo fato de ser a língua predominante da produção científica na área de CI, inclusive como elemento para maior visibilidade internacional da literatura, seja ainda pelo fato de essa temática haver impactado fortemente países como os Estados Unidos da América, principalmente, e como já relatado, por ocasião da campanha presidencial de Donald Trump. A língua espanhola em segundo

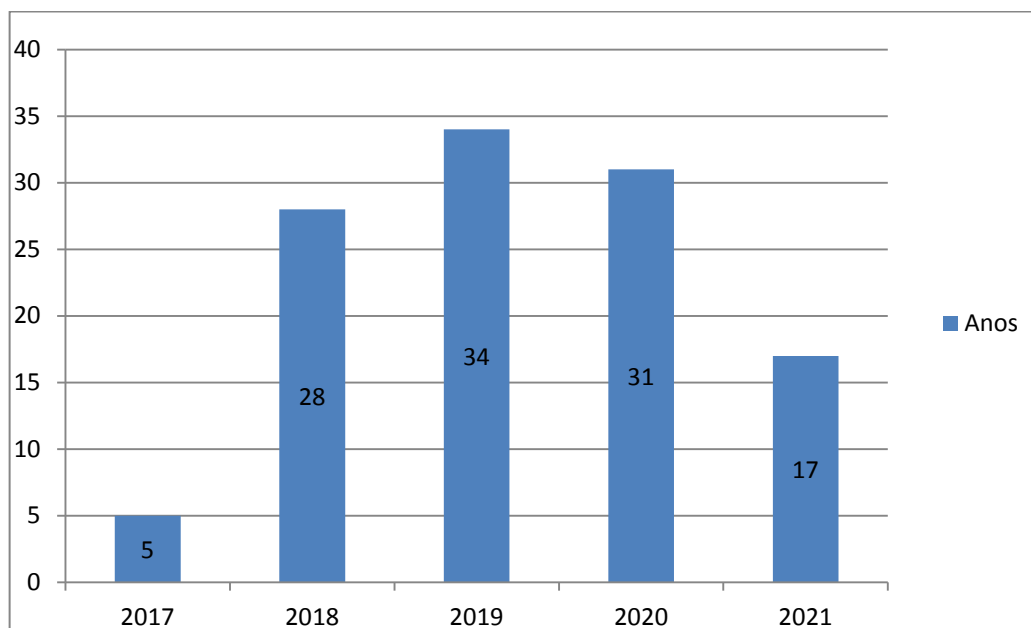
lugar igualmente já era previsível, pois atinge uma grande quantidade de falantes nativos, em especial na Europa e em toda a Ibero-América. A presença da língua portuguesa, ainda que bastante tímida, evidencia que essa temática já começa a ser objeto de preocupação científica na literatura dos países envolvidos.

Figura 3 – Incidência das línguas nos artigos



Fonte: Elaborada pelo autor.

Uma análise cronológica da literatura recuperada revela que a produção científica internacional sobre a temática das *fake news*, no contexto da Ciência da Informação, teve início em 2017 (4.34%), ou seja, um ano após toda a discussão ocorrida na campanha presidencial estadunidense de 2016, o que revela que essa área de estudos imediatamente se deu conta dos desdobramentos e mesmo dos riscos que poderiam advir às instituições de informação a partir do fenômeno das *fake news*. Isso se confirma ainda pelo fato de que, de 2017 para 2018 (24.34%), houve um crescimento da ordem de 460% na produção científica, o que revela que, no decorrer de um ano, houve um forte direcionamento de pesquisa sobre a temática. A partir de 2018, por sua vez, os estudos tendem a um patamar de certa regularidade, 2019 (29.56%) e 2020 (26.95%), diminuindo em 2021 (14.78%), talvez por conta de toda uma literatura já acumulada, não apenas em artigos de periódicos, mas também em livros, capítulos e teses e dissertações. De forma a melhor ilustrar a quantidade de artigos por ano presentes no corpus de pesquisa, criou-se um gráfico em coluna que se apresenta a seguir:

Figura 4 – Quantidade de artigos distribuídos por ano

Fonte: Elaborada pelo autor.

De modo a compreender quais foram os trabalhos que embasaram cientificamente a literatura analisada, fez-se necessária a utilização da análise de citações que, segundo Motta (1983), tem sido usada como forma de mostrar a qualidade do trabalho científico. Ainda segundo a autora, foi a partir dos trabalhos de Garfield (1963) e Price (1965) que se deu o primeiro passo para utilização do uso das citações como indicadores de “impacto” ou “importância”.

Segundo Grácio e Oliveira (2013 apud FREITAS *et al.*, 2014), a análise de citação considera um artigo científico, por menor que seja sua contribuição científica, um meio pelo qual se alavanca o conhecimento, não sendo esse uma entidade solitária, mas pertencente a uma literatura que embasa e precede a produção científica de um autor. Logo, uma análise de citação permite um mapeamento de um campo emergente ou consolidado, identificação de seus principais atores e as relações estabelecidas entre os mesmos, assim como a identificação de várias características de uso de uma informação recuperada (VANZ; CAREGNATO, 2003).

Dessa forma, a análise das referências bibliográficas do corpus de pesquisa revelou um total de 4190 referências, perfazendo uma média de 36 referências por artigo²². As autocitações e citações institucionais foram deixadas de lado uma vez que se objetiva saber

²² Vale ressaltar que apenas dois artigos não continham referências bibliográficas.

quais foram os autores e temáticas que serviram de referência à produção científica internacional da área e a autopromoção nesse contexto pode comprometer a análise.

Na presente tese, optou-se por abordar as citações não a partir dos autores mais citados, como tradicionalmente se verifica na literatura, mas a partir das obras mais citadas, por isso contribui para que se identifique, e sob a perspectiva epistemológica, as publicações que se sedimentam como seminais para a temática, fornecendo-lhe um importante *background* teórico e metodológico.

Destarte, levando em consideração a cronologia do corpus de pesquisa que se deu por 5 anos (2017, 2018, 2019, 2020, 2021), optou-se por selecionar os trabalhos que obtiveram cinco ou mais citações no total das 4190 referências analisadas, ou seja, perfazendo um mínimo de uma citação por ano em média. Chegou-se, assim, a um total de 35 trabalhos que somaram 316 (7,54%) referências bibliográficas. Nesse universo, 10 (28,57 %) trabalhos obtiveram cinco citações, 7 (20 %) trabalhos obtiveram seis citações, 6 (17,14 %) trabalhos obtiveram sete citações, 1 (2,85 %) trabalho obteve oito citações, 2 (5,71 %) trabalhos obtiveram dez citações, 1 trabalho obteve onze citações, 1 trabalho obteve doze citações, 1 trabalho obteve quatorze citações, 2 trabalhos obtiveram quinze citações, 2 trabalhos obtiveram dezessete citações, 1 trabalho obteve vinte e duas citações, e por fim 1 trabalho obteve trinta e uma citações, como se pode observar no quadro a seguir:

Quadro 9 – Quantidade de trabalhos que receberam cinco ou mais citações

Número de Citações	Número de Trabalhos	Porcentagem
31	1	2,85
22	1	2,85
17	2	5,71
15	2	5,71
14	1	2,85
12	1	2,85
11	1	2,85
10	2	5,71
8	1	2,85
7	6	17,14
6	7	20
5	10	28,57

Fonte: Elaborado pelo autor.

Veja-se, a seguir, o conjunto de trabalhos mais citados:

Quadro 10 – Trabalhos mais citados

Autores	Título	Número de Citações	Tipo
ALLCOTT, H.; GENTZKOW, M.	Social media and fake news in the 2016 election	31	Artigo
VOSOUGHI, S.; ROY, D.; ARAL, S.	“The spread of true and false news online”	22	Artigo
LAZER, D. <i>et al.</i>	The science of fake news	17	Artigo
TANDOC JR., E. C.; LIM, Z. W.; LING, R.	Defining “fake news”: A typology of scholarly definitions	17	Artigo
WARDLE, C.; DERAKHSHAN, H.	Information disorder: Toward an interdisciplinary framework for research and policy making	15	Relatório
BATCHELOR, O.	Getting out the truth: The role of libraries in the fight against fake news	15	Artigo
COOKE, N. A.	Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age	14	Artigo
SHU, K. <i>et al.</i>	Fake news detection on social media: A data mining perspective	12	Artigo
BANKS, M.	Fighting fake news: How libraries can lead the way on media literacy	11	Artigo
CONROY, N. J.; RUBIN, V. L.; CHEN, Y.	Automatic deception detection: Methods for finding fake news	10	Anais
GOTTFRIED, J.; SHEARER, E.	“News use across social media platforms 2016”	10	Notícia
JACOBSON L.	The smell test: In the era of fake news, librarians are our best hope	8	Artigo
MARCHI, R.	With Facebook, blogs, and fake news, teens reject journalistic “objectivity”	7	Artigo
LEWANDOWSKY, S.; ECKER, U. K. H.; COOK, J.	Beyond misinformation: Understanding and coping with “Post-Truth” era	7	Artigo
ROCHLIN, N.	Fake news: Belief in post-truth	7	Artigo
ALVAREZ, B.	Public libraries in the age of fake news	7	Artigo
FINLEY, W.; MCGOWAN, B.; KLUEVER, J.	Fake news: An opportunity for real librarianship	7	Artigo
FALLIS, D.	What is disinformation?	7	Artigo
WINEBURG, S. <i>et al.</i>	Evaluating information: The cornerstone of civic online reasoning	6	Artigo
LEE, C.S.; MA, L.	“News sharing in social media: the effect of gratifications and prior	6	Artigo

	experience”		
SULLIVAN, M. C.	Why librarians can’t fight fake news	6	Artigo
BLUEMLE, S. R.	Post-facts: Information literacy and authority after the 2016 election	6	Artigo
DEL VICARIO, M. <i>et al.</i>	The spreading of misinformation online	6	Anais
CHEN, X; SIN, S-CJ.; THENG, Y-L. <i>et al.</i>	Why students share misinformation on social media: Motivation, gender, and study-level differences	6	Artigo
PARISER, E.	The filter bubble: What the internet is hiding from you	6	Livro
EVA, N.; SHEA, E.	Marketing libraries in an era of "fake news"	5	Artigo
WARDLE, C.	Fake news: It’s complicated	5	Notícia
NICKERSON, R. S.	Confirmation bias: A ubiquitous phenomenon in many guises	5	Artigo
McNAIR, B.	Fake news: Falsehood, fabrication and fantasy in journalism	5	Livro
ROSE-WILES, L.	Reflections on Fake News, Librarians, and Undergraduate Research	5	Artigo
TACCHINI, E.	Some like it hoax: Automated fake news detection in social networks	5	Anais
NEELY-SARDON, A.; TIGNOR, M.	Focus on the facts: A news and information literacy instructional program	5	Artigo
HERNON, P.	Disinformation and misinformation through the Internet: Findings of an exploratory study	5	Artigo
BURKHARDT, J. M.	“How fake news spread”: Combating fake news in the digital age	5	Artigo
AUBERRY, K.	“Increasing students’ ability to identify fake news through information literacy education and content management systems”	5	Artigo

Fonte: Elaborado pelo autor.

A variedade de autores (79) e a pequena incidência de repetição (apenas dois autores se repetiram: Chei-Sian Lee e Claire Wardle, duas vezes cada), demonstra uma pluralidade de pesquisadores interessados no fenômeno das *fake news*, o que por sua vez vem a somar ainda mais as discussões do domínio em questão. Vale ressaltar que 8 autores²³ e, consequentemente seus trabalhos, fazem parte do corpus de pesquisa inicialmente analisado, apontando para uma importância da contribuição intelectual dos mesmos a literatura internacional da área. Percebe-se que a quantidade de autores que publicaram trabalhos em

²³ AUBERRY, K.; BATCHELOR, O.; BLUEMLE, S. R.; COOKE, N. A.; NEELY-SARDON, A.; ROCHLIN, N.; SULLIVAN, M. C.; TIGNOR, M.

autoria única é alta (19 trabalhos correspondendo a 54,28 %), seguido de 6 (17,14 %) trabalhos com autoria dupla, 5 (14,28 %) trabalhos com autoria tripla, e 5 trabalhos com quatro ou mais autores. Essa constatação nas fontes citadas confirma uma característica da área, já verificada no corpus de pesquisa. A partir da análise dos artigos foi possível determinar 4 categorias em que os mesmos se encaixam, a saber:

1 - Aspectos epistemológicos das *fake news*

1.1 Características: *Defining “fake news”: A typology of scholarly definitions; Fake news: Falsehood, fabrication and fantasy in journalism; Fake news: It’s complicated; The science of fake news*

1.2 Histórico: *Social media and fake news in the 2016 election*

1.3 Pós-verdade: *Beyond misinformation: Understanding and coping with “Post-Truth” era; Fake news: Belief in post-truth.*

1.4 Information Disorders: *Disinformation and misinformation through the Internet: Findings of an exploratory study; Information disorder: Toward an interdisciplinary framework for research and policy making; What is disinformation?*

1.5 Disseminação: *“How fake news spread”: Combating fake news in the digital age; The spreading of misinformation online*

2 - Detecção de *fake news*

2.1 Detecção automatizada: *Automatic deception detection: Methods for finding fake news; Some like it hoax: Automated fake news detection in social networks*

2.2 Fact-checking: *“The spread of true and false news online”*

2.3 Competência informacional: *“Increasing students’ ability to identify fake news through information literacy education and content management systems”; Focus on the facts: A news and information literacy instructional program; Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age; Evaluating information: The cornerstone of civic online reasoning*

2.4 Redes sociais: *Fake news detection on social media: A data mining perspective*

3 - Comportamento informacional nas redes sociais

3.1 Compartilhamento: *“News sharing in social media: the effect of gratifications and prior experience”; Why students share misinformation on social media: Motivation, gender, and study-level differences*

3.2 Uso: *“News use across social media platforms 2016”*

3.3 Redes sociais: *With Facebook, blogs, and fake news, teens reject journalistic “objectivity.”; The filter bubble: What the internet is hiding from you*

4 - Papel dos bibliotecários

4.1 Bibliotecas: *Fighting fake news: How libraries can lead the way on media literacy; Marketing libraries in an era of “fake news”; Public libraries in the age of fake news*

4.2 Bibliotecários: *Getting out the truth: The role of libraries in the fight against fake news; The smell test: In the era of fake news, librarians are our best hope; Why librarians can't fight fake news*

4.3 Biblioteconomia: *Fake news: An opportunity for real librarianship*

O artigo “*Post-facts: Information literacy and authority after the 2016 election*” se encaixa nas categorias de epistemologia, detecção de fake news e papel do bibliotecário, uma vez que trata dos desafios criados pela pós-verdade no ensino da competência informacional, assim como a ênfase no papel do bibliotecário para que isso ocorra.

Ao passo que o artigo “*Reflections on Fake News, Librarians, and Undergraduate Research*” tem relação com as quatro categorias, ao trazer aspectos epistemológicos das *fake news*, ao mesmo tempo em que traz o comportamento de estudantes para detectar notícias falsas, assim como o papel do bibliotecário em incentivar os alunos a usarem os recursos da biblioteca e o método empírico generalizado de Bernard Lonergan como estrutura para o pensamento crítico e alfabetização informacional, aqui entendida como competência informacional.

Dessa forma, percebe-se que os trabalhos utilizados para fomentar cientificamente o corpus de pesquisa contemplam vários aspectos das *fake news*, passando desde as características intrínsecas ao fenômeno (definições, tipos, histórico, formas de disseminação e fenômenos afins), perpassando a detecção das mesmas (formas de detecção automatizadas, promoção da competência informacional para tanto), retratando o comportamento informacional dos usuários de redes sociais (como os usuários compartilham tais informações, como eles obtêm informações nessas plataformas, como as utilizam, assim como problemas que daí possam surgir, no caso *filter bubble*), e por fim o retrato do profissional bibliotecário no combate a tais infortúnios (as formas que as bibliotecas podem liderar o caminho à competência informacional, o papel das bibliotecas públicas na era das *fake news* - emergindo assim o papel social do bibliotecário para com a sociedade -, o papel dos bibliotecários no estímulo ao desenvolvimento de habilidades que permitam os usuários pensarem de forma crítica, e a oportunidade de utilizar as *fake news* como contexto para a efetiva prática da Biblioteconomia, como na prática do desenvolvimento de coleções - principalmente no processo de seleção - o bibliotecário deve, independente do tipo de biblioteca, optar por formas tradicionais de jornalismo - jornais impressos - e livros que tenham resistido ao processo rigoroso de processo editorial na disponibilização de informação confiável aos seus usuários).

Logo, a literatura internacional sobre *fake news* em Ciência da Informação dispõe de uma base referencial que contempla as mais variadas facetas das notícias falsas, enriquecendo, dessa forma, a produção e a consequente publicação de literatura especializada da área.

Quanto à tipologia documental dos trabalhos, nota-se uma diversidade importante, visto que tal fator explicita a preocupação dos autores em disseminar seus conhecimentos nos mais variados tipos de veículos de comunicação científica possíveis, uma vez que se tem: 26 artigos científicos (74,28 %), 3 trabalhos publicados em anais de eventos (8,57 %), 2 livros e 2 notícias (5,71 % cada), 1 relatório e 1 trabalho em repositório institucional (2,85 % cada). No entanto, observa-se a franca predominância de artigos de periódicos científicos, o que evidencia uma preocupação com a visibilidade e a rapidez da divulgação da informação, a partir de veículos de forte reputação, revistos por pares.

Visto que os artigos científicos representam 74 % da literatura que serviu de referência para confecção do corpus de pesquisa, procedeu-se a análise dos periódicos mais produtivos entre eles. Dessa forma, constatou-se que 14 periódicos²⁴ possuem ligação direta com a Biblioteconomia, reafirmando assim o interesse direto do bibliotecário nas questões ligadas às notícias falsas.

Quadro 11- Distribuição de artigos por revistas das referências

Revista	Artigos
Reference & User Services Quarterly	2
Science	2
The Reference Librarian	2
ACM SIGKDD Explorations Newsletter	1
American Libraries	1
Computers in Human Behavior	1
Digital Journalism	1
Government Information Quarterly	1
Journal of Academic Librarianship	1
Journal of Applied Research in Memory and Cognition	1
Journal of Communication Inquiry	1
Journal of Economic Perspectives	1
Journal of Librarianship and Information Science	1
Libraries and the Academy	1
Library Hi Tech	1

²⁴ American Libraries, Journal of Academic Librarianship, Journal of Librarianship and Information Science, Libraries and the Academy, Library Hi Tech, Library Quarterly, Library technology reports, Library Trends, Public Libraries 55, Reference & User Services Quarterly, Reference Services Review, School Library Journal, The Illinois Library Association Reporter, The Reference Librarian.

Library Quarterly	1
Library Technology Reports	1
Library Trends	1
Public Libraries 55	1
Reference Services Review	1
Review of General Psychology	1
School Library Journal	1
The Illinois Library Association Reporter	1
Total	26

Fonte: Elaborado pelo autor.

Por fim, nesse contexto merece menção o fato de toda essa bibliografia de referência analisada estar veiculada em língua inglesa, o que confirma uma tendência mundial nas mais diversas áreas de conhecimento e, aliando-se ao fato de 75,65 % do corpus de pesquisa estar em língua inglesa, sinaliza-se o fato de o inglês constituir uma espécie de língua franca para essa temática.

7 CONSIDERAÇÕES FINAIS

A questão das *fake news* nos dias atuais constitui uma realidade, em que sociedades fundamentadas pela democracia se veem ameaçadas pelas consequências nocivas advindas da prática de se espalhar inverdades, atividade essa que sempre esteve presente na história da humanidade, mas que ganhou novos contornos a partir da criação e do contínuo aperfeiçoamento das tecnologias da comunicação e informação.

O problema das *fake news* é cada vez mais preocupante, uma vez que o referido fenômeno é capaz de influenciar, negativamente, grandes acontecimentos como eleições presidenciais e pandemias ao redor do globo. Tal aspecto se dá pelos tipos de *fake news* existentes (*Informations disorders: misinformation, disinformation e malinformation*) nos mais variados formatos (mensagem, imagem, notícia, áudio), o que dificulta a identificação e, consequentemente, o controle de tais notícias.

As redes sociais, assim como os aplicativos de mensagem instantânea, configuram-se como plataformas favoráveis ao aparecimento das notícias falsas, uma vez que possuem mecanismos de compartilhamento dos formatos anteriormente mencionados, e por estarem sujeitos a fenômenos como *echo chambers*, *filter bubbles* e *astroturfing*, aspectos que são potencializados pelo momento ora vivenciado de pós-verdade, onde o apelo emocional vale mais na consideração dos acontecimentos do que a análise fundamentada dos fatos.

Nesse contexto, o bibliotecário se sobressai como um importante profissional na luta contra as notícias falsas, uma vez que esse possui uma formação que o habilita a identificar fontes de informação confiáveis, assim como uma responsabilidade social para com o usuário e a informação por ele armazenada, tratada e disponibilizada. Para tanto, o mesmo se vale do auxílio proporcionado pelas ferramentas de verificação de conteúdo (*fact-checking tools*) e da promoção de habilidades que capacitem os usuários a discernir entre o que é verdade e o que é mentira, prática conhecida como competência informacional.

Ao trabalharem com a promoção de habilidades visando à autonomia do usuário na busca por informação fidedigna, os bibliotecários devem promover programas que discutam conceitos como ética, moralidade, solidariedade e justiça para auxiliá-los nessa tarefa, uma vez que a questão das *fake news* pode se configurar como a ponta de um *iceberg* para a implementação de ações mais amplas e assertivas sobre temas sociais, destacando assim o papel educador dos bibliotecários e suas características de agente de mudança nas mais diversas comunidades.

Se, por um lado, o problema das *fake news* parece inevitável, por outro, ele pode se tornar controlável a partir do uso das ferramentas de *fact-checking*, prática da competência informacional e aplicação dos preceitos éticos provenientes da ética da informação por bibliotecários e demais membros da sociedade.

Buscando identificar e analisar como o fenômeno das *fake news* se apresenta na literatura internacional da Ciência da Informação, em um corpus composto por 115 trabalhos científicos, observou-se tratar de um tema em que há uma diversidade de autores (o que denota sua atualidade e seu alto interesse científico), sinalizando para um campo de pesquisa ainda em consolidação. Essa literatura, por sua vez, vem sendo produzida em uma tradição que mais se assemelha a das Ciências Humanas e Sociais (predominantemente com autoria única ou dupla), o que sinaliza para o fato de ainda não se terem colégios invisíveis efetivamente formalizados que propiciem uma maior colaboração científica.

Quanto à produtividade das instituições, contatou-se o fomento de produção acerca das *fake news* em instituições de todos os continentes do mundo, revelando uma preocupação global, tanto acadêmica quanto de bibliotecas e demais instituições em relação ao entendimento e criação de possíveis formas de se controlar os efeitos negativos das notícias falsas.

A análise das palavras-chave demonstrou as mais variadas facetas com que as *fake news* dialogam, tais como: Biblioteconomia e Ciência da Informação; Ciência da Computação; Comunicação científica; Direito; Economia; Educação; Ética: valores, problemas e atributos; Jornalismo; Meio ambiente; Países/regiões; Política; Populações específicas; Processos/ações; Psicologia; Saúde; e Teorias, metodologias e modelos. Isso demonstra que o tema é complexo e transversaliza diversas áreas de especialidade.

O meio de comunicação científica escolhido na pesquisa foi a publicação periódica, notando assim uma grande variedade de revistas (50) que publicaram sobre o tema. No entanto, uma pequena porcentagem (8 revistas - 16% - publicaram 47,8 %) delas foi responsável pela publicação de quase metade dos artigos. Essa diversidade de veículos de publicação, alida à diversidade de autores, denota, por um lado, um campo em construção epistemológica, mas, por outro, um tema de interesse diversificado.

Cronologicamente analisado, o corpus (relativo ao período entre 2017 e 2021) evidenciou uma forte produção no ano de 2019. No que tange à língua de publicação, o inglês se manteve em forte liderança (75,65%). Como ocorre nas mais diversas áreas científicas, mas também com presença de produção em espanhol e em português, o que mais uma vez testemunha o caráter global das preocupações relativas a essa temática.

A análise das referências possibilitou identificar um núcleo de 35 trabalhos, todos em língua inglesa²⁵, que sustentaram teoricamente o corpus de pesquisa, o que sinaliza para um processo inicial de consolidação de um conjunto de marcos teóricos que embasa o conhecimento desse campo.

Em suma, a experiência investigativa revelou que o tema *fake news* é cientificamente relevante para a área de Ciência da Informação, apresenta inegável atualidade, encontra-se ainda diversificado em termos de pesquisadores, instituições e veículos de divulgação (o que aponta para um campo ainda em consolidação científica), revela transversalidade temática, seja no tocante aos distintos conhecimentos e práticas da Ciência da Informação ou a seus diálogos interdisciplinares. No entanto, já se pode vislumbrar um corpus de conhecimentos científicos considerado seminal para a área, a partir das obras reiteradamente citadas, o que indica o fato desse universo estar em efetivo processo de consolidação tanto de forma temática quanto de forma epistemológica, com a perspectiva de formação de colégios invisíveis e comunidades discursivas em seu meio científico.

Resgatando a questão inicial da pesquisa, relativamente à forma como a Ciência da Informação se apropria da temática das *fake news*, a trajetória investigativa revelou que efetivamente ocorre tal apropriação e que o tema é especialmente relevante aos saberes e fazeres da área, em especial por conta do já discutido compromisso ético do bibliotecário com o desenvolvimento de competências em informação.

Quanto aos objetivos específicos propostos, observou-se que o espectro temático sobre *fake news* na Ciência da Informação abarca importantes características que ajudam a compreender o fenômeno das notícias falsas, tais como aspectos epistemológicos, formas de detecção de tais notícias, comportamento informacional dos usuários que as consumiram, e o papel do bibliotecário frente a tais ameaças.

Já em relação às abordagens que impactam o fazer do bibliotecário, constatou-se que as *fake news* configuram um empecilho à atuação ética do profissional, uma vez que tais notícias afetam todos os valores éticos propostos pela IFLA através do código de ética dos bibliotecários e demais profissionais da informação, com especial destaque ao valor que enaltece o compromisso ético do bibliotecário para com o usuário no sentido de fornecer-lhe ferramentas que o auxiliem a desenvolver um pensamento crítico quanto à procedência e confiabilidade da informação.

²⁵ A questão do idioma reflete um panorama hegemônico da língua inglesa por ser a única língua presente entre os 35 trabalhos, fator que reflete uma consolidação da literatura em países anglófonos, servindo de base às produções científicas da área nas demais línguas e consequentemente, nos países que se valem delas.

Ainda segundo a análise das palavras-chave, foi possível identificar cinco grandes grupos temáticos, a saber: 1 – As *fake news*: caracterização e desdobramentos éticos; 2 – As *fake news* como objeto de abordagem em distintas áreas do conhecimento; 3 – A pesquisa e a comunicação científica sobre *fake news*; 4 – Facetas de abordagem das temáticas relativas às *fake news*; 5 – Termos vazios ou fora da temática.

Por fim, identificaram-se várias atividades realizadas pelos bibliotecários em seu dia a dia que ajudam a combater os efeitos deletérios das *fake news*, tais como uma política de desenvolvimento de coleções bem estabelecida que analise de forma rigorosa o material a ser integrado ao acervo da biblioteca, evitando dessa forma autores mal intencionados e/ou sem reputação; e uma eficiente organização do conhecimento que por sua vez evite inverdades ou preconceitos na hora de representar o conteúdo dos materiais que foram integrados ao acervo através dos sistemas de classificação utilizados pela biblioteca. A isso se alia a prestação de um serviço de referência de qualidade, de forma a elucidar possíveis dúvidas trazidas pelos usuários da biblioteca, da mesma forma que cabe ao bibliotecário capacitar os seus usuários a recuperarem fontes de informação confiáveis a partir da promoção da competência informacional em seu local de trabalho. Ademais, a educação continuada é fundamental para que o profissional compreenda melhor as *fake news* e possa dessa forma reforçar as atividades descritas anteriormente, seja por meio da leitura de artigos científicos e livros ou a participação em congressos científicos que abordem o tema em questão.

À vista disso, algumas perspectivas se colocam para estudos futuros. A primeira delas reside no cotejo entre o fenômeno das *fake news* (mais voltado às mídias sociais) e o papel do bibliotecário no desenvolvimento de competências informacionais para o combate às *information disorders*. Outra perspectiva de pesquisa parece colocar-se em um estudo mais verticalizado das comunidades discursivas que figuram nessa produção científica, no sentido de analisar, em uma perspectiva meteórica (RITZER, 1991) como se caracteriza e se comporta o contexto das referidas comunidades (Paradigmas cognitivos, Raízes históricas, Escolas de pensamento, Mudanças paradigmáticas, Empréstimos conceituais de outros campos, Colégios invisíveis, Redes de pesquisa, Colaborações interinstitucionais, Eventos e publicações específicas, etc), pois segundo Tognoli (2013) a metateoria é especialmente importante para que se possa compreender e avaliar com mais verticalidade e abrangência um entorno científico, em aspectos relativos à sua história, dinâmica, atores, relações e desdobramentos.

Tais perspectivas investigativas corroboram a importância do olhar atento as *fake news* por parte dos bibliotecários e governantes para que o fenômeno seja compreendido e que

medidas cabíveis sejam tomadas com o intuito de minimizar os estragos causados por tais notícias.

Dessa forma, cabe ao bibliotecário inteirar-se cada vez mais do universo das notícias falsas a fim de contribuir, com o seu trabalho, para o estabelecimento de uma sociedade bem informada, que possua aptidão em discernir o fato do mito e, conseqüentemente, ajude na manutenção do estado democrático evitando, dessa forma, a desinformação, que se mostra em alguns casos fatal à continuidade salutar do ser humano no planeta terra.

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APÊNDICE A – Formulários de coleta de dados

Artigo 1	
Autor 1	Saoirse De Paor
Instituição	Maynooth University
Autor 2	Bahareh Heravi
Instituição	University College Dublin
Título	Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news
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Periódico	The Journal of Academic Librarianship
Ano	2020
Referências	Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. <i>Journal of Economic Perspectives</i>, 31(2), 211–236. Alvarez, B. 2016. Public libraries in the age of fake news. <i>Public Libraries</i> 55 (6):24–27. Andretta, S. (2005). <i>Information literacy: A practitioner's guide</i>. Badke, W. (2010). Why information literacy is invisible. <i>Communications in Information Literacy</i>, 4(2), 129–141. Banks, M. (2016). Fighting fake news. <i>American libraries</i>. December 27th. Batchelor, O. (2017). Getting out the truth: The role of libraries in the fight against fake news. <i>Reference Services Review</i>, 45(2), 143–148. Bent, M., & Stubbings, R. (2011). SCONUL seven pillars of information literacy: Core model for higher education. Blakeslee, S. (2004). The CRAAP test. <i>Loex Quarterly</i>, 31(3), 6–7. Burkhardt, J. M. (2017). History of fake news. <i>Library Technology Reports</i>, 53(8), 5 – 2. Bury, S. (2011). Faculty attitudes, perceptions and experiences of information literacy: A study across multiple disciplines at York University, Canada. <i>The Journal of Information Literacy</i>, 5(1), 45–64. Byrne, D. (2017). <i>Data analysis and interpretation: What is thematic analysis?</i> Sage Research Methods Core. Correia, A. M. R. (2002). <i>Information literacy for an active and effective citizenship</i>. Dollinger, A. (2017). Can librarians save us from fake news? <i>Vice</i>. March 21st. Dubicki, E. (2013). Faculty perceptions of students' information literacy skills competencies. <i>The Journal of Information Literacy</i>, 7(2), 97–125. Eva, N., & Shea, E. (2018). <i>Marketing libraries in an era of "fake news"</i>.

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Artigo 2	
Autor	Sook Lim
Instituição	St. Catherine University
Título	Academic library guides for tackling fake news: A content analysis
Palavras-chave	Fake news, Fact, Information literacy, Library guides, Academic libraries
Idioma	Inglês
Periódico	Journal of Academic Librarianship
Ano	2020
Referências	Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. Journal of Economic Perspectives, 31(2), 211–236. Arendt, H. (1993). Between past and future: Eight exercises in political thought (enlarged edition, 227–264). Penguin (Original work published 1961). Beene, S., Jankowski, A., Russo, A., & Townsend, L. (2018). The container conundrum: Using a contextual approach to source evaluation, panel presentation at library instruction west. 2018. Bluemle, S. R. (2018). Post-facts: Information literacy and authority after the 2016 election. Libraries and the Academy, 18(2), 265–282. Buschman, J. (2019). Good news, bad news, and fake news. Journal of Documentation, 75(1), 213–228. Chaiken, S., & Ledgerwood, A. (2011). A theory of heuristic and systematic information processing. Cooke, N. A. (2017). Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. Library Quarterly, 87(3), 211–221. Eva, N., & Shea, E. (2018). Marketing libraries in an era of fake news. Reference & User Services Quarterly, 57(3), 168–171. Flynn, D. J., Nyhan, B., & Reifler, J. (2017). The nature and origins of misperceptions: Understanding false and unsupported beliefs about politics. Advances in Political Psychology, 38(S1), 127–150. Gordon, M. (2018). Lying in politics: Fake news, alternative facts, and the challenges for deliberative civics education. Educational Theory, 68(1), 49–64.

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Artigo 3	
Autor 1	Franziska Zimmer
Instituição	Heinrich Heine University
Autor 2	Katrin Scheibe
Instituição	Heinrich Heine University
Autor 3	Mechtild Stock
Instituição	Não consta
Autor 4	Wolfgang G. Stock
Instituição	Heinrich Heine University
Título	Fake News in Social Media: Bad Algorithms or Biased Users?
Palavras-chave	Fake news, truth, information behavior, social media, filter bubble, echo chamber
Idioma	Inglês
Periódico	Journal of Information Science Theory and Practice
Ano	2019
Referências	Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. <i>Journal of Economic Perspectives</i>, 31(2), 211-236. Bakshy, E., Messing, S., & Adamic, L. A. (2015). Political science: Exposure to ideologically diverse news and opinion on Facebook. <i>Science</i>, 348(6239), 1130-1132. Bastos, M., Mercea, D., & Baronchelli, A. (2018). The geographic embedding of online echo chambers: Evidence from the Brexit campaign. <i>PLoS One</i>, 13(11). Batchelor, O. (2017). Getting out the truth: The role of libraries in the fight against fake news. <i>Reference Services Review</i>, 45(2), 143-148. Berelson, B. (1952). <i>Content analysis in communications research</i>. Glencoe: Free Press.

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Artigo 4	
Autor 1	Febbie Austina Kwanda
Instituição	National Chengchi University
Autor 2	Trisha T. C. Lin
Instituição	National Chengchi University
Título	Fake news practices in Indonesian newsrooms during and after the Palu earthquake: a hierarchy-of-influences approach
Palavras-chave	Fake news, natural disaster, hierarchy of influences, news practices, Indonesia
Idioma	Inglês
Periódico	Information, Communication & Society
Ano	2020
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Artigo 5	
Autor 1	Oberiri Destiny Apuke
Instituição	Universiti Sains Malaysia
Autor 2	Bahiyah Omar
Instituição	Universiti Sains Malaysia
Título	User motivation in fake news sharing during the COVID-19 pandemic: an application of the uses and gratification theory
Palavras-chave	COVID-19, Fake news, Fake news sharing, Nigeria, Social media users
Idioma	Inglês
Periódico	Online Information Review

Ano	2020
Referências	Ahinkorah, B.O., Ameyaw, E.K., Hagan, J.E., Seidu, A.-A. and Schack, T. (2020), "Rising above misinformation or fake news in Africa: another strategy to control COVID-19 spread", <i>Frontiers in Communication</i>, Vol. 5, June, pp. 2018-2021. Ale, V. (2020), "A library-based model for explaining information exchange on Coronavirus disease in Nigeria", <i>Ianna Journal of Interdisciplinary Studies</i>, Vol. 2 No. 1, pp. 1-11. Alpert, L.I. (2020), "Coronavirus misinformation spreads on facebook, watchdog says", <i>The World Street Journal</i>. Baek, K., Holton, A., Harp, D. and Yaschur, C. (2011), "The links that bind: uncovering novel motivations for linking on Facebook", <i>Computers in Human Behavior</i>, Vol. 27 No. 6, pp. 2243-2248. Baltar, F. and Brunet, I. (2012), "Social research 2.0: virtual snowball sampling method using Facebook", <i>Internet Research</i>, Vol. 22 No. 1, pp. 57-74, Chadwick, A. and Vaccari, C. (2019), "News sharing on UK social media". Chang, S.E., Liu, A.Y. and Shen, W.C. (2017), "User trust in social networking services: a comparison of Facebook and LinkedIn", <i>Computers in Human Behavior</i>, Vol. 69, pp. 207-217. Chen, X., Sin, S.C.J., Theng, Y.L. and Lee, C.S. (2015), "Why students share misinformation on social media: motivation, gender, and study-level differences", <i>The Journal of Academic Librarianship</i>, Vol. 41 No. 5, pp. 583-592. Chiodo, C.P., Broughton, K.K. and Michalski, M.P. (2020), "Caution: wit and humor during the COVID-19 pandemic", <i>Foot and Ankle International</i>, Vol. 41 No. 6, pp. 763-764. Cohen, J. (1988), <i>Statistical Power Analysis for the Behavioral Sciences</i>, 2nd ed., Lawrence Erlbaum Associates Publishers. Doise, W. and Lorenzi-Cioldi, F. (2020), "Patterns of differentiation within and between groups", <i>Ethnic Minorities</i>, pp. 43-57, Garland Science. Duffy, A., Tandoc, E. and Ling, R. (2019), "Too good to be true, too good not to share: the social utility of fake news", <i>Information, Communication and Society</i>, Vol. 0 No. 0, pp. 1-15. Dunne, A., Lawlor, M.A. and Rowley, J. (2010), "Young people's use of online social networking sites - a uses and gratifications perspective", <i>The Journal of Research in Indian Medicine</i>, Vol. 4 No. 1, pp. 46-58. El Rayess, M., Chebl, C., Mhanna, J. and Hage, R.M. (2018), "Fake news judgement: the case of undergraduate students at Notre Dame University-Louaize, Lebanon", <i>Reference Services Review</i>, Vol. 46 No. 1, pp. 146-149. Fang, Y.H. and Chiu, C.M. (2010), "In justice we trust: exploring knowledge-sharing continuance intentions in virtual communities of practice", <i>Computers in Human Behavior</i>, Vol. 26 No. 2, pp. 235-246. Fornell, C. and Larcker, D.F. (1981), "Evaluating structural equation models with unobservable variables and measurement error", <i>Journal of Marketing Research Article Postprint</i>, Vol. 18, No. 1, pp. 39-50.

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Artigo 6	
Autor	Chris Leeder
Instituição	The State University of New Jersey
Título	How college students evaluate and share “fake news” stories
Palavras-chave	Não há
Idioma	Inglês
Periódico	Library & Information Science Research
Ano	2019
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Artigo 7	
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Título	Good news, bad news, and fake news: going beyond political literacy to democracy and libraries.
Palavras-chave	Democracy, Misinformation, Public sphere, Fake news, Disinformation, 2016 US Presidential election
Idioma	Inglês
Periódico	Journal of documentation
Ano	2019
Referências	Abram, S. (2016), "Political literacy can be learned", <i>Internet@Schools</i>, Vol. 23 No. 4, pp. 8-10. Adkins, D., Sandy, H.M. and Derpic, J. (2017), "Information sources of Latin American immigrants in the rural Midwest in the Trump era", <i>Library Quarterly</i>, Vol. 87 No. 3, pp. 243-256. Allcott, H. and Gentzkow, M. (2017), "Social media and fake news in the 2016 election", <i>Journal of Economic Perspectives</i>, Vol. 31 No. 2, pp. 211-236. Allen, D. (2016a), "Education and equality", in Matheson, M. (Ed.), <i>The Tanner Lectures on Human Values</i>, Vol. 35, University of Utah Press, Salt Lake City, UT, pp. 2-59. Allen, D. (2016b), "How to defend America the indivisible". Arendt, H. (1968), <i>Totalitarianism: Part Three of The Origins of Totalitarianism</i>, Harcourt Brace, New York, NY. Baer, A. (2017), "News literacy and relativism in 'post-truth' moments: emerging pedagogical strategies for teaching about contextual authority", paper presented at CAPAL17, Ryerson University, Toronto, May 31. Banks, M. (2017), "Fighting fake news", <i>American Libraries</i>, Vol. 48 Nos 3/4, pp. 18-21. Barclay, D.A. (2017), "Can librarians help solve the fake news problem?". Barry, B. (1996), "Political theory, old and new", in Goodin, R.E. and Klingemann, H.-D. (Eds), <i>A New Handbook of Political Science</i>, Oxford University Press, New York, NY, pp. 531-548 Beauman, N. (2011), "Rereading: The Death and Life of Great American Cities by Jane Jacobs". Berry, J.N. (2016), "The misinformation age: we must warn users: every message is suspect", <i>Library Journal</i>, Vol. 141 No. 14, p. 10. Blake, A. (2018), "A new study suggests fake news might have won Donald Trump the 2016 election". Bluemle, S.R. (2018), "Post-facts: information literacy and authority after the 2016 election", <i>Portal: Libraries & the Academy</i>, Vol. 18 No. 2, pp. 265-282. Borchers, C. (2017), "'Fake news' has now lost all meaning". Bossaller, J.S. (2017), "Alternatives to apathy and indifference: civic education in public libraries", <i>Library Quarterly</i>, Vol. 87 No. 3, pp. 195-210. Budd, J.M. (2012), "Informational education: creating an understanding of justice", <i>Education, Citizenship and Social Justice</i>, Vol. 8 No. 1, pp. 17-28. Carmines, E.G. and Huckfeldt, R. (1996), "Political behavior: an overview", in Goodin, R.E. and Klingemann, H.-D. (Eds), <i>A New Handbook of Political</i>

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Artigo 8	
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Título	‘They can’t fool me, but they can fool the others!’ Third person effect and fake news detection
Palavras-chave	Distant and close others, fake news, predictors, third person effect
Idioma	Inglês
Periódico	European Journal of Communication
Ano	2020
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Artigo 9	
Autor 1	David Blanco- Herrero
Instituição	Universidad de Salamanca
Autor 2	Carlos Arcila-Calderón
Instituição	Universidad de Salamanca
Título	Deontología y noticias falsas: estudio de las percepciones de periodistas españoles
Palavras-chave	Fake news, Disinformation, Digital journalism, Journalistic deontology, Journalistic ethics, Journalists, Spain
Idioma	Espanhol
Periódico	El profesional de la información
Ano	2019
Referências	Allcott, Hunt; Gentzkow, Matthew (2017). “Social media and fake news in the 2016 election”. <i>Journal of economic perspectives</i>, v. 31, n. 2, pp. 211-236. Alonso-González, Marián (2016). “Información política y fuentes periodísticas en la prensa impresa y en la nativa digital en España”. <i>Communication papers. Media literacy & gender studies</i>, v. 5, n. 9, pp. 57-74. Alonso, Patricia (2017). “‘Fake news’ y posverdad en tiempos de populismos: lecciones para periodistas”. <i>Cuadernos de periodistas: revista de la Asociación de la Prensa de Madrid</i>, n. 34, pp. 77-84. Bakir, Vian; McStay, Andrew (2018). “Fake news and the economy of emotions”. <i>Digital journalism</i>, v. 6, n. 2, pp. 154-175. Bennet, W. Lance; Livingston, Steven (2018). “The disinformation order: Disruptive communication and the decline of democratic institutions”. <i>European journal of communication</i>, v. 33, n. 2, pp. 122-139. Carlson, Matt (2018). “Facebook in the news. Social media, journalism, and public responsibility following the 2016 trending topics controversy”. <i>Digital journalism</i>, v. 6, n. 1, pp. 4-20. Clark, Chandra; Zhou, Shuhua (2015). “Fake news? A survey on video news releases and their implications on journalistic ethics, independence and credibility of broadcast news”. <i>Media watch</i>, v. 6, n. 1, pp. 16-27. Cohen, Jacob (1988). <i>Statistical power analysis for the behavioral sciences</i>. Hillsdale, EUA: Lawrence Erlbaum Associates. Colussi-Ribeiro, Juliana (2016). “Ética en la comunidad blogger: una reflexión a partir de la información difundida del atentado terrorista de París en 2015”. <i>Razón y palabra</i>, v. 20, n. 2 (93), pp. 497-511. Cronbach, Lee J. (1951). “Coefficient alpha and the internal structure of tests”.

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Artigo 10	
Autor	Nick Rochlin
Instituição	University of British Columbia
Título	Fake news: belief in post-truth.
Palavras-chave	News, Social media, Fake news, Click market, Clickbait, Post-truth
Idioma	Inglês
Periódico	Library Hi Tech
Ano	2017
Referências	Baumgartner, J. and Morris, J.S. (2006), “The daily show effect: candidate evaluations, efficacy, and American youth”, American Politics Research, Vol. 34 No. 3, pp. 341-367. Berghel, H. (2017), “Lies, damn lies, and fake news”, Computer, Vol. 50 No. 2, pp. 80-85. Chakraborty, A., Paranjape, B., Kakarla, S. and Ganguly, N. (2016), “Stop clickbait: detecting and preventing clickbaits in online news media”, 2016 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining, pp. 9-16. Cohen, D. (2014), “Mark Zuckerberg Q&A: dislike button, Ferguson, graph search, news feed study controversy”, Adweek, December 12. Dormehl, L. (2017), “A 19-year-old Stanford student has created a ‘fake news detector AI’ ”, DigitalTrends, January 19, available at: www.digitaltrends.com (accessed January 20, 2017). Gabrielkov, M., Ramachandran, A., Chaintreau, A. and Legout, A. (2016), “Social clicks: what and who gets read on twitter?”, ACM SIGMETRICS Performance Evaluation Review, Vol. 44 No. 1, pp. 179-192. Gall, R.L. (1983), “The effects of a televised political debate on cognitive selective retention/evaluation during the political decision-making process”, Master thesis, University of Illinois, available at: ProQuest Digital Dissertations (accessed January 26, 2017). Gronke, P. and Cook, T.E. (2007), “Disdaining the media: the American public’s changing attitudes toward the news”, Political Communication, Vol. 24 No. 3, pp. 259-281. Laybats, C. and Tredinnick, L. (2016), “Post truth, information, and emotion”, Business Information Review, Vol. 33 No. 4, pp. 204-206. Mosseri, A. (2016), “News feed FYI: addressing hoaxes and fake news”, Facebook Newsroom, December 15. Read, M. (2016), “Donald Trump won because of Facebook”, New York Magazine, November 9. Turcotte, J., York, C., Irving, J., Scholl, R.M. and Pingree, R.J. (2015), “News recommendations from social media opinion leaders: effects on media trust and

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Artigo 11	
Autor 1	Xichen Zhang
Instituição	University of New Brunswick
Autor 2	Ali Ghorbani
Instituição	University of New Brunswick
Título	An overview of online fake news: Characterization, detection, and discussion
Palavras-chave	Social media, Online fake news, Fake news detection
Idioma	Inglês
Periódico	Information Processing and Management
Ano	2020
Referências	Adams, B., Phung, D., & Venkatesh, S. (2011). Eventscapes: visualizing events over time with emotive facets. Proceedings of the 19th ACM international conference on multimedia. Afroz, S., Brennan, M., & Greenstadt, R. (2012). Detecting hoaxes, frauds, and deception in writing style online. Security and privacy (sp), 2012 IEEE symposium on. Agarwal, A., Xie, B., Vovsha, I., Rambow, O., & Passonneau, R. (2011). Sentiment analysis of twitter data. Proceedings of the workshop on languages in social media. Association for Computational Linguistics 30–38. Ahmed, H. (2017). Detecting opinion spam and fake news using n-gram analysis and semantic similarity Ph.D. thesis. Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. Journal of Economic Perspectives, 31(2), 211–236. Bakshy, E., Hofman, J. M., Mason, W. A., & Watts, D. J. (2011). Everyone’s an influencer: Quantifying influence on twitter. Proceedings of the fourth ACM international conference on web search and data mining. Balmas, M. (2014). When fake news becomes real: Combined exposure to multiple news sources and political attitudes of inefficacy, alienation, and cynicism. Communication Research, 41(3), 430–454. Banerjee, R., Feng, S., Kang, J. S., & Choi, Y. (2014). Keystroke patterns as prosody in digital writings: A case study with deceptive reviews and essays. Proceedings of the 2014 conference on empirical methods in natural language processing (EMNLP) 1469–1473. Bojanowski, P., Grave, E., Joulin, A., & Mikolov, T. (2017). Enriching word vectors with subword information. Transactions of the Association for Computational Linguistics, 5, 135–146.

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Artigo 12	
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Instituição	Universidade de Coimbra
Título	Percepción de las noticias falsas em universitarios de Portugal: análisis de su consumo y actitudes
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Artigo 13	
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Título	Detecting fake news stories via multimodal analysis
Palavras-chave	Não há
Idioma	Inglês
Periódico	Journal of the Association for Information Science and Technology
Ano	2021
Referências	Ahmed, H., Traore, I., & Saad, S. (2017). Detection of online fake news using N-gram analysis and machine learning techniques. Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. Journal of Economic Perspectives, 31(2), 211–236. Alpaydin, E. (2014). Introduction to machine learning. Cambridge, MA: MIT

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Artigo 14	
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Palavras-chave	Fake news, Disinformation, Collaborative knowledge, Collective intelligence, Fact-checking
Idioma	Espanhol
Periódico	Anuario ThinkEPI
Ano	2019
Referências	Brandtzaeg, Petter-Bae; Følstad, Asbjørn; Chaparro-Domínguez, María-Ángeles (2018). "How journalists and social media users perceive online fact-checking and verification services". Journalism practice, v. 12, n. 9, pp.1109-1129. Martínez-Martínez, Silvia (2018). "Los social media en estado de emergencia". Comein, n. 82. McNair, Brian (2018). Fake news: Falsehood, fabrication and fantasy in journalism. Londres: Routledge. Vosougui, Soroush; Roy, Deb; Aral, Sinan (2018). "The spread of true and false news online". Science, v. 359, n.6380, pp. 1146-1151.

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Título	Bibliotecário escolar e fake news: evidências da contribuição da biblioteca escolar
Palavras-chave	School library, Fake news, High school, Information literacy
Idioma	Português
Periódico	Biblionline

Ano	2019
Referências	AQUINO, Mirian de Albuquerque. A ciência da informação: novos rumos sociais para um pensar reconstrutivo no mundo contemporâneo. Ci. Inf., Brasília, v. 36, n. 3, set./dez. 2007. CAMPELLO, Bernadete Santos. O movimento da competência informacional: uma perspectiva para o letramento informacional. Ci. Inf., Brasília, v. 32, n.3, p. 28-37, set./dez. 2003. CAMPELLO, Bernadete Santos. A competência informacional na educação para o século XXI. In: CAMPELLO, Bernadete Santos et al. A biblioteca escolar: temas para uma prática pedagógica. 2. ed. Belo Horizonte: Autêntica, 2016. CAMPELLO, Bernadete Santos; ABREU, Vera Lúcia Furst Gonçalves. Competência informacional e formação do bibliotecário. Perspectivas em Ciência da Informação, Belo Horizonte, v. 10, n. 2, p. 178- 193, jul./dez. 2005. CORRÊA, Elisa Cristina Delfini; CUSTÓDIO, Marcela Gaspar. A informação enfurecida e a missão do bibliotecário em tempos de pós-verdade: uma releitura com base em Ortega y Gasset. Revista Brasileira de Biblioteconomia e Documentação, São Paulo, v. 14, n. 2, p. 197-214, maio 2018. FIALHO, Janaina; ANDRADE, Maria Eugênia Albino. Comportamento informacional de crianças e adolescentes: uma revisão da literatura estrangeira. Ci. Inf., Brasília, v. 36, n.1, p. 20-34, jan./abr. 2007. FIALHO, Janaina; GASQUE, Kelley Cristine Gonçalves Dias. Letramento informacional no contexto escolar. In: SANTOS, Andréa Pereira dos (Org.). Letramento informacional: aspectos teórico-conceituais. Goiânia: CIAR/UFG, 2014. GASQUE, Kelley Cristine Gonçalves Dias. Letramento informacional: pesquisa, reflexão e aprendizagem. Brasília: Ed. FCI/UnB, 2012. 181 p. GIL, Antonio Carlos. Como elaborar projetos de pesquisa. 3. ed. São Paulo: Atlas, 1991. HERNÁNDEZ SAMPIERI, Roberto; FERNÁNDEZ COLLADO, Carlos; BAPTISTA LUCIO, María del Pilar. Metodologia de pesquisa. 5. ed. Porto Alegre: Penso, 2013. KIELY, Eugene; ROBERTSON, Lori. How to spot fake news. MAROTO, Lucia Helena. Biblioteca escolar, eis a questão! Do espaço do castigo ao centro do fazer educativo. 2. ed. Belo Horizonte: Autêntica Editora, 2012. MINAYO, Maria Cecília de Souza; SANCHES, Odécio. Quantitativo-Qualitativo: oposição ou complementaridade? In: Caderno de Saúde Pública da Escola Nacional de Saúde Pública da Fiocruz, jul./set., 1993. ORTEGA Y GASSET, José. Missão do bibliotecário. Brasília: Briquet de Lemos, 2006. TODD, Ross James; KUHLTHAU, Carol C. Student learning through Ohio school libraries, part 1: how effective school libraries help students. School Libraries Worldwide, v. 11, n. 1, p. 63- 88, 2005.

Artigo 16	
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Título	POR QUE AS FAKE NEWS TÊM ESPAÇO NAS MÍDIAS SOCIAIS? Uma

	discussão a luz do comportamento infocomunicacional e do marketing digital
Palavras-chave	Informational behavior of the user, Fake News, Social media, Digital Marketing, Teaching-learning
Idioma	Português
Periódico	Informação & Sociedade
Ano	2020
Referências	ARAÚJO, M.H.; REINHARD, N. Quem são os internautas brasileiros? uma análise a partir dashabilidades digitais. In: TIC Domicílios. Pesquisa Sobre o Uso das Tecnologias de Informação e Comunicação nos Domicílios Brasileiros. Comitê Gestor da Internet no Brasil. São Paulo, 2017. CERIGATTO, M. P.; CASARIN, H. C. S. As mídias como fonte de informação: aspectos para uma avaliação crítica. Revista Brasileira de Biblioteconomia e Documentação, v. 13, n. especial, p. 155-176, jan./jul. 2017 CHERNER, Todd S.; CURRY, Kristal. Preparing Pre-Service Teachers to Teach Media Literacy: A Response to “Fake News” Journal of Media Literacy Education. Journal Of Media Literacy Education, [s.l.], v. 1, n. 11, p.11-31, mar. 2019. University of Rhode Island. COSTA, L. F.; RAMALHO, F.A. Comportamento infocomunicacional: perspectivas sobre definição, práticas e modelos de estudos. Revista Brasileira de Biblioteconomia e Documentação, v. 15, n. 2, D’ANCONA, M. Pós-verdade. Barueri: Faro Editorial, 2018, [trad.: Carlos Szlak]. ERIKSON, M. G.; ERIKSON, M. Learning outcomes and critical thinking: good intentions in conflict. Studies in Higher Education, 2018. FAIX, Allison. Teaching Online Research in the “Fake News” Era. Ascue Proceedings, Carolina, v. 10, n. 15, p.43-51, nov. 2018. EVA, N.; SHEA, E. Marketing libraries in an Era of “Fake News”. Reference & User Services Quaterly, v. 57, n. 3, spring 2018 FAIX, A. Teaching online research in the “fake news” era. Paper presented at the Annual Meeting of the Association Supporting Computer Users in Education, ASCUE Proceedings., 51st, Myrtle Beach, SC, Jun 10-14, 2018. HODGES, Luciana Vasconcelos dos Santos Dantas; NOBRE, Alena Pimentel Mello Cabral. O uso de estratégias metacognitivas como suporte à compreensão textual. Revista Eletrônica de Educação. São Carlos, SP: UFSCar, v. 6, no. 2, p. 476-490, nov. 2012. MACKEY, T. P.; JACOBSON, T. E. Metaliteracy: reinventing information literacy to empower learners. London: Facet, 2014 MASON, Lance E.; KRUTKA, Daniel G.; STODDARD, Jeremy. Media Literacy, Democracy, and the Challenge of Fake News. Journal Of Media Literacy Education, S.l., v. 2, n. 10, p.1-10, nov. 2018. PRASS, R. Manipulação do comportamento do usuário pelo controle de dados na internet; entenda como funciona o tema proposto na redação do ENEM. G1. Rio de Janeiro, p. 1-1. 04 nov. 2018. PRESSER, N.; SILVA, M. L. Competência e comportamento em informação: uma análise social. Revista Cubana de Información en Ciencias de la Salud, La Habana, v. 26, oct./dic. 2015 ROSENZWEIG, A. Understanding and Undermining Fake News From the Classroom. Berkeley Review Of Education, Berkeley, v. 1, n. 7, p.105-112, 1 jan. 2017. SARAIVA, A.; PERET, E. Marco Regulatório e Censo 2020 são prioridades”,

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Artigo 17	
Autor 1	Chenguang Song
Instituição	Beijing University of Posts and Telecommunications
Autor 2	Nianwen Ning
Instituição	Beijing University of Posts and Telecommunications
Autor 3	Yunlei Zhang
Instituição	North China Institute of Science and Technology
Autor 4	Bin Wu
Instituição	Beijing University of Posts and Telecommunications
Título	A multimodal fake news detection model based on crossmodal attention residual and multichannel convolutional neural networks
Palavras-chave	Fake news detection, Crossmodal attention, Residual network, Convolutional neural network
Idioma	Inglês
Periódico	Information Processing & Management
Ano	2021
Referências	Ajao, O., Bhowmik, D., & Zargari, S. (2018). Fake news identification on twitter with hybrid cnn and rnn models. In SMSociety '18 Proceedings of the 9th international conference on social media and society (pp. 226–230). ACM. Antol, S., Agrawal, A., Lu, J., Mitchell, M., Batra, D., Lawrence Zitnick, C., & Parikh, D. (2015). Vqa: visual question answering. The IEEE international conference on computer vision (pp. 2425–2433). Ba, J. L., Kiros, J. R., & Hinton, G. E. (2016). Layer normalization. Boididou, C., Papadopoulos, S., Dang-Nguyen, D., Boato, G., Riegler, M., Middleton, S. E., Kompatsiaris, Y. (2016). Verifying multimedia use at mediaeval 2016. Working notes proceedings of the mediaeval 2016 workshop. CEUR-WS.org. Bondielli, A., & Marcelloni, F. (2019). A survey on fake news and rumour detection techniques. Information Sciences, 497, 38–55. Cao, J., Guo, J., Li, X., Jin, Z., Guo, H., & Li, J. (2018). Automatic rumor detection on microblogs: a survey. Cao, J., Qi, P., Sheng, Q., Yang, T., Guo, J., & Li, J. (2020). Exploring the role of visual content in fake news detection. In K. Shu, S. Wang, D. Lee, & H. Liu (Eds.) (pp.141–161). Cham: Springer International Publishing. Castillo, C., Mendoza, M., & Poblete, B. (2011). Information credibility on twitter. Proceedings of the 20th international conference on world wide web (pp. 675–684).

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Artigo 18	
Autor	Matt Carlson
Instituição	University of Minnesota
Título	Fake news as an informational moral panic: the symbolic deviancy of social media during the 2016 US presidential election
Palavras-chave	Fake news, journalism, informational moral panic, social media, platforms, political communication
Idioma	Inglês
Periódico	Information, Communication & Society
Ano	2020
Referências	Alexander, J. C., Breese, E. B., & Luengo, M. (Eds.). (2016). The crisis of journalism reconsidered. New York, NY: Cambridge University Press. Barthel, M., Mitchell, A., & Holcomb, J. (2016). Many Americans believe fake news is sowing con-fusion. Pew Research Center. Chadwick, A. (2013). The hybrid media system: Politics and power. Oxford: Oxford University Press. Cohen, S. (1972). Folk devils and moral panics: The creation of the mods and rockers. London: Paladin. Couldry, N. (2003). Media rituals: A critical approach. London: Routledge. Crawford, K. (2017). Stanford study examines fake news and the 2016 presidential election. Ferrucci, P., & Vos, T. (2017). Who's in, who's out? Constructing the identity of digital journalists. Digital Journalism, 5(7), 868–883. Gieryn, T. F. (1999). Cultural boundaries of science: Credibility on the line. Chicago, IL: University of Chicago Press. Habermas, J. (1991). The structural transformation of the public sphere: An inquiry into a category of bourgeois society. Cambridge, MA: MIT Press. Hall, S., Critcher, C., Jefferson, T., Clarke, J., & Roberts, B. (1978). Policing the crisis: Mugging, the state and law and order. London: Macmillan. Hay, C. (1996). Narrating crisis: The discursive construction of the 'winter of discontent'. Sociology, 30(2), 253–277. Howard, P. N., Bolsover, G., Kollanyi, B., Bradshaw, S., & Neudert, L. (2017). Junk news and bots during the U.S. Election: What were Michigan voters sharing over Twitter? Data memo 2017.1. Oxford: Project on Computational Propaganda. Ingraham, C., & Reeves, J. (2016). New media, new panics. Critical Studies in

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Artigo 19	
Autor	John Buschman
Instituição	Seton Hall University
Título	The Politics of Academic Libraries: Fake News, Neutrality and ALA
Palavras-chave	Não há
Idioma	Inglês
Periódico	Journal of Academic Librarianship
Ano	2018
Referências	Snyder, T. (2017). <i>On Tyranny</i>. New York: Tim Duggan Books. Zuckert, C., & Zuckert, M. (1997). Empirical theory 1997. In K. R. Monroe (Ed.). <i>Contemporary empirical political theory</i>. Berkeley: University of California Press.

Artigo 20	
Autor	Raúl Rodríguez-Ferrándiz
Instituição	Universidad de Alicante

Título	Posverdad y fake news en comunicación política: breve genealogía
Palavras-chave	Post-truth, Fake news, Demagoguery, Society, Human behavior, Political communication, Fact checking, Filter bubble, Social networking sites, Social media, Media, Facebook, Definitions, Concepts, Review
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2019
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Artigo 21	
Autor 1	Julio C. S. Reis
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Autor 2	Andre Correia
Instituição	Universidade Federal de Minas Gerais (UFMG)
Autor 3	Fabricio Murai
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Instituição	Universidade Federal de Minas Gerais (UFMG)
Autor 5	Fabricio Benevenuto
Instituição	Universidade Federal de Minas Gerais (UFMG)
Título	Supervised Learning for Fake News Detection
Palavras-chave	Não há
Idioma	Inglês
Periódico	IEEE Intelligent Systems
Ano	2019
Referências	Lazer, D., Baum, M., Benkler, Y., Berinsky, A., Greenhill, K., Menczer, F., Metzger, M., Nyhan, B., Pennycook, G., Rothschild, D., Schudson, M., Sloman, S., Sunstein, C., Thorson, E., Watts, D., & Zittrain, J. (2018). The science of fake news. <i>Science</i>, 359(6380), 1094–1096. N. J. Conroy, V. L. Rubin, and Y. Chen, “Automatic deception detection: Methods for finding fake news,” in <i>Proc. Annu. Meeting Assoc. Inf. Sci. Technol.</i>, 2015, pp. 1–4. W. Y. Wang, “Liar, liar pants on fire: A new benchmark dataset for fake news detection,” in <i>Proc. Annu. Meeting Assoc. Comput. Linguistics</i>, 2017, pp. 422–426. S. Volkova, K. Shaffer, J. Jang Yea, and N. Hodas, “Separating facts from fiction: Linguistic models to classify suspicious and trusted news posts on twitter,” in <i>Proc. 55th Annu. Meeting Assoc. Comput. Linguistics</i>, 2017, pp. 647–653. G. Santia and J. Williams, “BuzzFace: A news veracity dataset with facebook user commentary and egos,” in <i>Proc. 12th Int. AAAI Conf. Web Soc. Media</i>, 2018, pp. 531–540. K. Shu, A. Sliva, S. Wang, J. Tang, and H. Liu, “Fake news detection on social media: A data mining perspective,” <i>ACM SIGKDD Explorations Newslett.</i>, vol. 19, no. 1, pp. 22–36, 2017. C. Castillo, M. Mendoza, and B. Poblete, “Information credibility on twitter,” in <i>Proc. 20th Int. Conf. World Wide Web</i>, 2011, pp. 675–684. J. W. Pennebaker, M. E. Francis, and R. J. Booth, “Linguistic inquiry and word

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Artigo 22	
Autor 1	Giselle Rampersad
Instituição	Flinders University
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Instituição	Flinders University
Título	Fake news: Acceptance by demographics and culture on social media
Palavras-chave	Fake news, social media, technology adoption, culture, technology acceptance model, electronic word of mouth
Idioma	Inglês
Periódico	Journal of Information Technology & Politics
Ano	2020
Referências	Alamri, M. (2011). Higher education in Saudi Arabia. Journal of Higher Education Theory and Practice, 11(4), 88. Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. Journal of Economic Perspectives, 31(2), 211–236. Allyn, M. R. (2003). Computers, gender and pay. Journal of Business Economic Studies, 9, 33–44. Al-Sukkar, A. S. (2005). The application of information systems in the Jordanian banking sector: a study of the acceptance of the Internet. Wollongong, Australia: University of Wollongong Thesis Collection. Al-Zarah, L. N. (2008). An investigative study of the female initial teacher preparation programme in Saudi Arabia in an Islamic context: Perceptions of the key participants. Durham, United Kingdom: Durham University. Alzharani, M. E. (2014). An acceptance model for citizen adoption of web-based e-government services in developing countries: A case study of Saudi Arabia (Doctorate). Flinders University. Aman, M. M., & Jayroe, T. J. (2013). ICT, social media, and the Arab transition to democracy: From venting to acting. Digest of Middle East Studies, 22(2), 317–347. Attia, A. M., Aziz, N., Friedman, B., & Elhusseiny, M. F. (2011). Commentary: The impact of social networking tools on political change in Egypt’s “Revolution 2.0”. Electronic Commerce Research and Applications, 10(4), 369–374. Bakir, V., & McStay, A. (2017). Fake news and the economy of emotions: Problems, causes, solutions. Digital Journalism, 1–22. Balfaqeeh, M. (2017). The twitter age: Communication across genders in the Arabian Gulf. Globe: A Journal of Language, Culture and Communication, 5. Blunch, N. (2012). Introduction to structural equation modeling using IBM SPSS

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Artigo 23	
Autor 1	Steven Wade
Instituição	Florida Southern College
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Instituição	Florida Southern College
Título	Don't Share That Story!: Designing a Pop-Up Undergraduate Workshop on Fake News
Palavras-chave	Academic libraries, information literacy, research instruction, news literacy
Idioma	Inglês
Periódico	The Reference Librarian
Ano	2018
Referências	Shearer, E., & Gottfried, A. (2017, September 17). News use across social media platforms. Pew Research Center. Spratt, H. E., & Agosto, D. E. (2017). Fighting fake news: Because we all deserve the truth. <i>Young Adult Library Services</i> , 15(4), 17–21.

Artigo 24	
Autor 1	Katherine Hanz
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Instituição	McGill University
Título	Fake or for real? A fake news workshop
Palavras-chave	Fake news, Workshop, Information literacy, Game, High school, College, University, Faculty, Staff, Alumni, Journalists, ACRL framework, Higher education
Idioma	Inglês
Periódico	Reference Services Review
Ano	2020
Referências	Auberry, K. (2018), "Increasing students' ability to identify fake news through information literacy education and content management systems", <i>The Reference Librarian</i>, Vol. 59 No. 4, pp. 179-187. Bakalar, N. (2017), "Walnuts for weight loss?", <i>The New York Times</i>, 18 August. Bakir, V. and McStay, A. (2018), "Fake news and the economy of emotions: problems, causes, solutions", <i>Digital Journalism</i>, Vol. 6 No. 2, pp. 154-175. Barthel, M. Mitchell, A. and Holcomb, J. (2016), "Many Americans believe fake news is sowing confusion", <i>PEW Research Centre</i>, Batchelor, O. (2017), "Getting out the truth: the role of libraries in the fight against fake news", <i>Reference Services Review</i>, Vol. 45 No. 2, pp. 143-148, Blakeslee, S. (2004), "The CRAAP test", <i>LOEX Quarterly</i>, Vol. 31 No. 3, pp. 6-7. Bluemle, S.R. (2018), "Post-facts: information literacy and authority after the 2016 election", <i>Portal: Libraries and the Academy</i>, Vol. 18 No. 2, pp. 265-282. Buschman, J. (2019), "Good news, bad news, and fake news: going beyond political literacy to democracy and libraries", <i>Journal of Documentation</i>, Vol. 75 No. 1, pp. 213-228. Caulfield, M.A. (2017), "Web literacy for student fact-checkers". Cooke, N.A. (2017), "Posttruth, truthiness, and alternative facts: information behavior and critical information consumption for a new age", <i>The Library Quarterly</i>, Vol. 8 No. 3, pp. 211-221. Dewey, C. (2016), "6 in 10 of you will share this link without reading it, a new, depressing study says", <i>The Washington Post</i>. Gabrielkov, M. Ramachandran, A. Chaintreau, A. and Legout, A. (2016), "Social clicks: what and who gets read on Twitter?" Gandhi, L. (2013), "A history of 'Snake oil salesmen'". Grinberg, N., Joseph, K., Friedland, L., Swire-Thompson, B. and Lazer, D. (2019), "Fake news on Twitter during the 2016 US presidential election", <i>Science</i>, Vol. 363 No. 6425, pp. 374-378. Ireland, S. (2018), "Fake news alerts: teaching news literacy skills in a meme world", <i>The Reference Librarian</i>, Vol. 59 No. 3, pp. 122-128. Johnson, M. (2018), "Fighting 'fake news': how we overhauled our website evaluation lessons", <i>Knowledge Quest</i>, Vol. 47 No. 1, pp. 32-36. Lor, P.J. (2018), "Democracy, information, and libraries in a time of post-truth

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Artigo 25	
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Título	Convolutional neural network with margin loss for fake news detection
Palavras-chave	Fake news detection, Convolutional neural networks, Non-static word embedding, Margin loss function
Idioma	Inglês
Periódico	Information Processing & Management
Ano	2021
Referências	Ahmed, H., Traore, I., & Saad, S. (2017). Detection of online fake news using N-gram analysis and machine learning techniques. <i>International conference on intelligent, secure, and dependable systems in distributed and cloud environments</i> (pp. 127–138). Springer. Alkhodair, S. A., Ding, S. H., Fung, B. C., & Liu, J. (2020). Detecting breaking news rumors of emerging topics in social media. <i>Information Processing & Management</i>, 57 (2), 102018. Amato, G., Falchi, F., Gennaro, C., Massoli, F. V., Passalis, N., Tefas, A., ... Vairo, C. (2019). Face verification and recognition for digital forensics and information security. <i>2019 7th international symposium on digital forensics and security (ISDFS)</i> (pp. 1–6). IEEE. Bondielli, A., & Marcelloni, F. (2019). A survey on fake news and rumour detection techniques. <i>Information Sciences</i>, 497, 38–55. Gong, Z., Zhong, P., Yu, Y., Hu, W., & Li, S. (2019). A CNN with multiscale convolution and diversified metric for hyperspectral image classification. <i>IEEE Transactions on Geoscience and Remote Sensing</i>, 57(6), 3599–3618. Hadsell, R., Chopra, S., & LeCun, Y. (2006). Dimensionality reduction by learning an invariant mapping, 2. <i>2006 IEEE computer society conference on computer vision and pattern recognition (CVPR'06)</i> (pp. 1735–1742). IEEE. Huang, B., & Carley, K. M. (2018). Parameterized convolutional neural networks for aspect level sentiment classification. <i>Proceedings of the 2018 conference on empirical methods in natural language processing</i> (pp. 1091–1096). Kim, Y. (2014). Convolutional neural networks for sentence classification. <i>Proceedings of the 2014 conference on empirical methods in natural language processing (EMNLP)</i> (pp. 1746–1751). Kingma, D. P., & Ba, J. (2015). Adam: a method for stochastic optimization. <i>The international conference on learning representations</i>. Li, X., Yu, L., Chang, D., Ma, Z., & Cao, J. (2019). Dual cross-entropy loss for small-sample fine-grained vehicle classification. <i>IEEE Transactions on Vehicular Technology</i>, 68(5), 4204–4212. Liu, W., Wen, Y., Yu, Z., & Yang, M. (2016). Large-margin softmax loss for convolutional neural networks., 2. <i>ICML</i> (p. 7). Long, Y., Lu, Q., Xiang, R., Li, M., & Huang, C.-R. (2017). Fake news detection through multi-perspective speaker profiles. <i>Proceedings of the eighth international joint conference on natural language processing (volume 2: Short papers)</i> (pp. 252–256). Meel, P., & Vishwakarma, D. K. (2019). Fake news, rumor, information

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Artigo 26	
Autor 1	Anne K. Cybenko
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Instituição	Dartmouth College
Título	AI and Fake News
Palavras-chave	Não há
Idioma	Inglês
Periódico	IEEE Intelligent Systems
Ano	2018
Referências	F. J. Millikan and L. J. Martins, "Searching for common threads: Understanding the multiple effects of diversity in organizational groups," Acad. Manage. Rev., vol. 33, pp. 402–433, 1996. Tandoc, E. C., Jr., Lim, Z. W., & Ling, R. (2018). Defining "fake news". Digital Journalism, 6(2), 137–153. R. S. Nickerson, "Confirmation bias: A ubiquitous phenomenon in many guises," Rev. Gen. Psychol., vol. 2, pp. 175–220, 1998. S. Lewandowsky, U. K. Ecker, C. M. Seifert, N. Schwarz, and J. Cook, "Misinformation and its correction continued influence and successful debiasing," Psychol. Sci. Public Interest, vol. 13, pp. 106–131, 2012. J. M. Carey, B. Nyan, B. Valentino, and M. Liu, "An inflated view of the facts? How preferences and predispositions shape conspiracy beliefs about the Deflategate scandal," Res. Politics, vol. 3, pp. 1–9, 2016. D. Hemavathi, M. Kavitha, and N. Begum Ahmed, "Information extraction from social media: Clustering and labelling microblogs," in Proc. Int. Conf. IoT Appl., 2017, pp. 1–10. A. Mitchell, J. Gottfried, M. Barthel, and E. Shearer, "Loyalty and source attention," Pew Res. Center, Washington, D.C., USA, 2017. J. Tselentis, "When websites design themselves," Wired, Boone, IA, USA, 2017. E. Ferrara, O. Varol, C. Davis, F. Menczer, and A. Flammini, "The rise of social bots," Commun. ACM, vol. 59, pp. 96–104, 2016. V. S. Subrahmanian et al., "The DARPA Twitter bot challenge," IEEE Comput., vol. 49, no. 6, pp. 38–46, Jun. 2016. E. Alvarez. "Facebook's approach to fighting fake news is half-hearted," Jul. 13, 2018. S. Kwon, M. Cha, and K. Jung. "Rumor detection over varying time windows,"

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Artigo 27	
Autor 1	Alberto Ardèvol-Abreu
Instituição	Universidad de La Laguna
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Instituição	Universidad de La Laguna
Título	Intentional or inadvertent fake news sharing? Fact-checking warnings and users’ interaction with social media content
Palavras-chave	Social media, Facebook, Fake news, False news, Misinformation, Fact-checking, Debiasing, Covid-19, Coronavirus
Idioma	Inglês
Periódico	El Profesional de la Información
Ano	2020
Referências	Allcott, Hunt; Gentzkow, Matthew (2017). “Social media and fake news in the 2016 election”. Journal of economic perspectives, v. 31, n. 2, pp. 211-36. An, Jisun; Cha, Meeyoung; Gummadi, Krishna; Crowcroft, Jon (2011). “Media landscape in Twitter: a world of new conventions and political diversity”. In: Proceedings of the 5th International AAAI Conference on weblogs and social media (ICWSM), pp.18-25. Bode, Leticia; Vraga, Emily K. (2018). “See something, say something: correction of global health misinformation on social media”. Health communication, v. 33, n. 9, pp. 1131-1140. Brandtzaeg, Petter-Bae; Følstad, Asbjørn; Chaparro-Domínguez, María-Ángeles (2018). “How journalists and social media users perceive online fact-checking and verification services”. Journalism practice, v. 12, n. 9, pp. 1109-1129. Chadwick, Andrew; Vaccari, Cristian; O’Loughlin, Ben (2018). “Do tabloids poison the well of social media? Explaining democratically dysfunctional news sharing”. New media & society, v. 20, n. 11, pp. 4255-4274. Cohen, Geoffrey L.; Sherman, David K.; Bastardi, Anthony; Hsu, Lilian; McGoey, Michelle; Ross, Lee (2007). “Bridging the partisan divide: self-affirmation reduces ideological closed-mindedness and inflexibility in negotiation”. Journal of personality and social psychology, v. 93, n. 3, pp. 415-430. DeVito, Michael A. (2017). “From editors to algorithms: a values-based approach to understanding story selection in the Facebook news feed”. Digital

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Artigo 28	
Autor 1	Jack Andersen
Instituição	University of Copenhagen
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Instituição	University of Copenhagen
Título	Communicative Actions We Live By: The Problem with Fact-Checking, Tagging or Flagging Fake News - the case of Facebook
Palavras-chave	Communicative action, Facebook, fake news, political communication, social media

Idioma	Inglês
Periódico	European Journal of Communication
Ano	2020
Referências	Austin JL (1962) How to Do Things with Words. Cambridge, MA: Harvard University Press. Bennett WL and Livingston S (2018) The disinformation order: Disruptive communication and the decline of democratic institutions. <i>European Journal of Communication</i> 33(2): 122–139. Coleman S (2018) The elusiveness of political truth: From the conceit of objectivity to intersubjective judgement. <i>European Journal of Communication</i> 33(2): 157–171. Couldry N and Hepp A (2017) <i>The Mediated Construction of Reality</i>. Cambridge: Polity Press. Crawford K and Gillespie T (2016) What is a flag for? Social media reporting tools and the vocabulary of complaint. <i>New Media & Society</i> 18(3): 410–428. Fallis D (2014) The varieties of disinformation. In: Floridi L and Illari P (eds) <i>The Philosophy of Information Quality</i> (Synthese Library), Vol. 358. Cham: Springer, pp. 135–161. Floridi L (2007) In defence of the veridical nature of semantic information. <i>European Journal of Analytic Philosophy</i> (EUJAP) 3(1): 31–41. Frankfurt H (1986) On bullshit. <i>Raritan Quarterly Review</i> 6(2): 81–100. Giddens A (1990) <i>The Consequences of Modernity</i>. Cambridge: Polity Press. Giddens A (1994) Living in a post-traditional society. In: Beck U, Giddens A and Lash S (eds). <i>Reflexive Modernization: Politics, Tradition, and Aesthetics in the Modern Social Order</i>. Cambridge: Polity Press, pp. 56–109. Gillespie T (2018) <i>Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions that Shape Social Media</i>. New Haven, CT: Yale University Press. Grice HP (1957) Meaning. <i>The Philosophical Review</i> 66(3): 377–388. Habermas J (1989) <i>The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society</i>. Cambridge, MA: MIT Press. Kjerkegaard S, Stage C, Reestorff CM, et al. (2013) <i>Fiktionalitet</i>. Frederiksberg: Samfundslitteratur. Lim C (2018) Checking how fact-checkers check. <i>Research and Politics</i> 5(3): 786848. Lynch MP (2016) <i>The Internet of Us: Knowing More and Understanding Less in the Age of Big Data</i>. New York: Liveright Publishing Corporation. Mackenzie A (2005) The Performativity of Code: Software and Cultures of Circulation. <i>Theory, Culture & Society</i> 22(1): 71–92 Mahon J (2008) The definition of lying and deception (The Stanford Encyclopedia of Philosophy). Marietta M, Barker DC and Bowser T (2016) Fact-checking polarized politics: Does the fact-check industry provide consistent guidance on disputed realities?

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Artigo 29	
Autor	Sonnet Ireland
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Título	Fake news alerts: teaching news literacy skills in a meme world
Palavras-chave	Information literacy, news literacy, memes, digital citizenship, media literacy, creative teaching tools
Idioma	Inglês
Periódico	The Reference Librarian
Ano	2018
Referências	Dawkins, R. (1976). The selfish gene. Oxford, UK: Oxford University Press. Gleick, J. (2011, May 01). What defines a meme? Retrieved January 27, 2018. Harris, K. (2016, December 25). George Michael dead at 53. Retrieved February 5, 2018, from Rolling Stone website. Lebowitz, S., & Lee, S. (2015, August 26). 20 cognitive biases that screw up your decisions [Digital image]. McCrae, J. (2017, May 08). Meme marketing: How brands are speaking a new consumer language. Retrieved January 27, 2018. Mott, K. (2013, February 13). Yellow journalism: Present and past.

	Otero, V. (2017, November 8). The chart, version 3.0: What, exactly, are we reading? [Digital image]. Retrieved February 1. Pareles, J. (2016, December 25). George Michael, pop superstar, is dead at 53. Retrieved February 5, 2018. Wardle, C. (2017,). Fake news. It's complicated.

Artigo 30	
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Instituição	Nanyang Technological University
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Instituição	Nanyang Technological University
Título	Too good to be true, too good not to share: the social utility of fake news
Palavras-chave	Fake news, news sharing, online news, social media, social network, interpersonal relationships
Idioma	Inglês
Periódico	Information, Communication & Society
Ano	2020
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Artigo 31	
Autor	Oliver Batchelor
Instituição	Arapahoe Community College
Título	Getting out the truth: the role of libraries in the fight against fake news
Palavras-chave	Librarianship, Libraries, Information literacy instruction, Fake news, Post-truth, Fact checking
Idioma	Inglês
Periódico	Reference Services Review
Ano	2017
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Artigo 32	
Autor 1	Wei Zakharov
Instituição	Purdue University
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Título	Undergraduates’ News Consumption and Perceptions of Fake News in Science
Palavras-chave	Não há
Idioma	Inglês
Periódico	Portal : Libraries and the Academy
Ano	2019

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Artigo 33	
Autor 1	Alexandre López-Borrull
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Autor 2	Josep Vives-Gràcia
Instituiç�o	Universitat Oberta de Catalunya (UOC)
Autor 3	Joan-Isidre Badell
Instituiç�o	Universitat Pompeu Fabra (UPF)
T�tulo	Fake news, �amenaza uoportunidad para los profesionales de la informaci�n y la documentaci�n?
Palavras-chave	Fake news, Information professionals, Professional ethics, Librarians, Media literacy, Informational literacy, Post-truth
Idioma	Espanhol
Peri�dico	El Profesional de la Informaci�n
Ano	2018
Refer�ncias	Allcott, Hunt; Gentzkow, Matthew (2017). "Social media and fake news in the 2016 election". <i>Journal of economic perspectives</i>, v. 31, n. 2, pp. 211-236. Alsius, Salvador (2017). "De la postveritat a la post�tica". Anderson, Rick (2017). "Fake news and alternative facts: Five challenges for academic libraries". <i>Insights</i>, v. 30, n. 2, pp. 4-9. Becker, Bernd W. (2016). "The librarian's information war". <i>Behavioral & social sciences librarian</i>, v. 35, n. 4, pp. 188-191. Bessi, Alessandro; Ferrara, Emilio (2016). "Social bots distort the 2016 U.S. Presidential election online discussion". Burkhardt, Joanna M. (2017). "Combating fake news in the digital age". <i>Library technology reports</i>, v. 53, n. 8. Bruns, Axel; Highfield, Tim; Burgess, Jean (2013). "The Arab Spring and social media audiences: English and Arabic Twitter users and their networks". <i>American behavioral scientist</i>, Casero-Ripoll�s, Andreu; L�pez-Meri, Amparo (2015). "Redes sociales, periodismo de datos y democracia monitorizada". En: Campos-Freire, Francisco; R�as-Ara�jo, Jos� (eds.). <i>Las redes sociales digitales en el ecosistema medi�tico</i>. La Laguna: Sociedad Latina de Comunicaci�n Social, pp. 96-113. Cat�, Josep (2017). "Les claus de l'�xit de la comunicaci� dels Mossos durant els atemptats". <i>El pa�s</i>, 23 agosto. Chen, Yimin; Conroy, Niali J.; Rubin, Victoria L. (2015). "News in an online world: The need for an 'automatic crapdetector'". In: <i>Procs of the Association for Information Science and Technology</i>, v. 52, n. 1, pp. 1-4. Cid-Leal, Pilar; Perpiny�-Morera, Remei (2015). "Compet�ncia informacional en traducci�: an�lisi dels h�bits dels estudiants universitaris en la consulta i l'�s de fonts d'informaci�". <i>BiD: textos universitaris de biblioteconomia i documentaci�</i>, n. 34. Corti�as-Rovira, Sergi; Darriba-Zaragoza, Marc (2018). "An�lisis de la presencia de pseudociencia en los cat�logos de las bibliotecas p�blicas espa�olas". <i>Revista espa�ola de documentaci�n cient�fica</i>, v. 41, n. 1, e197. Farmer, Lesley S. J. (2017). "Don't get faked out by the news: Preparing informed citizens". <i>CSLA journal</i>, v. 41, n. 1, pp. 12-13. Finley, Wayne; McGowan, Beth; Kluever, Joanna (2017). "Fake news: An

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Artigo 34	
Autor 1	Alonso Estrada-Cuzcano
Instituição	Universidad Nacional Mayor de San Marcos
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Instituição	Universidad Nacional Mayor de San Marcos
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Instituição	Universidad Nacional Mayor de San Marcos
Título	Disinformation y misinformation, posverdad y fake news: Precisiones conceptuales, diferencias, similitudes y yuxtaposiciones
Palavras-chave	Disinformation, Misinformation, Post-truth, Fake News
Idioma	Espanhol
Periódico	Información, Cultura y Sociedad
Ano	2020
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Artigo 35	
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Instituição	Universitat Oberta de Catalunya
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Instituição	Universitat Oberta de Catalunya
Título	Uso del móvil y las redes sociales como canales de verificación de fake news
Palavras-chave	Disinformation, False news, Fake news, Hoaxes, Mobile, Social media, Verification, Fact checking, Online media, Maldita.es, Twitter, Whatsapp
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2019
Referências	Allcott, Hunt; Gentzkow, Matthew (2017). “Social media and fake news in the 2016 election”. <i>Journal of economic perspectives</i>, v. 31, n. 2, pp. 211-236. Amazeen, Michelle A. (2017). “Journalistic interventions: The structural factors affecting the global emergence of fact-checking”. <i>Journalism</i>, Sept. 8th. Calero-Vaquera, María-Luisa (2014). “El discurso del Whatsapp: entre el Messenger y el SMS”. <i>Oralia: Análisis del discurso oral</i>, v. 17, pp. 87-116. Chen, Yimin; Conroy, Niall J.; Rubin, Victoria L. (2015). “Misleading online content: Recognizing clickbait as ‘false news’”. Cuéllar, Juan-Manuel (2018). “Brasil y la desinformación electoral: las ‘fake

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Artigo 36	
Autor 1	Claudia Montero-Liberona
Instituição	Pontificia Universidad Católica de Chile
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Instituição	Pontificia Universidad Católica de Chile
Título	Factores que influyen en compartir noticias falsas de salud online
Palavras-chave	Health information, Health communication, Fake news, Fake health news, News sharing, Social networks, Social media, Trust, Credibility, Chile
Idioma	Espanhol
Periódico	El Profesional de la Información

Ano	2019
Referências	Allcott, Hunt; Gentzkow, Matthew (2017). "Social media and fake news in the 2016 election". <i>Journal of economic perspectives</i>, v. 31, n. 2, pp. 211-236. Anderson, John (2009). <i>Cognitive psychology and its implications</i>. New York, NY: Worth Publishers. Andrews, Kenneth T.; Caren, Neal (2010). "Making the news: Movement organizations, media attention, and the publicagenda". <i>American sociological review</i>, v. 75, n. 6, pp. 841-866. Arndt, Stephan; Jones, De-Shauna (2018). "Preventing sensationalistic science and fake news about substance use". <i>Substance abuse treatment, prevention, and policy</i>, v. 13, n. 11, pp. 1-3. Berger, Jonah; Milkman, Katherine L. (2012). "What makes online content viral?". <i>Journal of marketing research</i>, v. 49, n. 2, pp. 192-205. Bozzola, Elena; Spina, Giulia; Russo, Rocco; Bozzola, Mauro; Corsello, Giovanni; Villani, Alberto (2018). "Mandatory vaccinations in European countries, undocumented information, false news and the impact on vaccination uptake: The position of the Italian pediatric society". <i>Italian journal of pediatrics</i>, v. 44, n. 1, pp. 67-70. Caridad-Sebastián, Mercedes; Morales-García, Ana-María; Martínez-Cardama, Sara; García-López, Fátima (2018). "Infomediación y posverdad: El papel de las bibliotecas". <i>El profesional de la información</i>, v. 27, n. 4, pp. 891-898. Chaiken, Shelly (1980). "Heuristic versus systematic information processing and the use of source versus message cues in persuasion". <i>Journal of personality and social psychology</i>, v. 39, n. 5, pp. 752-766. Dwyer, Tim; Martin, Fiona (2017). "Sharing news online. Social media news analytics and their implications for media pluralism policies". <i>Digital journalism</i>, v. 5, n. 8, pp. 1080-1100. Elvestad, Eiri; Phillips, Angela; Feuerstein, Mira (2018). "Can trust in traditional news media explain cross-national differences in news exposure of young people online? A comparative study of Israel, Norway and the United Kingdom". <i>Digital journalism</i>, v. 6, n. 2, pp. 216-235. Eveland, William P.; Thomson, Tiffany (2006). "Is it talking, thinking, or both? A lagged dependent variable model of discussion effects on political knowledge". <i>Journal of communication</i>, v. 56, n. 3, pp. 523-542. Fernández-García, Nuria (2017). "Fake news: una oportunidad para la alfabetización mediática". <i>Nueva sociedad</i>, v. 269, pp. 66-77. Fletcher, Richard; Park, Sora (2017). "The impact of trust in the news media on online news consumption and participation". <i>Digital journalism</i>, v. 5, n. 10, pp. 1281-1299. García-Perdomo, Víctor; Salaverría, Ramón; Kilgo, Danielle K.; Harlow, Summer (2018). "To share or not to share: The influence of news values and topics on popular social media content in the United States, Brazil, and Argentina". <i>Journalism studies</i>, v. 19, n. 8, pp. 1180-1201. Godoy, Pere (2006). "Pandemia de gripe aviar: un nuevo desafío para la salud pública". <i>Gaceta sanitaria</i>, v. 20, n. 1, pp. 4-8. Hauke, Tobias J.; Herzig, Volker (2017). "Dangerous arachnids. Fake news or

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Artigo 37	
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Instituição	Florida Atlantic University
Autor 3	Lauri C. Rebar
Instituição	Florida Atlantic University
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Instituição	Broward College
Título	Real or fake? Resources for teaching college students how to identify fake news
Palavras-chave	Association of College and Research Libraries (ACRL), framework, Fake news, information literacy, psychology, social media
Idioma	Inglês
Periódico	College & Undergraduate Libraries
Ano	2018
Referências	Barthel, Michael, Amy Mitchell, and Jesse Holcomb. 2016. "Many Americans believe Fake News is Sowing Confusion." Pew Research Center. Accessed December 15, 2016. Bundy, Alan. ed. 2004. Australian and New Zealand Information Literacy (ANZIIL) Framework: Principles, Standards and Practice. 2nd ed. Adelaide: Australian and New Zealand Institute for Information Literacy. Evans, Jonathan St. B. T. ed. 1990. Bias in Human Reasoning: Causes and Consequences. Hove, UK: Psychology Press. Gottfried, Jeffrey, and Elisa Shearer. 2016. "News Use Across Social Media Platforms 2016." Pew Research Center. Accessed May 26, 2016. Jacoby, Larry L., Colleen Kelley, Judith Brown, and Jennifer Jasechko. 1989.

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Artigo 38	
Autor	Rick Anderson
Instituição	University of Utah
Título	Fake news and alternative facts: five challenges for academic libraries
Palavras-chave	Não há
Idioma	Inglês
Periódico	Insights
Ano	2017
Referências	Não há

Artigo 39	
Autor	Xiaotian Chen
Instituição	Bradley University
Título	Calling out fake news on social media: a comparison of literature in librarianship and journalism
Palavras-	Fake news, social media, library, journalism, information literacy

chave	
Idioma	Inglês
Periódico	Internet Reference Services Quarterly
Ano	2018
Referências	Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. <i>Journal of Economic Perspectives</i>, 31(2), 211–236. Alvermann, D. (2017). Social media texts and critical inquiry in a post-factual era. <i>Journal of Adolescent & Adult Literacy</i>, 61(3), 335–338. Anden-Papadopoulos, K. (2013). Media witnessing and the ‘crowd-sourced video revolution’. <i>Visual Communication</i>, 12(3), 341–357. Bahnisch, M. (2008). Political blogging in the 2007 Australian federal election: Beyond citizen journalism and towards civic creativity. <i>Pacific Journalism Review</i>, 14(2), 8–14. Baran, A. (2016). Political rhetoric and publicity in the digital age. <i>Traditiones</i>, 45(3), 27–42. Barclay, D. (2017). The biggest challenge for libraries in an era of fake news. <i>Business Insider</i>. Bergstrom, C., & West, J. (2017). Calling bullshit in the age of big data (course syllabus at the University of Washington). Berkowitz, D., & Liu, Z. (2016). Media errors and the ‘nutty professor’: Riding the journalistic boundaries of the Sandy Hook shootings. <i>Journalism: Theory, Practice & Criticism</i>, 17(2), 155–172. Bodnar, J., & Doshi, A. (2011). Asking the right questions: A critique of Facebook, social media, and libraries. <i>Public Services Quarterly</i>, 7(3–4), 102–110. Carlsson, H. (2012). Working with Facebook in public libraries: A backstage glimpse into the Library 2.0 rhetoric. <i>Libri</i>, 62(3), 199–200. Ceron, A. (2015). Internet, news, and political trust: The difference between social media and online media outlets. <i>Journal of Computer-Mediated Communication</i>, 20(5), 487–503. Curiel, E. (2015). The credibility of social media in journalism. <i>Transinformação</i>, 27(2), 165–171. Fichter, D. (2006). Web 2.0, Library 2.0 and radical trust: A first take. Godwin, P. (2011). It’s all about social media, stupid! In: Dale, P., Beard, J and Holland, M. (Eds.), <i>University Libraries and Digital Learning Environments</i> (pp. 15–31). Farnham, Surrey, England: Ashgate. Holmberg, K., Huvila, I., Kronqvist-Berg, M., & Widen-Wulff, G. (2009). What is Library 2.0? <i>Journal of Documentation</i>, 65(4), 668–681. Horsti, K., & Nikunen, K. (2013). The ethics of hospitality in changing journalism: A response to the rise of the anti-immigrant movement in Finnish media publicity. <i>European Journal of Cultural Studies</i>, 16(4), 489–504. Jones, B. (2011). Is the line between librarianship and journalism blurring? <i>American Libraries</i>, 42(7–8), 18. Julien, H., & Barker, S. (2009). How high-school students find and evaluate

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Artigo 40	
Autor 1	Suzanne S. LaPierre
Instituição	University of South Carolina
Autor 2	Vanessa Kitzie
Instituição	University of South Carolina
Título	“Lots of Questions about ‘Fake News’”: How Public Libraries Have Addressed Media Literacy, 2016–2018
Palavras-chave	Fake news, media literacy, post-truthism
Idioma	Inglês
Periódico	Public Library Quarterly
Ano	2019
Referências	Alvarez, B. 2016. Public libraries in the age of fake news. Public Libraries 55 (6):24–27. Banks, M. 2016. Fighting fake news: How libraries can lead the way on media literacy. American Libraries 48 (3–4):18–21. Cooke, N. 2017. Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. Library Quarterly 87 (3):211–21. Dizikes, P. 2018. Study: On Twitter, false news travels faster than true stories. MIT News. Dyer, J. 2017. Can news literacy be taught? At a time when more critical media consumption is sorely needed, news literacy can be a difficult skill to impart. Nieman Reports 71 (2). Eva, N., and E. Shea. 2018. Marketing Libraries in an Era of “Fake News”. Reference & User Services Quarterly 57 (3):168+. Finley, W., B. McGowan, and J. Kluever. 2017. Fake news: An opportunity for real librarianship. ILA Reporter 35 (3):8–11. Fulkerson, D., S. Ariew, and T. Jacobson. 2017. Revisiting metacognition and metaliteracy in the ACRL framework. Communications in Information Literacy. Gibson, C., and T. Jacobson. 2018. Habits of mind in an uncertain information world. Reference & User Services Quarterly 57 (3):183–92.

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Artigo 41	
Autor	Nicole A. Cooke
Instituição	University of South Carolina
Título	Posttruth, Truthiness, and Alternative Facts: Information Behavior and Critical Information Consumption for a New Age
Palavras-chave	Não há
Idioma	Inglês
Periódico	The Library Quarterly
Ano	2017
Referências	Abercrombie, Nicholas, and Brian J. Longhurst. 1998. <i>Audiences: A Sociological Theory of Performance and Imagination</i>. Thousand Oaks, CA: Sage. Accardi, Maria T., Emily E. Drabinski, and Alana A. Kumbier, eds. 2010. <i>Critical Library Instruction: Theories and Methods</i>. Sacramento, CA: Library Juice. Area, Manuel, and Teresa Pessoa. 2012. “From Solid to Liquid: New Literacies to the Cultural Changes of Web 2.0.” <i>Comunicar</i> 38 (19): 13–20. Bawden, David. 2008. “Origins and Concepts of Digital Literacy.” In <i>Digital</i>

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Artigo 42	
Autor 1	Roberto Aparici
Instituição	Universidad Nacional de Educación a Distancia (UNED)
Autor 2	David García-Marín
Instituição	Universidad Nacional de Educación a Distancia (UNED)
Autor 3	Laura Rincón-Manzano
Instituição	Universidad Nacional de Educación a Distancia (UNED)
Título	Noticias falsas, bulos y trending topics: Anatomía y estrategias de la desinformación en el conflicto catalán
Palavras-chave	Political communication, Post-truth, Fake news, Disinformation, Hoaxes, Manipulation, Independence process, Social media, Twitter, Hashtags, Catalonia
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2019
Referências	Berger, Jonah (2016). <i>Contagious: Why things catch on</i>. New York: Simon & Schuster. Bode, Leticia; Hanna, Alexander; Yang, Junghwan; Shah, Dhavan V. (2015). "Candidate networks, citizen clusters, and political expression: Strategic hashtag

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	Yang, Guobin (2016). "Narrative agency in hashtag activism: The case of #BlackLivesMatter". Media and communication, v. 4, n. 4, pp.13-17.

Artigo 43	
Autor	Ellen Haggard
Instituição	University College London
Título	Fighting fake news: exploring George Orwell's relationship to information literacy
Palavras-chave	Information literacy, Information, News, Misinformation, Fake news, George Orwell
Idioma	Inglês
Periódico	Journal of Documentation
Ano	2020
Referências	Allcott, H. and Gentzkow, M. (2017), "Social media and fake news in the 2016 election", The Journal of Economic Perspectives; Nashville, Vol. 31 No. 2, pp. 211-236. Anderson, P. (2006), Orwell in Tribune, Politico's Publishing, London. Biggam, J. (2015), Succeeding with Your Master's Dissertation: A Step-by-step Handbook, 3rd ed., OpenUniversity Press, Maidenhead. Blackwell, A. (2017), "Guns, lies, and sex Tapes: the (unintentional) rebranding of a longstanding information literacy problem as 'fake news'", Presented at the This Is Not A Fake Conference!, London South Bank University. Blakeslee, S. (2004), "The CRAAP test", LOEX Quarterly, Vol. 31 No. 3. Caulfield, M. (2017), "Web literacy for student fact checkers". Caulfield, M. (2018), "Recognition is futile: why checklist approaches to information literacy fail and what to do about it. Churchill, W. (1941), "Winston Churchill's Fourth climacteric speech", German Invasion of Russia 1941. Holiday, R. (2016), "We don't have a fake news problem—we are the fake news problem", The New York Observer, New York, NY. Ireland, S. (2017), "For your information: using information literacy in public Libraries", Reference and User Services Quarterly, Vol. 57 No. 1, pp. 12-16. Irving, H. (2014), "Chaos and Censorship in the Second World War - History of government". Jones, J. (2018), "George Orwell identifies the main enemy of the free press: it's the 'intellectual cowardice' of the press itself". Leetaru, K. (2019), "In our rush to combat 'fake news' we are heading towards Orwell's '1984'", Forbes. Lenart, B. and Koshelek, M. (2014), "Human rights and access to information", Progressive Librarian; Lawrenceville, No. 43, pp. 57-66. Lewandowsky, S. (2020), "The 'post-truth' world, misinformation and information literacy: a perspective from cognitive science", in Goldstein, S. (Ed.), Informed Societies, Facet Publishing, London. Lynskey, D. (2019), "Nothing but the truth: the legacy of George Orwell's

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Artigo 44	
Autor	Matthew C. Sullivan
Instituição	Harvard University
Título	Why Librarians Can’t Fight Fake News
Palavras-chave	Disinformation, fake news, information literacy, library ethics, library values, misinformation
Idioma	Inglês
Periódico	Journal of Librarianship and Information Science
Ano	2019
Referências	Allcott H and Getzkow M (2017) Social media and fake news in the 2016 election. Journal of Economic Perspectives 31(2): 211–236. Alvarez B (2016) Public libraries in the age of fake news. Public Libraries 55(6): 24–27. Amazeen MA (2015) Revisiting the epistemology of fact-checking. Critical Review 27(1): 1–22. Banks, M (2016) Fighting fake news: How libraries can lead the way on media

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Artigo 45	
Autor	Kendra Auberry
Instituição	India River State College
Título	Increasing students' ability to identify fake news through information literacy education and content management systems
Palavras-chave	News literacy, fake news, source evaluation, research, learning management system
Idioma	Inglês
Periódico	The Reference Librarian
Ano	2018
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Autor 1	Maroun El Rayess
Instituição	Notre Dame University-Louaize
Autor 2	Charla Chebl
Instituição	Notre Dame University-Louaize
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Instituição	Notre Dame University-Louaize
Título	Fake news judgement: The case of undergraduate students at Notre Dame University-Louaize, Lebanon
Palavras-chave	Information literacy, Misinformation, Disinformation, Lebanon, Media literacy, Fake news
Idioma	Inglês
Periódico	Reference Services Review
Ano	2018
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Artigo 47	
Autor	Andrew D. Spear
Instituição	Grand Valley State University
Título	Breaking the epistemic pornography habit: Cognitive biases, digital discourse environments, and moral exemplars
Palavras-chave	Nudge, Fake news, Cognitive bias, Epistemic virtue, Moral elevation, Moral exemplar, Epistemic pornography, Pornography
Idioma	Inglês
Periódico	Journal of Information, Communication & Ethics in Society
Ano	2019
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Artigo 48	
Autor 1	Alexandre López-Borrull
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Título	La curación de contenidos como respuesta a las noticias y a la ciência falsas
Palavras-chave	Fake news, Disinformation, Fake science, Post-truth, Content curation, Misinformation, Pseudosciences, Scholarly information, Academic libraries, University libraries, Scholars
Idioma	Espanhol
Periódico	Anuario ThinkEPI
Ano	2019
Referências	Baiget, Tomàs; Torres-Salinas, Daniel (2013). Informe Apei sobre publicaciones científicas. Asociación Profesionalde Especialistas en Información. Crane, Diana (1967). “The gatekeepers of science: Some factors affecting the selection of articles for scientific jour-nals”. American sociologist, v. 2, n. 4, pp. 195–201. Guallar, Javier; Leiva-Aguilera, Javier (2013). El content curator. Editorial UOC: Barcelona. Guallar, Javier; Codina, Lluís (2018). “Journalistic content curation and news librarianship: Differential characteristics and necessary convergence”. El profesional de la información, v. 27, n. 4, pp. 778-791. Hernández-Campillo, Thais-Raquel; Carvajal-Hernández, Bárbara-María; Legañoa-Ferrá, María-de-los-Án-geles (2018). “La curación de contenidos científicos: una herramienta para la gestión informativa en los docentes universitarios”. Revista publicando, v. 5, n. 14, pp. 258-272. Jokstad, Asbjorn (2017). “Launching a new journal on the internet in an era of fake science news and predatory publishing—doing the right thing and doing the thing right”. Clinical and experimental dental research, v. 3, n. 1, pp. 3-4. Kortelainen, Terttu (2016) “Information literacy competencies as part of content curation”. In: Kurbanoglu S. et al. (eds) Information literacy: Key to an inclusive society. ECIL 2016. Communications in Computer and Information Science, v 676. Springer. Mainous III, Arch G. (2018). “Perspectives in primary care: Disseminating Scientific Findings in an era of fake news and science denial”. Annals of family medicine, v. 16, p. 490-491. Mann, Douglas L. (2018). “Fake news, alternative facts, and things that just are not true: Can science survive the post-truth era?”. JACC: Basic to translational

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Artigo 49	
Autor 1	Ahmed Al-Rawi, Jacob Groshek and Li Zhang
Instituição	Simon Fraser University
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Título	What the fake? Assessing the extent of networked political spamming and bots in the propagation of #fakenews on Twitter
Palavras-chave	Twitter, Fake news, Bots, Networked political spamming
Idioma	Inglês
Periódico	Online Information Review
Ano	2019
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Artigo 50	
Autor	Matthew C. Sullivan
Instituição	Harvard University
Título	Libraries and Fake News: What's the Problem? What's the Plan?
Palavras-chave	Fake news, misinformation, disinformation, information disorder, information literacy
Idioma	Inglês
Periódico	Communications in Information Literacy
Ano	2019
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Artigo 51	
Autor	Edda Humprecht
Instituição	University of Zurich
Título	Where 'fake news' flourishes: a comparison across four Western democracies
Palavras-chave	Disinformation, polarization, partisanship, international comparison, content analysis
Idioma	Inglês
Periódico	Information, Communication & Society
Ano	2019
Referências	Aalberg, T., & Curran, J. (2012). <i>How media inform democracy. A comparative approach</i>. London: Routledge. Aalberg, T., Papathanassopoulos, S., Soroka, S., Curran, J., Hayashi, K., Iyengar, S., & Tiffen, R. (2013). International TV news, foreign affairs interest and public knowledge. <i>Journalism Studies</i>, 14(3), 387–406. Aalberg, T., van Aelst, P., & Curran, J. (2010). Media systems and the political information environment: A cross-national comparison. <i>The International Journal of Press/Politics</i>, 15(3), 255–271. Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. <i>Journal of Economic Perspectives</i>, 31(2), 211–236. Barthel, M., Mitchell, A., & Holcomb, J. (2017). <i>Many Americans believe fake news is sowing confusion</i>. Washington, DC: Pew Research Center. Baum, M. A., & Groeling, T. (2008). New media and the polarization of American political discourse. <i>Political Communication</i>, 25(4), 345–365. Brandtzaeg, P. B., & Følstad, A. (2017). Trust and distrust in online fact-checking services. <i>Communications of the ACM</i>, 60(9), 65–71. Brüggemann, M., Engesser, S., Büchel, F., Humprecht, E., & Castro, L. (2014). Hallin and Mancini revisited: Four empirical types of Western media systems. <i>Journal of Communication</i>, 64(6).

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Artigo 52	
Autor	Jonathan Heawood
Instituição	IMPRESS
Título	Pseudo-public political speech: Democratic implications of the Cambridge Analytica scandal
Palavras-chave	Não há
Idioma	Inglês
Periódico	Information Polity
Ano	2018
Referências	Cadwalladr, C. (2018) The Cambridge Analytica Files. <i>The Guardian</i>. Frederik, J., Zuiderveen Borgesius, F.J.Z., Möller, J., Kruijkemeier, S., Fathaigh, Ó.R., Irion, K., Dobber, T., Bodo, B., deVreese, C. (2018) Online political microtargeting: Promises and threats for democracy. <i>Utrecht Law Review</i>, 14(1), 82-96.

Artigo 53	
Autor 1	Eugène Loos
Instituição	Utrecht University

Autor 2	Loredana Ivan
Instituição	National University of Political Studies and Public Administration (SNSPA)
Autor 3	Donald Leu
Instituição	University of Connecticut
Título	“Save the Pacific Northwest tree octopus”: a hoax revisited. Or How vulnerable are school children to fake news?
Palavras-chave	New literacies, Replication study, Fake news, Hoax, Reliable digital information, School children, Tree octopus spoof website
Idioma	Inglês
Periódico	Information and Learning Science
Ano	2018
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Artigo 54	
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Título	News Literacy Skills among Undergraduate Law Students in the Age of

	Infodemic
Palavras-chave	Law, fake news, news literacy skills, undergraduate law students
Idioma	Inglês
Periódico	Library Philosophy and Practice
Ano	2020
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Título	The Role of Libraries in Avoiding Hate Speech and False Information
Palavras-chave	Information literacy, hate speech, fake media, media education, libraries
Idioma	Inglês
Periódico	Information and Communication Sciences Research
Ano	2018
Referências	Albright, J. (2017). Welcome to the Era of Fake News. <i>Media and Communication</i> vol. 5(2), 87-89. Aro, J. (2016). The Cyberspace War: Propaganda and Trolling as Warfare Tools. <i>European View</i> 15, 121-132. Batchelor, O. (2017). Getting out the truth: the role of libraries in the fight against fake news. <i>Reference Services Journal</i>, Vol. 45 (2), pp.143-148, Dornan, C. (2017). <i>Dezinformatsiya: The past, present and future of fake news</i>, Series of reflection papers, Canadian Commission for UNESCO, March 2017. Gadamer, H-G.(1999). <i>Hermeneutics, Religion and Ethics</i>. Trans. by Joel Weinsheimer, New Haven: Yale University Press. Haasio, A., Ojaranta, A. & Mattila, M. (2018). <i>Valheen jäljillä</i>. Helsinki: Avain. Haasio, A., Ojaranta, A. & Mattila, M. (2017). <i>Valheen lähteillä – Valemedian lähteistö ja sen luotettavuus</i>. <i>Media & Viestintä</i>, 40(3-4). Hansson, S. O. (2013). <i>Defining pseudoscience and science. The philosophy of pseudoscience</i>. Ed.by Massimo Piliucci & Maarten Boudry. The University of

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Artigo 56	
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Título	The Covid-19 'infodemic': a new front for information professionals
Palavras-chave	Global health, information literacy, library and information professionals
Idioma	Inglês
Periódico	Health Information and Libraries Journal
Ano	2020
Referências	Banks, M. (2016). Fighting fake news: How libraries can lead the way on media literacy. American Libraries 48 (3–4):18–21. Barthel, M., Mitchell, A., & Holcomb, J. (2016). Many Americans believe fake news is sowing confusion. Pew Research Center, 15, 12. Child, D. (2020). Fighting fake news: The new front in the coronavirus battle: Bogus stories and half-backed conspiracy theories are surging through the internet. Dempsey, K. (2017). "What's behind fake news and what you can do about it? Information Today", 34, 6. Hernandez, C. (2018). Fake News and Academic Librarians: A Hook for Introducing Undergraduate Students to Information Literacy. Information Literacy and Libraries in the Age of Fake News, 167. Hollowood, E., & Mostrous, A. (2020). Fake news in the time of C-19.

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Artigo 57	
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Título	Fake news y coronavirus: detección de los principales actores y tendencias a través del análisis de las conversaciones en Twitter
Palavras-chave	Coronavirus, Covid-19, Pandemics, Health, Health crisis, Health information, Fake news, Information dissemination, Disinformation, Conversation, Political communication, Social media, Social network analysis, Twitter, NodeXL, Donald Trump
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2020
Referências	Aguilar-Gallegos, Norman; Martínez-González, Enrique-Genaro; Aguilar-Ávila, Jorge; Santoyo-Cortés, Horacio; Mu-ñoz-Rodríguez, Manrubio; García-Sánchez, Edgar-Iván (2016). "Análisis de redes sociales para catalizar la innovación agrícola: De los vínculos directos a la integración y radialidad". <i>Estudios gerenciales</i>, v. 32, n. 140, pp. 197-207. Ahmed, Wasim; Lugovic, Sergej (2019). "Social media analytics: Analysis and visualisation of news diffusion using No-deXL. Online information review", v. 43, n. 1, pp. 149-160. Albalawi, Yahya; Nikolov, Nikola S.; Buckley, Jim (2019). "Trustworthy health-related tweets on social media in Saudi Arabia: Tweet metadata analysis". <i>Journal of medical internet research</i>, v. 21, n. 10, e14731. Allcott, Hunt; Gentzkow, Matthew (2017). "Social media and fake news in the 2016 election". <i>Journal of economic perspectives</i>, v. 31, n. 2, pp. 211-236. Araujo, Matheus; Mejova, Yelena; Weber, Ingmar; Benevenuto, Fabrizio (2017). "Using Facebook ads audiences for global lifestyle disease surveillance: Promises and limitations". In: <i>Proceedings of the 2017 ACM on Web science conference</i>, pp. 253-257.

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Artigo 58	
Autor	David García-Marín
Instituição	Universidad Carlos III de Madrid
Título	Infodemia global. Desórdenes informativos, narrativas fake y fact-checking en la crisis de la Covid-19
Palavras-chave	Pandemics, Infodemics, Covid-19, Coronavirus, Disinformation, Information disorders, Post-truth, Verification, Fact Checking, Fake news, Digital platforms, Misleading content, Health information, WhatsApp
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2020
Referências	Andrejevic, Marc B. (2020). "The political function of fake news: Disorganized propaganda in the era of automated media". In: Zimdars, Melissa; McLeod, Kembrew. <i>Fake news and misinformation in the digital age</i>. Cambridge: The MIT Press, pp. 19-28. Aparici, Roberto; García-Marín, David (coords.) (2019). <i>La posverdad. Una cartografía de los medios, las redes y la política</i>. Barcelona: Gedisa. Aparici, Roberto; García-Marín, David; Rincón-Manzano, Laura (2019). "Noticias falsas, bulos y trending topics. Anatomía y estrategias de la desinformación en el conflicto catalán". <i>El profesional de la información</i>, v. 28, n. 3, e280313. Bakir, Vian (2010). "Media and risk: old and new research directions". <i>Journal of risk research</i>, v. 13, n. 1, pp. 5-18. Bartlett, Jamie (2018). <i>The people vs tech. How the internet is killing democracy (and how we save it)</i>. Londres: PenguinRandom House. Berinsky, Adam J. (2015). "Rumors and health care reform: Experiments in political misinformation". <i>British journal of political science</i>, v. 47, n. 2, pp. 241-262. Bowman, Nicholas-David; Cohen, Elizabeth (2020). "Mental shortcuts, emotion,

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Artigo 59	
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Título	Infomediación y posverdad: el papel de las bibliotecas
Palavras-chave	Post-truth, Fake news, Fact-checking, Infomediación, Libraries, Information literacy, Content curation, Thematic guides

Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2018
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Artigo 60	
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Título	Democracy, information, and libraries in a time of post-truth discourse
Palavras-chave	Information, Social Media, Social psychology, Propaganda, Libraries, Fake news, Post-truth, Media ecosystem, False beliefs, Fast checking, Corrective information, Information literacy
Idioma	Inglês
Periódico	Library Management
Ano	2018
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Artigo 61	
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Título	An incentive-aware blockchain-based solution for internet of fake media things
Palavras-chave	Blockchain, Fake news, Internet of fake media things, Proof-of-authority
Idioma	Inglês
Periódico	Information Processing & Management
Ano	2020
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Artigo 62	
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Título	Innovación tecnológica y comunicativa para combatir la desinformación: 135 experiencias para un cambio de rumbo
Palavras-chave	Misinformation, Fake news, False information, Fact-checking, Verification, Post-truth, Digital journalism, Communication
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2019

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Artigo 63	
Autor	Gema Revuelta-De-la-Poza
Instituição	Universitat Pompeu Fabra
Título	Visión de los periodistas sobre la evolución del ecosistema (metafórico) de la comunicación sobre salud y biomedicina
Palavras-chave	Health communication, Health information, Biomedical communication, Specialized journalism, Journalists, Technological changes, Fake news, Information sources, Institutional communication, Social networks, Interviews
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2019
Referências	Berganza, Rosa; Herrero-Jiménez, Beatriz (2016). <i>Journalists in Spain. Worlds of journalism study</i>. Madrid. Bowman, Shayne; Willis, Chris (2005). "The future is here, but do news media companies see it?". <i>Nieman reports</i>, v. 59, n. 4, pp. 6-10. Camacho-Markina, Idoia (2010). <i>La especialización en periodismo</i>. Zamora: Comunicación Social Ediciones y Publicaciones. Cebrián-Herreros, Mariano (2008). "La web 2.0 como red social de comunicación e información". <i>Estudios sobre el mensaje periodístico</i>, n. 14, pp. 345-361. Coyle, Cheryl L.; Vaughn, Heather (2008). "Social networking: Communication revolution or evolution?". <i>Bell Labs technical journal</i>, v. 13, n. 2, pp. 13-17. Cuesta-Cambra, Ubaldo (2012). "Las TICs y la salud desde una perspectiva psicosocial". <i>Revista de comunicación y salud</i>, v. 2, n. 1, pp. 29-33. Díaz-Nosty, Bernardo (2013). <i>La prensa en el nuevo ecosistema informativo. ¡Que paren las rotativas!</i> Barcelona: Ariel; Fundación Telefónica. Flanagin, Annette (1999). "La globalización de la información sobre medicina y salud". <i>Quark. Ciencia, medicina, comunicación y cultura</i>, n. 16, pp. 2-4. García-Latorre, Florencio-Jesús; Aibar-Remón, Carlos; Gobantes-Bilbao, Maite (2017). "La comunicación institucional de contenidos sanitarios mediante notas de prensa y su reflejo en la prensa diaria. El caso de Aragón". <i>Revista española de comunicación en salud</i>, v. 8, n. 1, pp. 38-53. León, Bienvenido; Bourk, Michael J. (2018). <i>Communicating science and technology through online video: Researching a new media phenomenon</i>. New York: Routledge. León, Bienvenido; García-Avilés, José-Alberto (2008). "La visión de los productores sobre la televisión interactiva: el final de la utopía". <i>Comunicación y sociedad</i>, v. 21, n. 1, pp. 7-24. Margalef, Ramón (1998). <i>Ecología</i>. 9ª ed. Barcelona: Ediciones Omega. ISBN: 978 84 28204057 Meling-López, Alf-Enrique (2008). "La ecología en la cuarta dimensión". <i>Revista Universidad de Sonora</i>, n. 23, pp. 44-46. Meso-Ayerdi, Koldobika; Larrondo-Ureta, Ainara; Peña-Fernández, Simón; Rivero-Santamarina, Diana (2014). "Audiencias activas en el ecosistema móvil. Análisis de las opciones de interacción de los usuarios en los cybermedios españoles a través de la web, los teléfonos móviles y las tabletas". <i>Hipertext.net</i>, n. 12. Peñafiel-Sáiz, Carmen (2016). "Reinvención del periodismo en el ecosistema

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Artigo 64	
Autor 1	Elena Yeste
Instituição	Universitat Ramon Llull (URL)
Autor 2	Pere Franch
Instituição	Universitat Ramon Llull (URL)
Título	Trump vs los medios: tratamiento de la prensa desde la cuenta de twitter del presidente de eua
Palavras-chave	Twitter, Media, Social media, Journalism, Mediation, Watchdog, Political control, Microblogging, Populism, Donald Trump
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2018
Referências	Adams, Amelia; McCorkindale, Tina (2013). “Dialogue and transparency: A content analysis of how the 2012 presidential candidates use Twitter”. <i>Public relations review</i>, v. 39, n. 4, pp. 357-359. Aharony, Noa (2012). “Twitter use by three political leaders: an exploratory analysis”. <i>Online information review</i>, v. 36, n. 4, pp. 587-603. Ammann, Sky L. (2010). “Why do they tweet? The use of Twitter by U.S. Senate candidates in 2010”. <i>Social science research network</i>, December 15th. Bennet, W. Lance; Iyengar, Shanto (2008). “A new era of minimal effects? The changing foundations of political communication”. <i>Journal of communication</i>, v. 58, pp. 707-731. Berger, Peter L.; Luckmann, Thomas (1967). <i>The social construction of reality. A treatise in the sociology of knowledge</i>. London: Penguin books. Block, Elena; Negrine, Ralph (2017). “The populist communication style: Toward a critical framework”. <i>International journal of communication</i>, v. 11, pp. 178-197. Campos-Domínguez, Eva (2017). “Twitter y la comunicación política”. <i>El</i>

	profesional de la información, v. 26, n. 5, pp. 785-793. Casero-Ripollés, Andreu (2009). "El control político de la información periodística". <i>Revista latina de comunicación social</i>, v. 64, pp. 354-366. Casero-Ripollés, Andreu; Izquierdo-Castillo, Jéssica; Doménech-Fabregat, Hugo (2014). "From watchdog to watched dog: Oversight and pressures between journalists and politicians in the context of mediatization". <i>Trípodos</i>, v. 34, pp. 23-40. Castells, Manuel (2009). <i>Communication power</i>. Oxford, England: Oxford University Press. Corbin, Juliet; Strauss, Anselm (1990). "Grounded theory research: Procedures, canons, and evaluative criteria". <i>Qualitative sociology</i>, v. 13, n. 1, pp. 3-21. Coromina, Òscar (2017). "The struggle for the story in political disputes. The case of the 9N participation process". <i>El profesional de la información</i>, v. 26, n. 5, pp. 884-893. Chaffee, Steven H.; Metzger, Miriam J. (2001). "The end of mass communication?". <i>Mass communication and society</i>, v. 4, n. 4, pp. 365-379. Enli, Gunn-Sara (2017). "Twitter as arena for the authentic outsider: Exploring the social media campaigns of Trump and Clinton in the 2016 US presidential election". <i>European journal of communication</i>, v. 32, n. 1, pp. 50-61. Enli, Gunn-Sara; Skogerbø, Eli (2013). "Personalized campaigns in party-centred politics: Twitter and Facebook as arenas for political communication". <i>Information, communication & society</i>, v. 16, n. 5, pp. 757-774. Gainous, Jason; Wagner, Kevin M. (2014). <i>Tweeting to power: The social media revolution in American politics</i>. Oxford, England: Oxford University Press. Golbeck, Jennifer; Grimes, Justin M.; Rogers, Anthony (2010). "Twitter use by the U.S. Congress". <i>Journal of the American Society for Information Science and Technology</i>, v. 61, n. 8, pp. 1612-1621. Graham, Todd; Jackson, Daniel; Broersma, Marcel (2016). "New platform, old habits? Candidates' use of Twitter during the 2010 British and Dutch general election campaigns". <i>New media & society</i>, v. 18, n. 5, pp. 765-783. Hallin, Daniel C.; Mancini, Paolo (2004). <i>Comparing media systems: Three models of media and politics</i>. Cambridge, England: Cambridge University Press, 358 pp. Hernández-Santaolalla, Víctor; Rubio-Hernández, María-del-Mar (2017). "Fandom político en Twitter: La Cueva y los partidarios de Alberto Garzón en las elecciones generales españolas de 2015 y 2016". <i>El profesional de la información</i>, v. 26, n. 5, pp. 838-849. Jackson, Nigel; Lilleker, Darren (2011). "Microblogging, constituency service and impression management: UK MPs and the use of Twitter". <i>Journal of legislative studies</i>, v. 17, n. 1, pp. 86-105. Jagers, Jan; Walgrave, Stefaan (2007). "Populism as political communication style: An empirical study of political parties' discourse in Belgium". <i>European journal of political research</i>, v. 46, n. 3, pp. 319-345. Jungherr, Andreas (2016). "Twitter use in election campaigns: A systematic literature review". <i>Journal of information technology & politics</i>, v. 13, n. 1, pp.

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Artigo 65	
Autor 1	Allison Faix
Instituição	Coastal Carolina University
Autor 2	Amy Fyn
Instituição	Coastal Carolina University
Título	Framing Fake News: Misinformation and the ACRL Framework
Palavras-chave	Não há
Idioma	Inglês
Periódico	Portal: Libraries and the Academy
Ano	2020
Referências	Aaron Smith and Monica Anderson, "Social Media Use in 2018," Pew Research Center, March 1, 2018. Alison J. Head, John Wihbey, P. Takis Metaxas, Margy MacMillan, and Dan Cohen, "How Students Engage with News: Five Takeaways for Educators, Journalists, and Librarians. The News Study Report," Project Information Literacy, October 16, 2018. Chris Leeder, "How College Students Evaluate and Share 'Fake News' Stories," <i>Library & Information Science Research</i> 41, 3 (2019): 100967. Jonathan Ostenson, "Reconsidering the Checklist in Teaching Internet Source Evaluation," <i>portal: Libraries and the Academy</i> 14, 1 (2014): 35-36. Stefanie R. Bluemle, "Post-Facts: Information Literacy and Authority after the 2016 Election," <i>portal: Libraries and the Academy</i> 18, 2 (2018): 262-82, here

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Artigo 66	
Autor	Tomas A. Lipinski
Instituição	University of Wisconsin-Milwaukee
Título	The Law and Economics of Recognizing the Right to Be Forgotten in an Era of Fake News

Palavras-chave	Não há
Idioma	Inglês
Periódico	Journal of Information Ethics
Ano	2018
Referências	Alvarez, B. (2016). Public libraries in the age of fake news. <i>Public Libraries</i> 55 (6):24–27. Barinholtz, A. (1987). note, False light Invasion of Privacy: False Tort?, 17 <i>Southwestern University Law Review</i> 17, 135–185. Cooke, n. (2018). <i>Fake News and Alternative Facts: Information Literacy In A Post Truth Era</i>. Chicago: ALA Editions. Elkin-Koren n., salzberger, E. (2004). <i>Law, Economics and Cyberspace: The Effects of Cyberspace on the Economic Analysis of Law</i>, 2004. northampton, mA: Edward Elgar. Esposito, E. (2017, January/June). Algorithmic memory and the Right to be Forgotten on the Web. <i>Big Data & Society</i>, 1–21. Floridi, l., Kauffman, s., Kolucka-Zuk, l., la Rue, F., leutheusser-schnarrenberger, s., Piñar, J., Valcke, P., Wales, J. (2015). <i>The Advisory Council to google on the Right to be Forgotten</i>. Hanson Dee, J. (1982). Absence of False light from the Wisconsin Privacy statute, <i>Marquette Law Review</i> 66, 99–133. Kavanagh, J. & Rich, m. (2018). <i>Truth Decay: An Initial Exploration of the Diminishing Role of Facts and Analysis in American Public Life</i>. santa monica: Rand Corporation. Kim, b. & and Kim, J. (2017). The Economics of The Right to be Forgotten. <i>Journal of Law & Economics</i> 60, 335–360. Kingma, b. (2001). <i>The Economics of Information: A Guide to Economic and Cost-Benefit Analysis for Information Professional</i> (2nd ed.). Englewood, Colorado: libraries unlimited, Inc. Osorio, A. (2010). <i>Twilight: The Fading of False light Invasion of Privacy</i>, New York University Annual Survey of American Law 66, 173–209. Posner, R. (1978a) Privacy, secrecy, and Reputation. <i>Buffalo Law Review</i> 28, 1–55. Posner, R. (1978b). The Right of Privacy. <i>Georgia Law Review</i> 12, 393–422. Posner, R. (1981). The Economics of Privacy. <i>American Economic Review</i> 71(2), 405–409. Sigler, g. (1980). An Introduction to Privacy in Economics and Politics. <i>Journal of Legal Studies</i> 9, 623–644 (1980). Timmer, J. (2017). Fighting Falsity: Fake news, Facebook, and the First Amendment, <i>Cardozo Arts and Entertainment Law Journal</i> 35, 669–705. Xue, m., magno, g., Cunha, E., Almeida, V., Ross, K. (2016). The Right to be Forgotten in the media: A Data-Driven study. <i>Proceedings on Privacy Enhancing Technologies</i>, 2016(4), 389–402. Zimmerman, D. (1989). False light Invasion of Privacy: The light That Failed. <i>New York University Law Review</i>, 64, 364–453.

Artigo 67

Autor 1	Colleen Wolverson

Instituição	University of Louisiana
Autor 2	David Stevens
Instituição	University of Louisiana
Título	The impact of personality in recognizing disinformation
Palavras-chave	Social media, Disinformation, Five-factor model (FFM) of personality, Technology disruption
Idioma	Inglês
Periódico	Online Information Review
Ano	2019
Referências	Bartneck, C., Van Der Hoek, M., Mubin, O. and Al Mahmud, A. (2007), “Daisy, Daisy, give me your answer do!: switching off a robot”, paper presented at the Proceedings of the ACM/IEEE International Conference on Human-Robot Interaction, Washington, DC. Bowerman, M. (2017), “Youthquake, feminism, complicit: these words defined 2017”, USA Today, December 28. Cerf, V.G. (2017), “Can liberty survive the digital age?”, Communications of the ACM, Vol. 60 No. 5, p. 7. Conroy, N.J., Rubin, V.L. and Chen, Y. (2015), “Automatic deception detection: methods for finding fake news”, Proceedings of the Association for Information Science Technology, Vol. 52 No. 1, pp. 1-4. Costa, P.T. and McCrae, R.R. (1992), Neo PI-R Professional Manual, Vol. 396, Psychological Assessment Resources, Odessa, FL, pp. 653-665. Devaraj, S., Easley, R.F. and Crant, J.M. (2008), “Research note – how does personality matter? Relating the five-factor model to technology acceptance and use”, Information Systems Research, Vol. 19 No. 1, pp. 93-105. Eysenck, H.J. (2011), A Model for Personality, Springer Science & Business Media, Berlin and Heidelberg. Feist, J., Feist, G. and Roberts, T.-A. (2018), Theories of Personality, 9th ed., McGraw Hill Education, New York, NY. Gosling, S.D., Rentfrow, P.J. and Swann, W.B. Jr (2003), “A very brief measure of the big-five personality domains”, Journal of Research in Personality, Vol. 37 No. 6, pp. 504-528. Heckathorn, D.D. and Cameron, C.J. (2017), “Network sampling: from snowball and multiplicity to respondent-driven sampling”, Annual Review of Sociology, Vol. 43, pp. 101-119. Jagatic, T.N., Johnson, N.A., Jakobsson, M. and Menczer, F. (2007), “Social phishing”, Communications of the ACM, Vol. 50 No. 10, pp. 94-100. Jensen, M.L., Dinger, M., Wright, R.T. and Thatcher, J.B. (2017), “Training to mitigate phishing attacks using mindfulness techniques”, Journal of Management Information Systems, Vol. 34 No. 2, pp. 597-626. John, O.P., Naumann, L.P. and Soto, C.J. (2008), “Paradigm shift to the integrative big five trait taxonomy”, Handbook of Personality: Theory and Research, Vol. 3 No. 2, pp. 114-158. Judge, T.A., Heller, D. and Mount, M.K. (2002), “Five-factor model of personality and job satisfaction: a meta-analysis”, Journal of Applied

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	Watson, T. (2017), “To test your fake news judgment, play this game”, NPR Ed. Yum, J.-Y. and Jeong, S.-H. (2019), “Predictors of fake news exposure and sharing: personality, new media literacy, and motives”, Korean Journal of Public Relations, Vol. 63 No. 1, pp. 7-45.

Artigo 68	
Autor 1	Alon Sela
Instituição	Ariel University
Autor 2	Orit Milo
Instituição	Hebrew University of Jerusalem
Autor 3	Eugene Kagan
Instituição	Ariel University
Autor 4	Irad Ben-Gal
Instituição	Tel Aviv University
Título	Improving information spread by spreading groups
Palavras-chave	Information spread, Viral marketing, Social networks, Spreading groups, Fake news, BotNets
Idioma	Inglês
Periódico	Online Information Review
Ano	2019
Referências	Allcott, H. and Gentzkow, M. (2017), “Social media and fake news in the 2016 election”, Journal of Economic Perspectives, Vol. 31 No. 2, pp. 211-236. Anger, I. and Kittl, C. (2011), “Measuring influence on Twitter”, Proceedings of the 11th International Conference on Knowledge Management and Knowledge Technologies, p. 31. Antweiler, W. and Frank, M.Z. (2004), “Is all that talk just noise? The information content of internet stock message boards”, The Journal of Finance, Vol. 59 No. 3, pp. 1259-1294. Aral, S., Muchnik, L. and Sundararajan, A. (2013), “Engineering social contagions: optimal network seeding in the presence of homophily”, Network Science, Vol. 1 No. 2, pp. 125-153. Barabasi, A.-L. and Albert, R. (1999), “Emergence of scaling in random networks”, Science, Vol. 286 No. 5439, pp. 509-512. Bastos, M.T. and Mercea, D. (2019), “The Brexit Botnet and user-generated hyperpartisan news”, Social Science Computer Review, Vol. 37 No. 1, pp. 38-54. Bennett, W.L. and Segelberg, A. (2011), “Digital media and the personalization of collective action: social technology and the organization of protests against the global economic crisis”, Information, Communication & Society, Vol. 14 No. 6, pp. 770-799. Bollobas, B. (2001), Random Graphs, Cambridge University Press, Cambridge, MA. Borgatti, S.P. (2005), “Centrality and network flow”, Social Networks, Vol. 27 No. 1, pp. 55-71.

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Artigo 69	
Autor	Emir-José Suaiden
Instituição	Universidade de Brasília (UnB)
Título	La biblioteca pública y las competencias del siglo xxi
Palavras-chave	Public libraries, Competencies, Skills, Librarians, Library personnel, Library staff, Public, Readers, Services, Needs, Information society, Evolution, Development, Library policy
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2018
Referências	Albagli, Sarita; Maciel, Maria-Lucia; Abdo, Alexandre-Hannud (2015). Ciência aberta, questões abertas. Brasília, Ibict, Rio de Janeiro, Unirio. Bandino, Simona (2000). “Prefacio”. In: El público y la biblioteca: metodologías para la difusión de la lectura. Gijón: Ediciones Trea, 2000. Barreto, Aldo-de-Albuquerque (1994). “A questão da informação”. São Paulo em perspectiva, São Paulo, v. 8, n. 4, pp. 3-8. Borges, José-Luis (1962). The library of Babel. Labyrinths: Selected stories and other writings. Penguin, Harmondsworth. Brusamolín, Valério; Suaiden, Emir-José (2014). Aprendizagem organizacional: o impacto das narrativas. Editora Appris. Cardoso, Fernando-Henrique; De-Oliveira, Miguel-Darcy; Fausto, Sergio (2018). Crise e reinvenção da política no Brasil. São Paulo, Companhia das Letras. Castillo, Toni (2018). “El tecnólogo que predijo las ‘fake news’ cree que lo siguiente será un apocalipsis informativo”. Genbeta, 15 febrero. Castro, César-Augusto; Ribeiro, Maria-Solange-Pereira (1997). “Sociedade da informação: dilema para o bibliotecário”. Transinformação, v. 9, n. 1, pp. 17-25. D’Elia, George (1980). “Development and testing of a conceptual model of public library user behavior”. The library quarterly, v. 50, n. 4, pp. 410-430. Freire, Paulo (1988). A importância do ato de ler: em três artigos que se completam. Cortez Editora. Kliksberg, Bernardo (1994). Pobreza, uma questão inadiável: novas respostas a nível mundial. Brasília, DF: Fundação Escola Nacional de Administração

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Artigo 70	
Autor 1	David E. Allen
Instituição	University of Sydney
Autor 2	Michael McAleer
Instituição	Complutense University of Madrid
Título	Fake news and indifference to scientific fact: President Trump’s confused tweets on global warming, climate change and weather
Palavras-chave	Sentiment analysis, Polarity, Climate change, Scientific verification, Weather
Idioma	Inglês
Periódico	Scientometrics
Ano	2018
Referências	De Vries, A. (2012). Sentiment Package.

Artigo 71	
Autor 1	Andrea Hrčková
Instituição	Comenius University Bratislava
Autor 2	Ivan Srba
Instituição	Slovak University of Technology
Autor 3	Róbert Móro

Instituição	Slovak University of Technology
Autor 4	Radoslav Blaho
Instituição	Comenius University Bratislava
Autor 5	Jakub Šimko
Instituição	Slovak University of Technology
Autor 6	Pavol Návrat
Instituição	Slovak University of Technology
Autor 7	Mária Bieliková
Instituição	Slovak University of Technology
Título	Unravelling the basic concepts and intents of misbehavior in post-truth society
Palavras-chave	Post-truth, Misinformation, Disinformation, Fake news, Hoax, Rumor, Propaganda, Misbehavior, Conspiracy Theory.
Idioma	Inglês
Periódico	Bibliotecas - Anales de Investigación
Ano	2019
Referências	Allcott, H. and M. Gentzkow. (2017). Social Media and Fake News in the 2016 Election. <i>Journal of Economic Perspectives</i>, 31(2), 211- 36. Allport, Gordon W. and Leo Postman. (1947). <i>The psychology of rumour</i>. New York. Henry Holt & Co. Bahna, V. (2017). Argumentum ad hominem: Argumentačné stratégie zástancov konšpiračných teórií v slovenských internetových diskusiách. <i>Národopisná revue</i>, 27(4), 298-306. Boese, A. (2002). <i>The Museum of Hoaxes</i>. New York: Dutton Adult. Bergmann, J. R. (1993). <i>Discreet indiscretions: The social organization of gossip</i>. New York. Aldine de Gruyter. Buckels, E. E., Trapnell, P. D., & Paulhus, D. L. (2014). Trolls just want to have fun. <i>Personality and Individual Differences</i>, 67, 97-102. Chen, X., Sin, S.-C. J., Theng, Y.-L., & Lee, C. S. (2015). Why Do Social Media Users Share Misinformation? <i>Association for Computing Machinery (ACM)</i>. (pp. 111-114). Coles, B. A., & West, M. (2016). Trolling the trolls: Online forum users' constructions of the nature and properties of trolling. <i>Computers in Human Behavior</i>, 60, 233-244. Tandoc Jr, E. C., Lim, Z. W., & Ling, R. (2018). Defining "fake news" A typology of scholarly definitions. <i>Digital Journalism</i>, 6(2), 137-153. Fallis, D., 2009. <i>A Conceptual Analysis of Disinformation</i>. Fallis, D. (2015). What is disinformation? <i>Library Trends</i>, 63(3), 401-426. Fetzer, J. (2004). Disinformation: The Use of False Information. <i>Minds and Machines</i>, 14(2), p. 231. Floridi, L. (2011). <i>The philosophy of information</i>. New York: Oxford University Press. Fox, C. J. (1983). <i>Information and misinformation</i>. Westport: Greenwood Press.

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Artigo 72	
Autor 1	Rita Marcella

Intituição	Robert Gordon University
Autor 2	Graeme Baxter
Instituição	Robert Gordon University
Autor 3	Agnieszka Walicka
Instituição	Aberdeenshire Libraries
Título	User engagement with political “facts” in the context of the fake news phenomenon: An exploration of information behavior
Palavras-chave	Scotland, Information behaviour, Credibility, Political parties, Fake news
Idioma	Inglês
Periódico	Journal of Documentation
Ano	2019
Referências	Auer, N. (1997), Bibliography on Evaluating Internet Resources, Virginia Polytechnic Institute and State University, Blacksberg, VA. Berinsky, A.J. (2017), “Rumors and health care reform: experiments in political misinformation”, British Journal of Political Science, Vol. 47 No. 2, pp. 241-262. Bronstein, J. (2013), “Like me! Analyzing the 2012 presidential candidates’ Facebook pages”, Online Information Review, Vol. 37 No. 2, pp. 173-192. Cooke, N.A. (2017), “Posttruth, truthiness, and alternative facts: information behavior and critical information consumption for a new age”, The Library Quarterly, Vol. 87 No. 3, pp. 211-221. Eysenbach, G. and Köhler, C. (2002), “How do consumers search for and appraise health information on the world wide web? Qualitative study using focus groups, usability tests, and in-depth interviews”, BMJ, Vol. 324 No. 7337, pp. 573-577. Fogg, B.J. (2002), “Prominence-Interpretation Theory: explaining how people assess credibility”. Fogg, B.J., Soohoo, C., Danielson, D.R., Marable, L., Stanford, J. and Tauber, E.R. (2003), “How do users evaluate the credibility of web sites? A study with over 2,500 participants”, Proceedings of the 2003 Conference on Designing for User Experiences, ACM, New York, NY, pp. 1-15. Fritch, J.W. and Cromwell, R.L. (2001), “Evaluating internet resources: identity, affiliation, and cognitive authority in a networked world”, Journal of the Association for Information Science and Technology, Vol. 52 No. 6, pp. 499-507. Fritch, J.W. and Cromwell, R.L. (2002), “Delving deeper into evaluation: exploring cognitive authority on the internet”, Reference Services Review, Vol. 30 No. 3, pp. 242-254. Guthrie, E.R. (1946), “Psychological facts and psychological theory”, Psychological Bulletin, Vol. 43 No. 1, pp. 1-20. Hilligoss, B. and Rieh, S.Y. (2008), “Developing a unifying framework of credibility assessment: construct, heuristics, and interaction in context”, Information Processing & Management, Vol. 44 No. 4, pp. 1467-1484. Hovland, C.I., Janis, I.L. and Kelley, H.H. (1953), Communication and Persuasion: Psychological Studies of Opinion Change, Yale University, New

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	Wilson, P. (1983), <i>Second-hand Knowledge: an Inquiry into Cognitive Authority</i> , Greenwood Press, Westport, CT.

Artigo 73	
Autor 1	Graeme Baxter
Instituição	Robert Gordon University
Autor 2	Rita Marcella
Instituição	Robert Gordon University
Autor 3	Agnieszka Walicka
Instituição	Aberdeenshire Libraries
Título	Scottish citizens' perceptions of the credibility of online political "facts" in the "fake news" era
Palavras-chave	Scotland, Credibility, Information behaviour, Political parties, Fake news, Alternative facts
Idioma	Inglês
Periódico	Journal of Documentation
Ano	2019
Referências	Ahmad, R., Wang, J., Hercegi, K. and Komlodii, A. (2011), "Different people different styles: impact of personality style in web sites credibility judgement", in Smith, M.J. and Salvendy, G. (Eds), <i>Human Interface and the Management of Information: Interacting with Information</i>, Springer, Berlin, pp. 521-527. Alvarez, B. 2016. Public libraries in the age of fake news. <i>Public Libraries</i> 55 (6):24-27. Andrews, L. (2006), "Spin: from tactic to tabloid", <i>Journal of Public Affairs</i>, Vol. 6 No. 1, pp. 31-45. Ault, M.K., Ness, A.M., Taylor, W.D., Johnson, G., Connelly, S., Jensen, M.L. and Dunbar, N.E. (2017), "Ideological lens matters: credibility heuristics, pre-existing attitudes, and reactions to messages on ideological websites", <i>Computers in Human Behavior</i>, Vol. 68, pp. 315-325. Banks, M. (2016). Fighting fake news: How libraries can lead the way on media literacy. <i>American Libraries</i> 48 (3-4):18-21. Berinsky, A.J. (2017), "Rumors and health care reform: experiments in political misinformation", <i>British Journal of Political Science</i>, Vol. 47 No. 2, pp. 241-262. Blewett, S. (2016), "Politicians top list of least trustworthy professions: the public's perception of politicians has sunk even lower", <i>The Independent</i>. Brandt, D.S. (1996), "Evaluating information on the Internet", <i>Computers in Libraries</i>, Vol. 16 No. 6, pp. 44-46. Burkell, J. (2004), "Health information seals of approval: what do they signify?", <i>Information, Communication & Society</i>, Vol. 7 No. 4, pp. 491-509. Carrell, S. (2017), "SNP deal with green party saves Scotland's budget", <i>The Guardian</i>. Choi, W. and Stvilia, B. (2015), "Web credibility assessment: conceptualization, operationalization, variability, and models", <i>Journal of the Association for Information Science and Technology</i>, Vol. 66 No. 12, pp. 2399-2414.

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Artigo 74	
Autor	Lucinda Rush
Instituição	Old Dominion University
Título	Examining Student Perceptions of Their Knowledge, Roles, and Power in the Information Cycle
Palavras-chave	Digital literacy, fake news, higher education, information behavior, information literacy, media literacy, social media, US
Idioma	Inglês
Periódico	Journal of Information Literacy
Ano	2018
Referências	Anderson, M., & Caumont, A. (24 September 2014). How social media is reshaping news. Pew Research Center. Barthel, M., Mitchell, A., Holcomb, J. (2016, December 15). Many Americans

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Artigo 75	
Autor 1	Angeleen Neely-Sardon
Instituição	Indian River State College
Autor 2	Mia Tignor
Instituição	Indian River State College
Título	Focus on the facts: A news and information literacy instructional program
Palavras-chave	Information literacy, community college libraries, source evaluation, false news, fake news, news literacy, media literacy
Idioma	Inglês
Periódico	The Reference Librarian
Ano	2018
Referências	Ariew, S. (2014). How we got here: A historical look at the academic teaching library and the role of the teaching librarian. <i>Communication in Information Literacy</i> 8(2). Banks, M (2016) Fighting fake news: How libraries can lead the way on media literacy. <i>American Libraries</i> 48 (3–4):18–21. Batchelor, O. (2017). Getting out the truth: The role of libraries in the fight against fake news. <i>Reference Services Review</i>, 45(2), 143–148. Cooke, N. A. (2017). Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. <i>Library Quarterly: Information, Community, Policy</i>, 87 (3), 211–221. Dempsey, K. (2017). What’s behind fake news and what you can do about it. <i>Information Today</i>, 34(4), 6.

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Artigo 76	
Autor	Javier Guallar
Instituição	University of Barcelona (UB)
Título	Prensa digital en 2015-2017: los medios frente a las plataformas tecnológicas
Palavras-chave	Journalism, Online journalism, Technological platforms, Infomediation, Facebook, Google, Mobile journalism, Mobile reading devices, Audience, Fake news
Idioma	Espanhol
Periódico	Anuario ThinkEPI
Ano	2018
Referências	Amoedo, Avelino (2017). "Los móviles y tabletas (47%) superan por primera vez al ordenador (46%) como dispositivo principal de acceso a las noticias". En: Vara-Miguel, Alfonso; Negredo, Samuel; Amoedo, Avelino (eds.). <i>Digital news report Spain</i> , pp. 46-55. Universidad de Navarra.

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Artigo 77	
Autor	Stefanie R. Bluemle
Instituição	Augustana College
Título	Post-Facts: Information Literacy and Authority after the 2016 Election
Palavras-chave	Não há
Idioma	Inglês
Periódico	Portal : Libraries and the Academy
Ano	2018
Referências	Shannon Najmabadi, "Information Literacy: It's Become a Priority in an Era of Fake News," Chronicle of Higher Education, February 26, 2017. Marcus Banks, "Fighting Fake News: How Libraries Can Lead the Way on Media Literacy," American Libraries, December 27, 2016. Candice Benjes-Small and Scott Dunn, "Information Literacy and Fake News," ACRLLog (blog), January 22, 2017. Francis Fukuyama, "The Emergence of a Post-Fact World," Project Syndicate, January 12, 2017. Josh Katz, "Who Will Be President?" New York Times, November 8, 2016. Sam Wang, "Final Projections: Clinton 323 EV, 51 Democratic Senate Seats, GOP House," Princeton Election Consortium, November 8, 2016. Dean Baquet and Arthur Sulzberger Jr., "To Our Readers, from the Publisher and Executive Editor," New York Times, November 13, 2016. Beverly Gage, "How 'Elites' Became One of the Nastiest Epithets in American Politics," New York Times, January 3, 2017. John Cook, Dana Nuccitelli, Sarah A. Green, Mark Richardson, Bärbel Winkler, Rob Painting, Robert Way, Peter Jacobs, and Andrew Skuce, "Quantifying the Consensus on Anthropogenic Global Warming in the Scientific Literature," Environmental Research Letters 8, 2 (2013). John Cook, Naomi Oreskes, Peter T. Doran, William R. L. Anderegg, Bart Verheggen, Ed W. Maibach, J. Stuart Carlton, Stephan Lewandowsky, Andrew G. Skuce, and Sarah A. Green, "Consensus on Consensus: A Synthesis of Consensus Estimates on Human-Caused Global Warming," Environmental Research Letters 11, 4 (2016). Nicholas Carnes and Noam Lupu, "It's Time to Bust the Myth: Most Trump Voters Were Not Working Class," Washington Post, June 5, 2017. Nathan Aaron Rinne, "The New Framework: A Truth-less Construction Just Waiting to Be Scrapped?" Reference Services Review 45, 1 (2017): 55,

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Artigo 78	
Autor	Laura Saunders
Instituição	Simmons University
Autor 2	John Budd
Instituição	University of Missouri
Título	Examining authority and reclaiming expertise
Palavras-chave	Não há
Idioma	Inglês
Periódico	Journal of Academic Librarianship
Ano	2020
Referências	Craven, H. (2017a). S/F: Jack, Jill and AiCC [electronic mailing list message]. Craven, H. (2017b, October 27). S/F: Jack, Jill and AiCC [Electronic mailing list message]. Craven, H. (2017c, November 27). S/F follow-up on responses [Electronic mailing list message]. Donmoyer, R. (2008). Paradigm. In L. M. Given (Ed.). <i>The SAGE encyclopedia of qualitative research methods</i> Thousand Oaks, CA: Sage Publications. Fuller, S. (2017). The post-truth about philosophy and rhetoric. <i>Philosophy & Rhetoric</i>, 50(4), 473–482. Fuller, S. (2002). <i>Post-truth: Knowledge as a power game</i>. New York, NY: Anthem Press. Geiger, A. (2017, August 30). Most Americans—especially millennials—say libraries can help them find reliable, trustworthy information. Goldman, A. (2002). <i>Pathways to knowledge: Private and public</i>. London, England: Oxford University Press. Greco, A. N., Wharton, R. M., & Brand, A. (2016). Demographics of scholarly publishing and communication professionals. <i>Learned Publishing</i>, 29(2), 97–101. Hathcock, A. (2016a). Opening up the margins. Hathcock, A. (2016b). Making the local global: The colonialism of scholarly

	communication. Hathcock, A. (2018, August 22). Racing to the crossroads of scholarly communication and democracy: But who are we leaving behind? Hinchliffe, L. J., Rand, A., & Collier, J. (2018). Predictable information literacy misconceptions of first-year college students. <i>Communications in Information Literacy</i>, 12(1), 4–18. Hord, B. (2017, November 27). Re: [acrlframe] follow-up on responses. Husserl, E. (1970). <i>The idea of phenomenology</i>. The Hague, The Netherlands: Nijhoff. Low, J. T. (2016, January 26). Where is the diversity in publishing? The 2015 diversity baseline survey results. Lynch, M. P. (2001). <i>Truth in context: An essay on pluralism and objectivity</i>. Cambridge, MA: MIT Press. Lynch, M. P. (2004). <i>True to life: Why truth matters</i>. Cambridge, MA: MIT Press. Merleau-Ponty, M. (1962). <i>The phenomenology of perception</i>. United Kingdom: Routledge. Nichols, T. (2017). <i>The death of expertise</i>. London, UK: Oxford University Press. Noble, S. U. (2018). <i>Algorithms of oppression</i>. New York, NY: NYU Press. Penny, A. (2017, March 31). S/F: My authority is constructed and contextual critiques [Electronic mailing list message]. Perry, H. B. (2017). Information literacy in the sciences: Faculty perceptions of undergraduate student skill. <i>College & Research Libraries</i>, 78(7), 964–977. Perry, W. G., Jr. (1970). <i>Forms of intellectual and ethical development in the college years; a scheme</i>. New York, NY: Holt. Rinne, N. (2016a, October 14). S/F results from “authority is constructed and contextual” survey. [Electronic mailing list message]. Rinne, N. (2016b). Is authority always constructed and contextual? A classical challenge to the framework for information literacy. <i>The Christian Librarian</i>, 59(2), 207–223. Roberts, J. (2019, March 31). With vaccine misinformation, libraries walk a fine line. Roh, C. (2016). Library publishing and diversity values: Changing scholarly publishing through policy and scholarly communication education. <i>College & Research Libraries</i>, (2), 77. Stahura, D. (2018). ACT UP for evaluating sources: Pushing against privilege. <i>College & Research Libraries News</i>, 79(10), Sturges, P., & Gasteringer, A. (2010). Information literacy as a human right. <i>LIBRI: International Journal of Libraries and Information Studies</i>, 60(3), 195–202. Townsend, L., Hofer, A. R., Hanick, S. L., & Brunetti, K. (2016). Identifying threshold concepts for information literacy: A Delphi study. <i>Communications in</i>

	Information Literacy, 10(1), 23–49. Wiggins, G., & McTighe, J. (2005). Understanding by design. ASCD: Alexandria, VA.

Artigo 79	
Autor	Raymond Pun
Instituição	California State University
Título	Hacking the Research Library: Wikipedia, Trump, and Information Literacy in the Escape Room at Fresno State
Palavras-chave	Não há
Idioma	Inglês
Periódico	The Library Quarterly
Ano	2017
Referências	Não há

Artigo 80	
Autor 1	Giovanni Luca Ciampaglia
Instituição	University of Maryland
Autor 2	Alexios Mantzarlis
Instituição	Não consta
Autor 3	Gregory Maus
Instituição	Não consta
Autor 4	Filippo Menczer
Instituição	Indiana University
Título	Research Challenges of Digital Misinformation: Toward a Trustworthy Web
Palavras-chave	Não há
Idioma	Inglês
Periódico	AI Magazine
Ano	2018
Referências	Alfifi, M., and Caverlee, J. 2017. Badly Evolved? Exploring Long-Surviving Suspicious Users on Twitter. In Proceedings of SocInfo 2017, International Conference on Social Informatics. Lecture Notes in Computer Science 10539, 218–233. Berlin: Springer. Arif, A.; Shanahan, K.; Chou, F.-J.; Dosouto, Y.; Starbird, K.; and Spiro, E. 2016. How Information Snowballs: Exploring the Role of Exposure in Online Rumor Propagation. In Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work & Social Computing (CSCW'16), 466–477. New York: Association for Computing Machinery. Bode, L., and Vraga, E. K. 2015. In Related News, That Was Wrong: The Correction of Misinformation Through Related Stories Functionality in Social Media. Journal of Communication 65(4):619–638. Dailey, D., and Starbird, K. 2014. Journalists as Crowd- sourcerers: Responding to Crisis by Reporting with a Crowd. Computer Supported Cooperative Work 23(4–6): 445–481.

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Artigo 81	
Autor	Zachary W. Taylor
Instituição	The University of Texas
Título	The Hunter Became the Hunted: A Graduate Student's Experiences with Predatory Publishing
Palavras-chave	Academic publishing , Scholarly work, Predatory publishing, Peer review, Academic writing
Idioma	Inglês
Periódico	Publishing Research Quarterly
Ano	2019
Referências	Cowell JM. Importance of peer review. <i>J Sch Nurs</i> . 2014;30(6):394–5. Beall J. Predatory Publishing Is Just One of the Consequences of Gold Open

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Artigo 82	
Autor 1	Miguel Del-Fresno-García
Instituição	Universidad Nacional de Educación a Distancia (UNED)
Autor 2	Juan-Luis Manfredi-Sánchez
Instituição	University of Castile-La Mancha
Título	Politics, hackers and partisan networking, misinformation, national utility and free election in the catalan independence movement
Palavras-chave	Misinformation, Post-truth, Independence movement, Catalonia, Political worldview, Partisan networking, Assange, WikiLeaks
Idioma	Inglês
Periódico	El Profesional de la Información
Ano	2018
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Artigo 83	
Autor 1	Péter Kiszl
Instituição	Eötvös Loránd University
Autor 2	János Fodor
Instituição	Eötvös Loránd University
Título	The "Collage Effect" – Against Filter Bubbles: Interdisciplinary Approaches to Combating the Pitfalls of Information Technology
Palavras-	LIS profession, Academic training, Scientific content services, Collaboration,

chave	Roles of librarians, Orientation of LIS students, Hungary
Idioma	Inglês
Periódico	Journal of Academic Librarianship
Ano	2018
Referências	Abdullahi, I. (2009). Global library and information science. A textbook for students and educators. IFLA publications (pp. 136–137). München: K.G. Saur. Allcott, H., & Gentzkow, M. (2017). Social media and fake news in the 2016 election. <i>Journal of Economic Perspectives</i>, 31(2), 211–236. Alvarez, B. A. (2016). Embedded business librarianship for the public librarian. Chicago: American Library Association. Audunson, R. A. (2005). The public library as a meeting place in a multicultural and digital context. The necessity of low intensive meeting places. <i>Journal of Documentation</i>, 61(33), 429–441. Audunson, R. A. (2007). Library and information science education — Discipline profession, vocation? <i>Journal of Education for Library and Information Science</i>, 48(2), 94–107. Audunson, R. A. (2018). Do we need a new approach to library and information science? <i>Bibliothek Forschung und Praxis</i>, 42. Augustyniak, A., & Orzechowski, V. (2017). Unlocking the vault: Sharing special collections on social media. <i>Computers in Libraries</i>, 37(7), 12–15. Berners-Lee, T. Three challenges for the Web, according to its inventor. (2017). Bowen, C. F., & Rizk, D. A. (2015). Libraries and financial literacy programs. <i>Journal of Business & Finance Librarianship</i>, 20(1–2), 1–6. Bronstein, J. (2007). Current trends in library and information studies curricula around the world: Looking for the user-centred approach. <i>Journal of Information, Communication and Ethics in Society</i>, 5(2–3), 59–78. Cadwalladr, C., & Graham-Harrison, E. Revealed: 50 million Facebook profiles harvested for Cambridge Analytica in major data breach. (2018). Carini, P. (2016). Information literacy for archives and special collections: Defining outcomes. <i>portal: Libraries and the Academy</i>, 16(1), 191–206. Chow, A. S., Shaw, T., Gwynn, D., Martensen, D., & Howard, M. (2011). Changing times and requirements: Implications for LIS education. <i>LIBRES: Library and Information Science Research Electronic Journal</i>, 21(1), 1–23. Cooke, N. A. (2017). Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. <i>The Library Quarterly</i>, 87(3), 211–221. Correa, D. J. (2017). Digitization: Does it always improve access to rare books and special collections? <i>Preservation, Digital Technology & Culture</i>, 45(4), 177–179. Courtney, N. (Ed.). (2007). <i>Library 2.0 and beyond: Innovative technologies and tomorrow's user</i>. Westport, CT: Libraries Unlimited. Dalbello, M. (2011). A genealogy of digital humanities. <i>Journal of Documentation</i>, 67(3), 480–506. De Sarkar, T. (2017). Adopting a photo-sharing site as a library tool: A web-

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	Documentation, 73(1), 91–122. Prins, H., Gier, W., & Bowden, R. (1995). The image of the library and information profession. How we see ourselves. An investigation. A report of an empirical study undertaken on behalf of IFLA's round table for the management of library associations. IFLA publications (pp. 71). Munchen; New Providence, NJ: K.G. Saur. Roued-Cunliffe, H. (2017). Collection building amongst heritage amateurs. <i>Collection Building</i>, 36(3), 108–114. Sable, M. H. (1983). A prescription for professional prestige. <i>International Library Review</i>, 15(1), 5–8. Sarrafzadeh, M., Martin, B., & Hazeri, A. (2006). LIS professionals and knowledge management: Some recent perspectives. <i>Library Management</i>, 27(9), 621–635. Scripps-Hoekstra, L., Carroll, M., & Fotis, T. (2014). Technology competency requirements of ALA-accredited library science programs: An updated analysis. <i>Journal of Education for Library and Information Science</i>, 55(1), 40–54. Shontz, P. K. (Ed.). (2004). <i>The librarian's career guidebook</i>. Lanham, MD: Scarecrow Press. Skulan, N. (2018). Staffing with students: Digitizing campus newspapers with student volunteers at the University of Minnesota, Morris. <i>Digital Library Perspectives</i>, 34(1), 32–44. Staltz, A.. The web began dying in 2014, here's how. (2017). Sula, C. A. (2013). Digital humanities and libraries: A conceptual model. <i>Journal of Library Administration</i>, 53(1), 10–26. Tella, A., & Issa, A. O. (2013). An examination of library and information science undergraduate students' career aspirations in entrepreneurship and self-employment. <i>Journal of Business & Finance Librarianship</i>, 18(2), 129–145. Terras, M., Nyhan, J., & Vanhoutte, E. (2016). <i>Defining digital humanities. A reader</i>. Abingdom OX; New York, NY: Routledge. Vignau, B. S. S., & Quesada, I. L. P. (2006). Collection development in a digital environment: An imperative for information organizations in the twenty-first century. <i>Collection Building</i>, 25(4), 139–144. Watson, L. (2017). Space in the academic library of the 21st century: Trends and ideas. <i>BID</i> 38. Winter, J. (2010). <i>Biblioburro: A true story from Colombia</i>. Illustrated by J. Winter. San Diego: Beach Lane Books. Wong, S. H. R. (2016). Digital humanities: What can libraries offer? <i>portal: Libraries and the Academy</i>, 16(4), 669–690. Woodward, J. A. (2011). <i>A librarian's guide to an uncertain job market</i>. Chicago: American Library Association. Zhang, Y., Liu, S., & Mathews, E. (2015). Convergence of digital humanities and digital libraries. <i>Library Management</i>, 36(4–5), 362–377.

Artigo 84	
Autor	Penn Pantumsinchai
Instituição	University of Hawaii
Título	Armchair detectives and the social construction of falsehoods: an actor–network approach
Palavras-chave	Collective intelligence ,computer-mediated communication, Web 2.0, collective action, social media, actor–network theory
Idioma	Inglês
Periódico	Information, Communication & Society
Ano	2018
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Artigo 85	
Autor	Michael Bossetta
Instituição	University of Copenhagen
Título	A Simulated Cyberattack on Twitter: Assessing Partisan Vulnerability to Spear Phishing and Disinformation ahead of the 2018 U.S. Midterm Elections
Palavras-chave	Não há
Idioma	Inglês
Periódico	First Monday
Ano	2018
Referências	John H. Aldrich, Rachel K. Gibson, Marta Contijoch, and Tobias Konitzer, 2016. "Getting out the vote in the social media era: Are digital tools changing the extent, nature and impact of party contacting in elections?", <i>Party Politics</i>, volume 22, number 2, pp. 165-178. Julia Angwin, Madeleine Varner, and Ariana Tobin, "Facebook enabled advertisers to reach 'Jew Haters'," <i>ProPublica</i>. David Ariu, Enrico Frumento, and Giorgio Fumera, (2017). "Social engineering 2.0: A foundational work," <i>Proceedings of the ACM Computing Frontiers Conference</i>, pp. 319-325. Jessikka Aro, 2016. "The cyberspace war: Propaganda and trolling as warfare tools," <i>European View</i>, volume 15, number 1, pp. 121-132. Marco T. Bastos and Dan Mercea, 2017. "The Brexit botnet and user-generated hyperpartisan news," <i>Social Science Computer Review</i>. Morten Bay, 2018. "Weaponizing the haters: The Last Jedi and the strategic politicization of pop culture through social media manipulation," <i>First Monday</i>, volume 23, number 11. Zinaida Benenson, Anna Girard, Nadina Hintz, and Andreas Luder, 2014. "Susceptibility to URL-based Internet attacks: Facebook vs. email," 2014 IEEE International Conference on Pervasive Computing and Communication Workshops (PERCOM), pp. 604-609. Allesandro Bessi and Emilio Ferrara, 2018. "Social bots distort the 2016 U.S. Presidential election online discussion," <i>First Monday</i>, volume 21, number 11. Axel Bruns and Hallvard Moe, 2014. "Structural layers of communication on Twitter." In: K. Weller, A. Bruns, J. Burgess, M. Mahrt, and C. Pushmann (editors). <i>Twitter and Society</i>. Peter Lang: New York, pp. 15-28. Massimo Calabresi, 2017. "Inside Russia's social media war on America," <i>Time</i>. Andrew Chadwick, Cristian Vaccari, and Ben O'Loughlin, 2018. "Do tabloids poison the well of social media? Explaining democratically dysfunctional news sharing," <i>New Media & Society</i>. Zhiyuan Cheng, James Caverlee, and Kyumin Lee, 2010. "You are where you tweet: A content-based approach to geo-locating Twitter users," <i>Proceedings of the 19th ACM International Conference on Information and Knowledge Management</i>, pp. 759-768. Sidharth Chhabra, Anupama Aggarwal, Fabricio Benevenuto, Ponnurangam Kumaraguru, 2011. "Phi.sh/\$oCiaL: The phishing landscape through short URLs," <i>Proceedings of the 8th Annual Collaboration, Electronic messaging,</i>

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	commenting,” First Monday.

Artigo 86	
Autor 1	Marydee Ojala
Instituição	Não consta
Autor 2	Regina Reynolds
Instituição	Não consta
Autor 3	Kay G. Johnson
Instituição	Radford University
Título	Predatory Journal Challenges and Responses
Palavras-chave	Predatory journals, OpenAccess journals, article quality, startup journals
Idioma	Inglês
Periódico	The Serials Librarian
Ano	2020
Referências	Alan H. Chambers, “How I Became Easy Prey to a Predatory Publisher,” Science, May 9, 2019. Lauren Collister, Kiana Jones, and Aimee Sgourakis, “About Illegitimate & Predatory Publishing,” Illegitimate & Predatory Publishing (LibGuide), University Library System, University of Pittsburgh, last updated February 16, 2019. L. Bruce Gladden and Jeffrey A. Potteiger, “Predatory Publishing: How to Avoid Exploitative Journals,” American College of Sports Medicine Blog, August 16, 2018. Marie McVeigh, Discussion response to: David Crotty, “Predatory Publishing as a Rational Response to Poorly Governed Academic Incentives,” The Scholarly Kitchen (blog), February 28, 2017. Cenyu Shen and Bo-Christer Byörk, “‘Predatory’ Open Access: A Longitudinal Study of Article Volumes and Market Characteristics,” BMC Medicine 13 (2015): 230. Walt Crawford, “PPPPredatory Article Counts: An Investigation, Part 1,” Walt at Random (blog), 2015. Tom Olijhoek and Jon Tennant, “The ‘Problem’ of Predatory Publishing Remains a Relatively Small One and Should Not Be Allowed to Defame Open Access,” LSE Impact Blog, The London School of Economics and Political Science, September 25, 2018. Jackie Mansky, “The Age-Old Problem of Fake News,” Smithsonian.com, May 7, 2018. Sarah Blakeslee, “The CRAAP Test,” LOEX Quarterly 31, no. 3 (October 2004). Keith McNaught, “The Changing Publication Practices in academia: Inherent Uses and Issues in Open Access and Online Publishing and the Rise of Fraudulent Publications,” The Journal of Electronic Publishing 18, no. 3 (Summer 2015) Olijhoek and Tennant, “‘Problem’ of Predatory Publishing.”

Artigo 87	
Autor	Aaron Green

Instituição	Não consta
Título	Transfinite Information Theory: An Analysis of the Infinite Gap Between What Is Real and What Is Communicable
Palavras-chave	Não há
Idioma	Inglês
Periódico	Journal of Information Ethics
Ano	2020
Referências	Angrist, s. & Hepler, l. (1967). Order and Chaos: Laws of Energy and Entropy, new York: Basic Books. Ball, P. (2009). Shapes, oxford, uK: oxford university Press. Ben-naim, A. (2007). on the so-Called Gibbs Paradox, and on the Real Paradox, Entropy, 9, 132–136. Gould, J., et al. (2016). The role of quantum information in thermodynamics—a topical review, J. Phys. A: Math. Theor. 49, 143001. Fleisch, D. & Kinnaman, l. (2015), A Student’s Guide to Waves, Cambridge, uK: Cambridge university Press. Heidegger, m., (1962), Being and Time, translated by J. macquarrie and E. Robinson. oxford, uK: Basil Blackwell (first published 1927). Horgan, J.; 2011, Why information can’t be the basis of reality, Scientific American. Krakauer, J. et. al. (2017), neuroscience needs Behavior: Correcting a Reductionist Bias, Neuron, 93(3), 480–490. O’Brien, T. (1990). The Things They Carried, new York: Houghton mifflin. Popper, K. (1957). Irreversibility; or, Entropy since 1905, The British Journal for the Philosophy of Science, 8(30) 151–155. Sandlin, l. (1997). losing the War, Chicago Reader. Shannon, C.E. 1948, A mathematical Theory of Communication, The Bell System Technical Journal, 27, 379–423, 623–656, July, october, 1948. Snow, C.P. (1959). The Rede Lecture, Cambridge, uK: Cambridge university Press. Srivastava, s.m. (1997). Transfinite numbers, Resonance 2, 58–68. Tavares et al. (2015). A map for social navigation in the Human Brain, Neuron, 87, 231–243. Taylor, Jeremy; 1876, The Rule and Exercise of Holy Dying, Cambridge: Dutton. Tribus, m. and mcIrving, E. (1971). Energy and Information, Scientific American, 225, 179–88. Van Anders, G. et al. (2014). understanding shape entropy through local dense packing, PNAS, 111 (45) E4812-E4821. Vosoughi, s. et. al. (2018). The spread of true and false news online, Science, 359(6380), 1146–1151. Wallace, D. (2007). Best American Essays. Boston: Houghton mifflin. Werndl, C. and Frigg, R. (2017). mind the Gap: Boltzmannian versus Gibbsian Equilibrium, Philosophy of Science, 84(5) 1289–1302. Wicken, J. (1987) Entropy and Information: suggestions for Common language, Philosophy of Science, 54(2) 176–193. Wittgenstein, l. (1933). Tractatus Logico-Philosophicus. [Reprinted, with a few

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Artigo 88	
Autor 1	Alberto Barrón-Cedeño
Intituição	Università di Bologna
Autor 2	Israa Jaradat
Instituição	University of Texas
Autor 3	Giovanni Da San Martinoc
Instituição	Qatar Computing Research Institute
Autor 4	Preslav Nakovc
Instituição	Qatar Computing Research Institute
Título	Proppy: Organizing the news based on their propagandistic content
Palavras-chave	Propaganda detection, News bias, Investigative journalism
Idioma	Inglês
Periódico	Information Processing & Management
Ano	2019
Referências	Ba, M. L., Berti-Equille, L., Shah, K., & Hammady, H. M. (2016). VERA: A platform for veracity estimation over web data. Proceedings of the 25th International Conference Companion on World Wide WebWWW '16159–162 Montréal, Québec, Canada. Baeza-Yates, R. (2018). Bias on the web. Communications of the ACM, 61(6), 54–61. Baly, R., Karadzhov, G., Alexandrov, D., Glass, J., & Nakov, P. (2018). Predicting factuality of reporting and bias of news media sources. Proceedings of the 2018 Conference on Empirical Methods in Natural Language ProcessingEMNLP '183528–3539. Bazerman, C. (2010). The informed writer: Using sources in the disciplines. Fort Collins, CO, USA: The WAC Clearinghouse. Bird, S., Loper, E., & Klein, E. (2009). Natural language processing with python. O'Reilly Media Inc. Brill, A. M. (2001). Online journalists embrace new marketing function. Newspaper Research Journal, 22(2), 28. Canini, K. R., Suh, B., & Pirolli, P. L. (2011). Finding credible information sources in social networks based on content and social structure. Proceedings of the IEEE International Conference on Privacy, Security, Risk, and Trust, and the IEEE International Conference on Social ComputingSocialCom/PASSAT '111–8 Boston, Massachusetts, USA. Castillo, C., Mendoza, M., & Poblete, B. (2011). Information credibility on Twitter. Proceedings of the 20th International Conference on World Wide WebWWWZ'11675–684 Hyderabad, India. Chen, C., Wu, K., Srinivasan, V., & Zhang, X. (2013). Battling the Internet Water Army: Detection of hidden paid posters. Proceedings of the 2013 IEEE/ACM International Conference on Advances in Social Networks Analysis and MiningASONAM '13116–120 Niagara, Ontario, Canada.

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Artigo 89	
Autor 1	Sara Martínez-Cardama
Instituição	Universidad Carlos III de Madrid
Autor 2	Laura Algora-Cancho
Instituição	Universidad Carlos III de Madrid
Título	Lucha contra la desinformación desde las bibliotecas universitarias
Palavras-chave	Post-truth, Fake news, Disinformation, Trust, Social media, Higher education, University libraries, Academic libraries, Media literacy, Information literacy, Infomediation, Spain
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2019
Referências	Álvarez, Sandra (2017). “Noticias falsas: compartir es curar”. CCCB LAB. Investigación e innovación en cultura, 7 marzo. Anderson, Rick (2017). “Fake news and alternative facts: five challenges for academic libraries”. Insights, v. 30, n. 2, pp. 4-9. Banks, Marcus (2016). “Fighting fake news: How libraries can lead the way on media literacy”. American libraries, 27 Dec. Batchelor, Oliver (2017). “Getting out the truth: The role of libraries in the fight against fake news”. Reference services review, v. 45, n. 2, pp. 143-148. Burkhardt, Joanna M. (2017). “How fake news spread: Combating fake news in the digital age”. Library technology reports, v. 53, n. 8, pp. 10-13. Caulfield, Mike (2017). Web literacy for student fact-checkers. Cooke, Nicole A (2017). “Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age”. The library quarterly, v. 87, n. 3, pp. 211-221. Corner, John (2017). “Fake news, post-truth and media – political change”. Media, culture & society, v. 39, n. 7, pp. 1100-1107. Farkas, Meredith (2018). “Beyond fake news: Determining what sources to trust”. American libraries, 1 June. Finley, Wayne; McGowan, Beth; Kluever, Joanna (2017). “Fake news: An opportunity for real librarianship”. ILA reporter, v. 35, n. 3, pp. 8-12. Johnson, Ben (2017). “Information literacy is dead: The role of libraries in a post-truth world”. Computers in libraries, v. 37, n. 2. Lamb, Annette (2017). “Fact or fake? Curriculum challenges for school librarians”. Teacher librarian, v. 45, n. 1, pp. 56-63. Rochlin, Nick (2017). “Fake news: belief in post-truth”. Library hi tech, v. 35, n. 3, pp. 386-392. Rose-Wiles, Lisa (2018). “Reflections on fake news, librarians, and undergraduate research”. Reference & user services quarterly, v. 57, n. 3, pp. 200-204. Shores, Mark (2018). “The alert collector: Collection development in an era of “fake news”. Reference & user services quarterly, v. 57, n. 3, pp. 176-177. Summers, Nick (2017). “Google will flag fake news stories in search results”. Engadget, 4 July. Vosoughi, Soroush; Roy, Deb; Aral, Sinan (2018). “The spread of true and false news online”. Science, v. 359, n. 6380, pp. 1146-1151. Zimdars, Melissa (2016). False, misleading, clickbait-y, and/or satirical “news”

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Artigo 90	
Autor	Andreu Casero-Ripollés
Instituição	Universitat Jaume I de Castelló
Título	Impact of Covid-19 on the media system: Communicative and democratic consequences of news consumption during the outbreak
Palavras-chave	Covid-19, Coronavirus, Media system, News consumption, Social media, Legacy media, Political communication, Fake news, Credibility, Reliability, Democracy, Journalism
Idioma	Inglês
Periódico	El Profesional de la Información
Ano	2020
Referências	Bennett, W. Lance; Livingston, Steven (2018). "The disinformation order: Disruptive communication and the decline of democratic institutions". <i>European journal of communication</i>, v. 33, n. 2, pp. 122-139. Bennett, W. Lance; Pfetsch, Barbara (2018). "Rethinking political communication in a time of disrupted public spheres". <i>Journal of communication</i>, v. 68, n. 2, pp. 243-253. Carlson, Matt (2017). <i>Journalistic authority: Legitimizing news in the digital era</i>. New York: Columbia University Press. Chadwick, Andrew (2017). <i>The hybrid media system: Politics and power</i>. Oxford: Oxford University Press. Dahl, Robert A. (2006). <i>On political equality</i>. New Haven: Yale University Press. Dutta-Bergman, Mohan J. (2004). "Complementarity in consumption of news types across traditional and new media". <i>Journal of broadcasting & electronic media</i>, v. 48, n. 1, pp. 41-60. Esser, Frank; De-Vreese, Claes H.; Strömbäck, Jesper; Van-Aelst, Peter; Aalberg, Toril; Stanyer, James; Lengauer, Günther; Berganza, Rosa; Legnante, Guido; Papathanassopoulos, Stylianos; Salgado, Susana; Sheaffer, Tamir; Reinemann, Carsten (2012). "Political information opportunities in Europe: A longitudinal and comparative study of thirteen television systems". <i>The international journal of press/politics</i>, v. 17, n. 3, pp. 247-274. Gil de Zúñiga, Homero; Diehl, Trevor (2019). "News finds me perception and democracy: Effects on political knowledge, political interest, and voting". <i>New media & society</i>, v. 21, n. 6, pp. 1253-1271. Gil de Zúñiga, Homero; Huber, Brigitte; Strauß, Nadine (2018). "Social media and democracy". <i>El profesional de la información</i>, v. 27, n. 6, pp. 1172-1180. Gil de Zúñiga, Homero; Weeks, Brian; Ardèvol-Abreu, Alberto (2017). "Effects of the news-finds-me perception in communication: Social media use implications for news seeking and learning about politics." <i>Journal of computer-mediated communication</i>, v. 22, n. 3, pp. 105-123. Habermas, Jürgen (2006). "Political communication in media society: Does democracy still enjoy an epistemic dimension? The impact of normative theory on empirical research". <i>Communication theory</i>, v. 16, n. 4, pp. 411-426. Koblin, John (2020). "The evening news is back". <i>The New York Times</i>, March 24. Kovach, Bill; Rosenstiel, Tom (2007). <i>The elements of journalism: What newspeople should know and the public should expect</i>. New York: Three Rivers

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Artigo 91	
Autor	Stefan Dreisiebner
Instituição	University of Graz
Título	Content and instructional design of MOOCs on information literacy A comprehensive analysis of 11 xMOOCs
Palavras-chave	Distance learning, MOOCs, Content analysis, Information literacy, Instructional design, ACRL standards
Idioma	Inglês
Periódico	Information and Learning Science
Ano	2019
Referências	Ala-Mutka, K. (2011), Mapping Digital Competence: Towards a Conceptual Understanding, Luxembourg. Beutelspacher, L., Henkel, M. and Schlögl, C. (2015), "Evaluating an information literacy assessment instrument. The case of a bachelor course in business administration", in Pehar, F., Schlögl, C. and Wolff, C. (Eds), <i>Re:inventing Information Science in the Networked Society. Proceedings of the 14th International Symposium on Information Science (ISI 2015)</i>, Zadar, Croatia, 19th-21st May 2015, Verlag Werner Hülsbusch, Glückstadt, pp. 482-491. Bozkurt, A., Akgün-Özbek, E. and Zawacki-Richter, O. (2017), "Trends and patterns in massive open online courses: review and content analysis of research on MOOCs (2008-2015)", <i>International Review of Research in Open and Distributed Learning</i>, Vol. 18 No. 5, pp. 118-147. Bruce, C.S. (1999), "Workplace experiences of information literacy", <i>International Journal of Information Management</i>, Vol. 19 No. 1, pp. 33-47. Chauvin, B.A. (2003), "Visual or media literacy?", <i>Journal of Visual Literacy</i>,

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Artigo 92	
Autor 1	Frank Bannister
Instituição	Trinity College
Autor 2	Regina Connolly
Instituição	Dublin City University
Título	The fourth power: ICT and the role of the administrative state in protecting democracy
Palavras-chave	Democracy, e-democracy, the administrative state, bureaucracy, interoperability, integration
Idioma	Inglês
Periódico	Information Polity
Ano	2018
Referências	Aday, S., Farrell, H., Lynch, M., Sides, J., & Freelon, D. (2012). <i>New media and conflict after the Arab Spring</i>. Washington: United States Institute of Peace, 80, 1-24. Alvarez, R. M., Hall, T. E., & Trechsel, A. H. (2009). Internet voting in comparative perspective: the case of Estonia. <i>PS: Political Science & Politics</i>, 42(3), 497-505. Andrews, C. (2015). <i>Bureaucratic Failure in the Federal Government, Downsizing the Federal Government: Your guide to cutting government spending</i>, 1st September 2015. Anthopoulos, L., Reddick, C. G., Giannakidou, I., & Mavridis, N. (2016). Why e-government projects fail? An analysis of the Healthcare.gov website. <i>Government Information Quarterly</i>, 33(1), 161-173. Bartels, L. M. (2016). <i>Unequal democracy: The political economy of the new gilded age</i>. New Jersey: Princeton University Press. Bastick, Z. (2017). in: <i>Digital Limits of Government: The Failure of e-Democracy</i>, Paulin, A., Anthopoulos, L. and Reddick, G., (Eds.), <i>Beyond Bureaucracy</i>, Cham, Switzerland, Springer Verlag, 3-14.

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Artigo 93	
Autor	Marcos Mayo-Cubero
Instituição	Universidad Nebrija
Título	Secciones, periodistas y fuentes informativas en la cobertura de crisis y emergencias en España
Palavras-chave	Risk communication, Catastrophes, Journalism, Disinformation, Fake news, Hoaxes, News, Editorial staff, Social media, Resilience, Information sources, Public organization, Political communication, Health communication, Public health crisis.
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2020
Referências	Andrew, Simon A.; Arlikatti, Sudha; Chatterjee, Vaswati; Ismayilov, Orkhan (2018). "Ebola crisis response in the USA: Communication management and SOPs". International journal of disaster risk reduction, v. 31, pp. 243-250. Appleby-Arnold, Sandra; Brockdorff, Noellie; Fallou, Laure; Bossu, Rémy

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Artigo 94	
Autor 1	Brasilina Passarelli
Instituição	Universidade de São Paulo (USP)
Autor 2	Alan César Belo Angeluci
Instituição	Universidade de São Paulo (USP)
Título	Emerging trends on brazilian connected students behavior
Palavras-chave	Brazilian connected students behavior, #Connected Youth Brazil Survey, Media and Information Literacy (MIL) – Brazil, 2018 ICT in Education CGI Survey.
Idioma	Inglês
Periódico	Páginas A & B
Ano	2020
Referências	CASTELLS, M. Communication Power. Oxford: Oxford University Press, 2009. FLORIDI, L. The Onlife Manifesto: being human in a hyperconnected era. United Kingdom: Springer Open, 2014. LATOUR, B. Reassembling the social: an introduction to actor-network theory. Oxford: Oxford University Press, 2005.

Artigo 95	
Autor	Tracy Efe Rhima
Instituição	Delta State University Library
Título	COVID-19 information seeking strategies of rural dwellers in delta north, nigeria
Palavras-chave	COVID-19, Information Seeking Strategies, Rural Dwellers, Delta North, Nigeria
Idioma	Inglês
Periódico	Library Philosophy and Practice
Ano	2020
Referências	Adeyoyin, S.O., & Oyewusi, F.O. (2015). A survey of the needs and utilization of health information among young adults in Abeokuta, Ogun State, Nigeria.

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Artigo 96	
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Título	Social media analytics: analysis and visualisation of news diffusion using NodeXL
Palavras-chave	Twitter, Social media, Social network analysis, Fake news, Information diffusion, Bots
Idioma	Inglês
Periódico	Online Information Review
Ano	2019
Referências	Bastian, M., Heymann, S. and Jacomy, M. (2009), "Gephi: an open source software for exploring and manipulating networks", International Conference on Web and Social Media, Vol. 8, pp. 361-362. Batet, M. and Sánchez, D. (2018), "Semantic disclosure control: semantics meets data privacy", Online Information Review, Vol. 42 No. 3, pp. 290-303. Bengfort, B. and Xirogiannopoulos, K. (2015), Visual Discovery of Communication Patterns in Email Networks, Unpublished manuscript. Bergström, A. and Belfrage, M.J. (2018), "News in social media: incidental consumption and the role of opinion leaders", Digit Journal, Vol. 6 No. 5, pp. 583-598. Borgatti, S.P., Everett, M.G. and Freeman, L.C. (2014), "UCINET", in Alhaji, R. and Rokne, J. (Eds), Encyclopedia of Social Network Analysis and Mining, Springer, New York, NY. Boyd, D.M. and Ellison, N.B. (2007), "Social network sites: definition, history, and scholarship", Journal of Computer-Mediated Communication, Vol. 13 No. 1, pp. 210-230. Bradshaw, S. and Howard, P.N. (2018), "Challenging truth and trust: a global inventory of organized social media manipulation", Working Paper No. 1, Project on Computational Propaganda, Oxford Internet Institute, Oxford University, Oxford. Brands, B.J., Graham, T. and Broersma, M. (2018), "Social media sourcing practices: how Dutch newspapers use tweets in political news coverage", Managing Democracy in the Digital Age, Springer, Cham, pp. 159-178. Broniatowski, D.A., Jamison, A.M., Qi, S., AlKulaib, L., Chen, T., Benton, A. and Dredze, M. (2018), "Weaponized health communication: Twitter bots and Russian Trolls amplify the vaccine debate", American Journal of Public Health, Vol. 108 No. 10, pp. 1378-1384. Bruns, A., Burgess, J.E., Mahrt, M., Puschmann, C. and Weller, K. (Eds) (2014), Twitter and Society, Peter Lang, New York, NY. Choi, M., Sang, Y. and Woo Park, H. (2014), "Exploring political discussions by

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Artigo 97	
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Instituição	Universidad de Navarra
Autor 5	Ignacio López-Goñi
Instituição	Universidad de Navarra
Autor 6	María-Carmen Erviti
Instituição	Universidad de Navarra
Título	Desinformación en tiempos de pandemia: tipología de los bulos sobre la Covid-19
Palavras-chave	Covid-19, Coronavirus, Pandemics, Infodemics, Fake news, Hoaxes, Misinformation, Disinformation, Fact-checking, Social media, Journalism, Digital journalism, Cyberjournalism, Spain
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2020
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Artigo 98	
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Instituição	Universidad de Valencia
Autor 2	Jaume Doménech-Beltrán
Instituição	Universidad de Valencia
Título	Perfil sociodemográfico y actitudes políticas de los grupos a favor y em contra de limitar la libre circulación de información durante la pandemia
Palavras-chave	Free circulation of information, Limitation of information flows, Sociodemographic profiles, Partisan identification, Sociology, Disinformation, Fake news, Health crisis, Covid-19, Pandemics, Coronavirus, Surveys, CIS
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2020
Referências	Aleixandre-Benavent, Rafael; Castelló-Cogollos, Lourdes; Valderrama-Zurián, Juan-Carlos (2020). "Información y comunicación durante los primeros meses de Covid-19. Infodemia, desinformación y papel de los profesionales de la información". Profesional de la información, v. 29, n. 4. Amat, Francesc; Falcó-Gimeno, Albert; Arenas, Andreu; Muñoz, Jordi (2020). "Pandemics meet democracy. Experimental evidence from the Covid-19 crisis in Spain". SocArXiv, 6 April. Arias-Maldonado, Manuel (2016). La democracia sentimental: política y emociones en el siglo XXI. Barcelona: Página Indómita. Bennett, W. Lance; Iyengar, Shanto (2008). "A new era of minimal effects? The changing foundations of political communication". Journal of communication, v. 58, n. 4, pp. 707-731. Broersma, Marcel; Graham, Todd (2013). "Twitter as a news source". Journalism practice, v. 7, n. 4, pp. 446-464. Bos, Linda; Kruikemeier, Sanne; De-Vreese, Claes (2016). "Nation binding: How public service broadcasting mitigates political selective exposure". PloS one, v. 11, n. 5. Casero-Ripollés, Andreu (2020). "Impact of Covid-19 on the media system. Communicative and democratic consequences of news consumption during the outbreak". El profesional de la información, v. 29, n. 2, e290223. Chadwick, Andrew (2013). The hybrid media system: Politics and power. Oxford: Oxford University Press. Conover, Pamela J.; Feldman, Stanley (1989). "Candidate perception in an ambiguous world: Campaigns, cues, and inference processes". American journal of political science, v. 33, n. 4, pp. 912-940. Cooke, Nicole A. (2018). Fake news and alternative facts: Information literacy in

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Artigo 99	
Autor	Miguel Del-Fresno-García
Instituição	Universidad Nacional de Educación a Distancia (UNED)
Título	Desórdenes informativos: sobreexpuestos e infrainformados en la era de la posverdad
Palavras-chave	Information disorders, Post-truth, Misinformation, Fake news, Alternative facts, Deepfakes, Corporate misinformation, War on science
Idioma	Espanhol
Periódico	El Profesional de la Información
Ano	2019
Referências	Alcorn, Gay (2014). "Facts are futile in an era of post-truth politics". The age, 28

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Artigo 100	
Autor	Jesús Cortés-Vera
Instituição	Universidad Autónoma de Ciudad Juárez (UACJ)
Título	La alfabetización informacional, bastión en tiempos de la Posverdad
Palavras-chave	Information literacy, Post-truth, Social networks, Fake news
Idioma	Espanhol
Periódico	Bibliotecas Anales de Investigación

Ano	2019
Referências	Batchelor, O. (2017). Getting out the truth: the role of libraries in the fight against fake news”, <i>Reference Services Review</i>, 45(2), 143-148. Bauman, Z. (2011). <i>Vida de Consumo</i>. Buenos Aires: Fondo de Cultura Económica. Burkhardt, J. M. (2017). Combating fake news in the digital age. <i>Library Technology Reports</i>, 53(8). Caridad-Sebastián, M., Morales-García, A.-M., Martínez-Cardama, S., & García-López, F. (2018). Infomediación y posverdad: el papel de las bibliotecas. <i>El profesional de la información</i>, 27(4), 891–898. Carré, H. (Noviembre, 2017). Documentos TV: en la era de la posverdad [RTVE]. Cooke, N. A. (2018). <i>Fake News and Alternative Facts. Information Literacy in a Post-Truth Era</i>. Chicago: ALA Douglas, K., Sutton, R. & Cichocka. (2017) <i>The Psychology of Conspiracy Theories</i>. <i>Current Directions in Psychological Science</i>, 26(6), 538-542. García Márquez, G. (2014). <i>El amor en los tiempos del cólera</i> (1a. ed. Digital). Nueva York: Vintage Español. Hernández Pérez, J. (2018). El ecosistema de la información: excesos y falsedades. En: E. Morales (Coord). <i>La posverdad y las noticias falsas: el uso ético de la información</i>. (p. 203-2018). México: UNAM Lee, A. (2013). <i>Literacy and Competencies Required to Participate in Knowledge Societies</i>. UNESCO. <i>Conceptual Relationship of Information and Media Literacy in Knowledge Societies</i>. Paris: UNESCO. Manrique, J. L. (2016). Populismo y pos-verdad, ¿Sólo tendencias? <i>Inmanencia</i>, 5(1), 161-165. Morales, E. (2018). <i>La posverdad y las noticias falsas: el uso ético de la información</i>. (p. 203-2018). México: UNAM, Instituto de Investigaciones Bibliotecológicas y de la Información. Pariser, E. (2017). <i>El filtro burbuja: Cómo la web decide lo que leemos y lo que pensamos</i>. Barcelona: Taurus. Portillo Fuenmayor, L.; & Pirela Morillo, J. (2010). Alfabetización informacional: un enfoque postmoderno para la formación del ciudadano en la sociedad del conocimiento. <i>Documentación de las Ciencias de la Información</i>, 33, 195-207. Querol, R. de (enero, 2016). Zygmunt Bauman: Las redes sociales son una trampa. <i>El País</i>. Shapiro, J. J. & Hughes, S. K. (1996). Information Literacy as a Liberal Art. <i>Enlightenment Proposals for a New Curriculum</i>. <i>Educom Review</i>, 2(31). Trejo Delarbre, R. (2017). En la era de la posverdad. <i>Telos</i>, (107).

Artigo 101	
Autor 1	Oberiri Destiny Apuke
Instituição	Universiti Sains Malaysia
Autor 2	Bahiyah Omar
Instituição	Universiti Sains Malaysia
Título	Fake news and COVID-19: modelling the predictors of fake news sharing among social media users

Palavras-chave	COVID-19, Fake news, Fake news sharing, Nigeria, Social media users
Idioma	Inglês
Periódico	Telematics and Informatics
Ano	2021
Referências	Alpert, L.I., 2020. Coronavirus Misinformation Spreads on Facebook. Watchdog Says, The World Street Journal. Anspach, N.M., Carlson, T.N., 2018. What to Believe? Social Media Commentary and Belief in Misinformation. Political Behavior 0123456789. Baek, K., Holton, A., Harp, D., Yaschur, C., 2011. The links that bind: Uncovering novel motivations for linking on Facebook. Computers in Human Behavior 27 (6), 2243–2248. Bagozzi, R.P., Yi, Y., Phillips, L.W., 1991. Assessing Construct Validity in Organizational Research. Administrative Science Quarterly 36 (3), 421–458. Baltar, F., Brunet, I., 2012. Social research 2.0: Virtual snowball sampling method using Facebook. Internet Research 22 (1), 57–74. Chadwick, A., & Vaccari, C. (2019). News Sharing on UK Social Media. Chang, S.E., Liu, A.Y., Shen, W.C., 2017. User trust in social networking services: A comparison of Facebook and LinkedIn. Computers in Human Behavior 69, 207–217. Chen, X. (2014). The Influences of Personality and Motivation on the Sharing of Misinformation on Social Media. 1–11. Chen, X., Sin, S.C.J., Theng, Y.L., Lee, C.S., 2015. Why Students Share Misinformation on Social Media: Motivation, Gender, and Study-level Differences. Journal of Academic Librarianship 41 (5), 583–592. Chiu, C.M., Hsu, M.H., Wang, E.T.G., 2006. Understanding knowledge sharing in virtual communities: An integration of social capital and social cognitive theories. Decision Support Systems 42 (3), 1872–1888. Choi, J., 2016. Why do people use news differently on SNSs? An investigation of the role of motivations, media repertoires, and technology cluster on citizens' news-related activities. Computers in Human Behavior 54, 249–256. Cohen, J., 1988. Statistical power analysis for the behavioral sciences, 2nd ed. Lawrence Erlbaum Associates Publishers. Diddi, A., & Larose, R. (2010). Getting Hooked on News : Uses and Gratifications and the Formation of News Habits Among College Students in an Internet Environment Getting Hooked on News : Uses and Gratifications and the Formation of News Habits Among College Students in an Internet Env. 8151. Duffy, A., Tandoc, E., Ling, R., 2019. Too good to be true, too good not to share: the social utility of fake news. Information Communication and Society 1–15. Dunne, Á., Lawlor, M.A., Rowley, J., 2010. Young people's use of online social networking sites - a uses and gratifications perspective. Journal of Research in Interactive Marketing 4 (1), 46–58. Egelhofer, J.L., Lecheler, S., 2019. Fake news as a two-dimensional phenomenon: a framework and research agenda. Annals of the International

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Artigo 102	
Autor	Siviwe Bangani
Instituição	Stellenbosch University Library & Information Service
Título	The fake news wave: Academic libraries' battle against misinformation during COVID-19
Palavras-	Fake news, Infodemic, COVID-19, Information literacy, LibGuides, Websites

chave	
Idioma	Inglês
Periódico	The Journal of Academic Librarianship
Ano	2021
Referências	Ahinkorah, B. O., Ameyaw, Hagan, E.K., Hagan, J. E., Seidu, A. A. and Schack, T. (2020). Rising above misinformation or fake news in Africa: Another strategy to control COVID-19 spread. <i>Frontiers in Communication</i>. Aitchison, J. (2016). Proxies and perplexities: What is the current state of adult (il)literacy in South Africa? <i>Journal of Education</i>, 66, 111–138. Alemanno, A. (2018). Editorial: How to counter fake news? A taxonomy of anti-fake news approaches. <i>European Journal of Risk Regulation</i>, 9(1), 1–5. Ali, M. Y., & Gatiti, P. (2020). The COVID-19 (coronavirus) pandemic: Reflections on the roles of librarians and information professionals. <i>Health Information and Libraries Journal</i>, 37(2), 158–162. Auberry, K. (2018). Increasing students' ability to identify fake news through information literacy education and content management systems. <i>The Reference Librarian</i>, 59(4), 179–187. Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria. <i>LivingSpring Journal of Library and Information Science</i>, 2(1), 54–62. Bamidele, M. (2020). Pastor demands \$100,000 to fight coronavirus demon in hell. <i>The Guardian</i>. 28 March. Bhati, P. (2020). Role of library professionals in a pandemic situation like COVID-19. <i>International Journal of Library and Information Studies</i>, 10(2), 33–48. Bird, W., & Smith, T. (2020). Disinformation in a time of COVID-19: Weekly trends in South Africa, 30 August. Bruton, B. 2020. Library services & resources during temporary building closure. Burkhardt, J. (2017). Combating fake news in the digital age. <i>Library Technology Reports</i>, 53(8), 5–33. Chenzi, V. (2020). Fake news, social media and xenophobia in South Africa. <i>African Identities</i>. Chisita, C. (2020). Libraries in the midst of the Coronavirus (COVID- 19): Researchers experiences in dealing with the vexatious infodemic. <i>Library High News</i>, 37(6), 11–14. Chukwuyere, A. E., Nwanneka, O. I., Chukwudebelu, C. C., & Chidiebere, E. B. (2020). Librarians' use of social media in disseminating health information on COVID-19. <i>International Journal of Research and Review</i>, 7(7), 443–454. Crowster, N. (2020). Statement by the LIASA president. Pretoria: LIASA. De Paor, S., & Heravi, B. (2020). Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news. <i>The Journal of Academic Librarianship</i>, 46(5), 1–8. Durodolu, O.O. and Ibenne, S.K. (2020). The fake news infodemic vs

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Artigo 103	
Autor 1	Jackie Ayoub
Instituição	University of Michigan
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Instituição	University of Michigan
Título	Combat COVID-19 infodemic using explainable natural language processing models
Palavras-chave	COVID-19, Misinformation detection, Trust, BERT, DistilBERT, SHAP
Idioma	Inglês
Periódico	Information Processing and Management
Ano	2021
Referências	Aggarwal, A., Chauhan, A., Kumar, D., Mittal, M., & Verma, S. (2020). Classification of fake news by fine-tuning deep bidirectional transformers based language model. In EAI Endorsed Transactions on Scalable Information Systems Online First. Ghent, Belgium: EAI. Bahad, P., Saxena, P., & Kamal, R. (2019). Fake news detection using bi-directional LSTM-recurrent neural network. <i>Procedia Computer Science</i>, 165, 74–82. Beaunoyer, E., Dupéré, S., & Guitton, M. J. (2020). COVID-19 and digital inequalities: Reciprocal impacts and mitigation strategies. <i>Computers in Human Behavior</i>, Article 106424. Benamira, A., Devillers, B., Lesot, E., Ray, A. K., Saadi, M., & Malliaros, F. D. (2019). Semi-supervised learning and graph neural networks for fake news detection. In 2019 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining (ASONAM) (pp. 568–569). IEEE.

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Artigo 104	
Autor 1	Jisu Kim
Instituição	Sungkyunkwan University
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Instituição	Sungkyunkwan University
Autor 6	Daejin Choi
Instituição	Incheon National University (INU)
Título	FibVID: Comprehensive fake news diffusion dataset during the COVID-19 period
Palavras-chave	COVID-19, Diffusion, Fact checking, Fake news
Idioma	Inglês
Periódico	Telematics and Informatics
Ano	2021
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Artigo 105	
Autor	Michela Montesi
Instituição	Universidad Complutense de Madrid
Título	Understanding fake news during the Covid-19 health crisis from the perspective of information behaviour: The case of Spain
Palavras-chave	Fake news, Covid-19, Spain, information behaviour, cognitive authority, affective authority, interactivity, civic values
Idioma	Inglês

Periódico	Journal of Librarianship and Information Science
Ano	2021
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Artigo 106	
Autor 1	Oberiri Destiny Apuke
Instituição	Universiti Sains Malaysia
Autor 2	Bahiyah Omar
Instituição	Universiti Sains Malaysia
Título	Social media affordances and information abundance: Enabling fake news sharing during the COVID-19 health crisis
Palavras-chave	COVID-19, fake news sharing, fake news, Nigeria, social media users
Idioma	Inglês
Periódico	Health Informatics Journal
Ano	2021
Referências	Lee J and Choi Y. Informed public against false rumor in the social media era: focusing on social media dependency. Telemat Inform 2018; 35(5): 1071–1081. Bondielli A and Marcelloni F. A survey on fake news and rumour detection techniques. Inf Sci 2019; 497: 38–55. Lazer DMJ, Baum MA, Benkler Y, et al. The science of fake news. Science 2018; 359(6380): 1094– 1096. Ireton C and Posetti J. Journalism, ‘fake news’ & disinformation: handbook for journalism education and training, Paris, France, 2018, 122pp. Unesco Publising. Klein DO and Wueller JR. Fake news: a legal perspective. J Internet Law 2017; 20(10): 1, 6–13. Basch CH, Kecojevic A and Wagner VH. Coverage of the COVID-19 pandemic in the online versions of highly circulated U.S. daily newspapers. J Community Health 2020; 45(6):1089–1097. Laato S, Najmul Islam AKM, Nazrul Islam M, et al. What drives unverified information sharing and cyberchondria during the COVID-19 pandemic? Eur J Inf Syst 2020; 29(3): 288–305. Knight V. Covid-19: beware online tests and cures, experts say. The Guardian, 1 December 2020. Pennycook G, McPhetres J, Zhang Y, et al. Fighting COVID-19 misinformation on social media: experimental evidence for a scalable accuracy-nudge intervention. Psychol Sci 2020; 31: 770–780. Huynh TLD. The COVID-19 risk perception: a survey on socioeconomics and media attention. Econ Bull 2020; 40(1): 758–764. Thompson N, Wang X and Daya P. Determinants of news sharing behavior on social media. J Comput Inf Syst 2019; 60(6): 593–601. Najmul Islam AKM, Laato S, Talukder S, et al. Misinformation sharing and social media fatigue during COVID-19: an affordance and cognitive load

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Artigo 107	
Autor 1	Luis-Miguel Pedrero-Esteban
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Autor 2	Ana Pérez-Escoda
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Instituição	Universidad Antonio de Nebrija
Título	“Brexit’s impact on Spanish media discourse: news coverage and audience reaction on Twitter”
Palavras-chave	Journalism, Social networks, Social media, Brexit, News coverage, Disinformation, Democracy, Communication, Media, Twitter
Idioma	Inglês

Periódico	Profesional de la información
Ano	2021
Referências	Alonso-Muñoz, Laura; Casero-Ripollés, Andreu (2020). “Populism against Europe in social media: The Eurosceptic discourse on Twitter in Spain, Italy, France, and United Kingdom during the campaign of the 2019 European Parliament election”. <i>Frontiers in communication</i>, n. 5. Arcila-Calderón, Carlos; Barbosa-Caro, Eduar; Cabezuelo-Lorenzo, Francisco (2016). “Técnicas big data: análisis de textos a gran escala para la investigación científica y periodística”. <i>El profesional de la información</i>, v. 25, n. 4, pp. 623-631. Barnard, Stephen R. (2014). “‘Tweet or be sacked’: Twitter and the new elements of journalistic practice”. <i>Journalism</i>, v. 17, n. 2, pp. 190-207. Bastos, Marco; Mercea, Dan (2018). “The public accountability of social platforms: Lessons from a study on bots and trolls in the Brexit campaign”. <i>Philosophical transactions of the Royal Society A: mathematical, physical, and engineering sciences</i>, v. 376, n. 2128. Bauman, Zygmunt; Leoncini, Thomas (2018). <i>Generación líquida: Transformaciones en la era 3.0</i>. México: Paidós. Brems, Cara; Temmerman, Martina; Graham, Todd; Broersma, Marcel (2017). “Personal branding on Twitter: How employed and freelance journalists stage themselves on social media”. <i>Digital journalism</i>, v. 5, n. 4, pp. 443-459. Brennen, J. Scott; Simon, Felix; Howard, Philip N.; Nielsen, Rasmus-Kleis (2020). <i>Types, sources, and claims of Covid-19 misinformation</i>. Oxford: Reuters institute for the study of journalism.

Artigo 108	
Autor 1	Carlos Robson Souza da Silva
Instituição	Universidade Federal do Ceará (UFC)
Autor 2	Thiciane Mary Carvalho Teixeira
Instituição	Universidade Federal do Ceará (UFC)
Título	Competência em Informação na Educação Profissional: avaliação de estudantes de um cursotécnico integrado ao Ensino Médio
Palavras-chave	Information Literacy, Vocational Education, Training; Information Literacy Assessment
Idioma	Português
Periódico	Liinc em Revista
Ano	2021
Referências	BELLUZZO, Regina Célia Batista; KERBAUY, Maria Teresa Miceli, 2004. Em busca de parâmetros de avaliação da formação contínua de professores do ensino fundamental para o desenvolvimento da information literacy. <i>ETD - Educação Temática Digital</i> [em linha]. 2004. v. 5, n. 2, p. 129–139, 2004. DUDZIAK, Adriana Elisabeth, 2003. Information Literacy: princípios, filosofia e prática. <i>Ciência da Informação</i> [em linha]. 2003. v. 32, n. 1, p. 23-35. SANTOS, Camila Araújo dos, 2017. Competência em Informação na formação básica dos estudantes da educação profissional e tecnológica [em linha]. Tese (Doutorado em Ciência da Informação). Marília, SP: Universidade Estadual Paulista. SANTOS, Camila Araújo; CASARIN, Helen Castro Silva, 2014. Habilidades informacionais abordadas em instrumentos de avaliação de CI. <i>Informação &</i>

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Artigo 109	
Autor 1	Bruno Luce
Instituição	Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS)
Autor 2	Laura Valladares De Oliveira Soares
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Autor 3	Lizandra Brasil Estabel
Instituição	Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS)
Título	Alfabetització informacional en la lluita contra les notícies falses : l'aplicació d'un objecte d'aprenentatge en una formació per a gent gran
Palavras-chave	Educational facilities, Desinformation, Training courses, Old age, Informational alphabetization
Idioma	Espanhol
Periódico	BiD: textos universitaris de biblioteconomia i documentació
Ano	2021
Referências	Allcott, Hunt; Gentzkow, Matthew (2017). "Social Media and Fake News in the 2016 Election". Journal of Economic Perspectives, v.31, n.2, p.211- 236. Belluzzo, Regina Célia Baptista (2007). Construção de mapas: desenvolvendo competências em informação e comunicação. 2.ed. Bauru: Cá Entre Nós. Bruce, Christine Susan (1997). "Seven Faces of Information Literacy in Higher Education". Anales De Documentación. Campello, Bernadete dos Santos(2003). "O movimento da competência informacional: uma perspectiva para o letramento informacional". Ciência da Informação, v. 32, n. 3, p. 28-37, set./dez. Caregnato, Sonia Elisa (2000). "O desenvolvimento de habilidades informacionais: o papel das bibliotecas universitárias no contexto da informação digital em rede". Rev. de Bibliotecon. & Comun., v. 8, p. 47-55. Freitas, Elizabete Viana de; Py, Ligia (2016). Tratado de geriatria e gerontologia. Rio de Janeiro: Guanabara Koogan. Gasque, Kelley Cristine Gonçalves Dias. (2010). "Arcabouço conceitual do letramento informacional". Ciência da Informação, v. 39 n. 3, p.83-92, set./dez. Hatschbach, Maria Helena de Lima. (2002). Information literacy: aspectos conceituais e iniciativas em ambiente digital para o estudante de nível superior. 2002. Dissertação (Mestrado em Ciência da Informação)– UFRJ/ECO – MCT/IBICT. Gómez Hernández, José Antonio; Navalón Vila, Conrado (2000). "La experiencia de enseñanza de la "alfabetización informacional" en el Aula de Mayores de la Universidad de Murcia."En: Congreso Internacional Retos de la alfabetización tecnológica en un mundo en red. Hodgins, Wayne H.(2002), "The Future of Learning Objects". E-Technologies in Engineering Education: Learning Outcomes Providing Future Possibilities, Jack R. Lohmann, Georgia Institute of Technology, USA; Michael L. Corradini, University of Wisconsin-Madison, USA Eds, ECI Symposium Series.

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Artigo 110	
Autor	Berta García-Orosa
Instituição	Universidad de Santiago de Compostela
Título	Disinformation, social media, bots, and astroturfing: the fourth wave of digital democracy
Palavras-chave	Artificial intelligence, Astroturfing, Automation, Bots, Covid-19, Big data, Democracy, Algorithms, Disinformation, Election campaigns, Political communication, Hoaxes, Fake news
Idioma	Inglês
Periódico	Profesional de la información
Ano	2021
Referências	Agre, Philip (2002). "Real-time politics: The Internet and the political process". The information society, v. 18, n. 5, pp. 311-331. Alallaq, Noora; Al-khiza'ay, Muhmmaad; Han, Xin (2019). "Group topic-author model for efficient discovery of latent social astroturfing groups in tourism domain". Cybersecurity, v. 2, n. 1.

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Artigo 111	
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Autor 2	Omorodion Okuonghae
Instituição	Samuel Adegboyega University
Autor 3	John Oluwaseye Adebayo
Instituição	Chrisland University
Título	Information literacy competence in curtailing fake news about the COVID-19 pandemic among undergraduates in Nigeria
Palavras-chave	Nigeria, Fake news, Information literacy competency, COVID-19, Corona virus, Library and information science's undergraduate
Idioma	Inglês
Periódico	Reference Services Review
Ano	2021
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Artigo 112	
Autor 1	Jorge Revez
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Instituição	Universidade de Lisboa
Título	Librarians against fake news: a systematic literature review of library practices (Jan. 2018-Sept. 2020)
Palavras-chave	Fake News, Misinformation, Post-truth, Librarians, Library Practices, Systematic Literature Review
Idioma	Inglês
Periódico	The Journal of academic librarianship
Ano	2021
Referências	Affelt, A. (2019). All That’s Not Fit to Print: Fake News and the Call to Action for Librarians and Information Professionals. Emerald. Agosto, D. E. (Ed.). (2018). Information literacy and libraries in the age of fake news. Libraries Unlimited. Ameen, K., & Naeem, S. B. (2020). Demographic differences in the perceived news literacy skills and sharing behavior of information professionals. <i>Information Discovery and Delivery, Ahead of print</i>(Ahead of print), 1–13. Anderson, R. (2017). Fake news and alternative facts: Five challenges for academic libraries. <i>Insights</i>, 30(2), 4–9. Auberry, K. (2018). Increasing students’ ability to identify fake news through information literacy education and content management systems. <i>The Reference Librarian</i>, 59(4), 179–187. Barclay, D. A. (2018). Fake news, propaganda, and plain old lies: How to find trustworthy information in the digital age. Rowman & Littlefield. Batchelor, O. (2017). Getting out the truth: The role of libraries in the fight against fake news. <i>Reference Services Review</i>, 45(2), 143–148. Buschman, J. (2019). Good news, bad news, and fake news: Going beyond political literacy to democracy and libraries. <i>Journal of Documentation</i>, 75(1), 213–228. Caridad-Sebastián, M., Morales-García, A.-M. Martínez-Cardama, S., & García-López, F. (2018). Infomediación y posverdad: El papel de las bibliotecas. El

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Artigo 113	
Autor 1	Michele Avissar-Whiting
Instituição	Research Square Company
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Instituição	Não consta
Autor 5	Jodi Schneider
Instituição	University of Illinois
Autor 6	Randy Townsend
Instituição	American Geophysical Union
Autor 7	Nathan D. Woods
Instituição	University of Lethbridge
Título	Addressing disorder in scholarly communication: Strategies from NISO Plus2021

Palavras-chave	Preprints, retraction, scientific fact-checking, NISO Plus 2021, open access, scholarly communication, COVID-19
Idioma	Inglês
Periódico	Information Services & Use
Ano	2021
Referências	C. Wardle and H. Derakhshan, Information disorder: Toward an interdisciplinary framework for research and policy making, [Internet]. 2017, Report No.: DGI (2017)09. C.J. Bakker, J. Schneider, R. Townsend, M. Avissar-Whiting, H. Heckner and C. Letaillieur, Misinformation and truth: From fake news to retractions to preprints. in: NISO Plus 2021 2021. D. Kwon, How swamped preprint servers are blocking bad coronavirus research, <i>Nature</i> 581(7807) (2020), 130–131. M. Malicki, A. Jeroncic, G. ter Riet, L.M. Bouter, J.P.A. Ioannidis, S.N. Goodman et al., Preprint servers' policies, submission requirements, and transparency in reporting and research integrity recommendations, <i>JAMA</i> 324(18) (2020), 1901. A. Nelde, T. Bilich, J.S. Heitmann, Y. Maringer, H.R. Salih, M. Roerden et al., SARS-CoV-2-derived peptides define heterologous and COVID-19-induced T cell recognition, <i>Nature Immunology</i> 22(1) (2021), 74–85, [Internet]. A. Letson, How the pandemic changed us, [Internet], KALW Local Public Radio; 2021. (Reveal). T.-K. Hsiao and J. Schneider, Continued use of retracted papers: Temporal trends in citations and (lack of) awareness of retractions shown in citation contexts in biomedicine, [Internet]. 2021. J. Schneider, N.D. Woods, R. Proescholdt and Y. Fu, The RISRS Team. Reducing the inadvertent spread of retracted science: Shaping a research and implementation agenda, <i>MetaArXiv Preprints</i>. A. Martin, Japanese stem-cell scientist Yoshiki Sasai commits suicide, <i>Wall Street Journal</i>. S. Shukla, What is nine-dash line? The basis of China's claim to sovereignty over South China Sea. <i>ThePrint</i>, [Internet]. M.L. Grieneisen and M. Zhang, A comprehensive survey of retracted articles from the scholarly literature, <i>PLoS ONE</i> 7(10) (2012), e44118. B. Goldacre, I. Chalmers and P. Glasziou, Foreword. in: <i>Testing Treatments: Better Research for Better Health-care</i>, H. Thornton (ed.), 2nd ed. Pinter & Martin, London, 2011. S.J. Brown, C.J. Bakker and N.R. Theis-Mahon, Retracted publications in pharmacy systematic reviews, [manuscript]. N.R. Theis-Mahon and C.J. Bakker, The continued citation of retracted publications in dentistry, <i>Journal of the Medical Library Association</i> 108(3) (2020), 389–397, [Internet]. C. Candal-Pedreira, A. Ruano-Ravina, E. Fernández, J. Ramos, I. Campos-Varela and M. Pérez-Ríos, Does retraction after misconduct have an impact on citations? A pre–post study, <i>BMJ Global Health</i> 5(11) (2020), e003719.

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Artigo 114	
Autor 1	Jason C. Young
Instituição	University of Washington
Autor 2	Brandyn Boyd
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Autor 3	Katya Yefimova
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Instituição	University of Washington
Título	The role of libraries in misinformation programming: A research agenda
Palavras-chave	Disinformation, media literacy, misinformation, public libraries, politics, programming
Idioma	Inglês
Periódico	Journal of Librarianship and Information Science
Ano	2020
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Artigo 115	
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Idioma	Inglês
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Referências	Abbasi, A., Altmann, J., & Hossain, L. (2011). Identifying the effects of co-authorship networks on the performance of scholars: A correlation and regression analysis of performance measures and social network analysis measures. <i>Journal of Informetrics</i>, 5(4), 594–607. Abrishami, A., & Aliakbary, S. (2019). Predicting citation counts based on deep

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